



Oaklands Catholic School

Year 9 Options Booklet

January 2024



What will you study?

How will you be assessed?

What will it lead to?

Potential for Greatness

Excellence in
S.T.E.M.
@ Oaklands



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Headteacher's Introduction

After the Whitsun half term your child will begin to study the courses that they will pursue until the end of Year 11. In preparation for this, your child will be required to make their GCSE Option choices.

As you know, the options process is an important phase in your child's school life. Students, for the first time, will have an opportunity to choose subjects which will begin to shape the remainder of their educational lives. It is therefore important that good choices are made.

Fortunately, as a large secondary, we are able to offer a wide variety of courses, with a number that do not appear in KS3. Our aim is to provide courses that will provide students with a broad and balanced curriculum whilst still giving each individual a degree of choice.

We recognise that making these decisions, whilst thinking about further education and future career choices, can be difficult. The advice and guidance contained within this Options Booklet and at the **Options Evening on Thursday 25th January** will aid that decision process.

The process of designing the GCSE timetable is complex. We will do our best to ensure that as many students as possible obtain their preferred choice. However, both students and parents should be aware that the curriculum can only be delivered within the available resources. In previous years satisfaction rates have been very high with the overwhelming number of students obtaining all their subject choices.

In summary, there are three stages to the process.

- Stage 1** Students select Geography or History and three other preferences in order
- Stage 2** We publish the option blocks built around the student preferences, students and parents choose again from the option blocks
- Stage 3** Final choices are published to students

If after Stage 1 it appears that a subject has very low demand it may not appear in the option blocks as a choice and may not run. Any decision of this nature would be discussed with your child and reported home.

The Government expects an increasing number of students to follow a suite of courses they have named the English Baccalaureate (EBacc). The aim is for 75% of secondary students to be following this suite of subjects in the future.

To gain this, students must achieve at least a GCSE Grade 4 in five areas:

<i>English Language</i>	<i>Mathematics</i>	<i>Combined Science or Separate Sciences</i>
<i>A Modern Foreign Language</i>	<i>History or Geography</i>	

By gaining this standard, students will be able to compete with other similar students nationally for places in universities or employment. Although the EBacc is not a qualification itself, a broad academic curriculum is recommended by the Government and top universities as a good way of keeping options open for those students who are likely to continue their education to A Level or beyond. It is important that you and your child consider this during the options process.

I have included a number of frequently asked questions towards the end of this booklet to help you with the process.

The option choice summary is attached to the back of this booklet. Choices will need to be made by **Friday 2nd February 2024** and should be submitted by completing the online preference form which can be found via the link below. Please note that the form will not 'go live' until after the Options Evening.

Year 9 Subject Preference Form January 2024

Finally, we look forward to seeing you at the Year 9 Options Evening on **Thursday 25th January at 7.00pm** and continuing to work together with you all over the next two years. We hope that through consultation and co-operation, we can ensure that a smooth and successful two-year course is achieved for all students.

Matthew Quinn
Headteacher

Learning Pathways

Pointing you in the right direction

YEAR 9 OPTION CHOICES

I hope that this booklet will provide you with information about the different courses available in September.

I would encourage you to read this booklet with your child. As parents and carers, you will obviously play an important role in helping your daughter / son to reach a decision.

We also do expect students to contribute to the discussion - after all it is they who will be taking the examinations. The section on decision making on Pages 6 and 7 should help here.

Students are expected to take on responsibility for their own learning and this is increasingly recognised at Parents' Evenings in Years 10 and 11, where students are expected to attend with their parents.

There are a number of key dates that I have included below. It is important that option choices are submitted on time.

WHAT SUBJECTS ARE COMPULSORY?

Combined Science
English Language / Literature
Mathematics
History or Geography
Physical Education
Religious Studies

WHEN WILL THE FINAL CHOICES HAVE TO BE MADE?

Your child will complete their option choices online.
Please keep yourself informed of the subjects that they are thinking of taking.

Discuss and help in their choices

The school will be willing to help if you are having problems

Year 9 Parents will have the opportunity to attend presentations for each subject at the Year 9 Options Evening on **Thursday 25th January.**

The deadline for Stage 1 (selecting Geography or History and three other preferences) is **Friday 2nd February.**

Learning Pathways

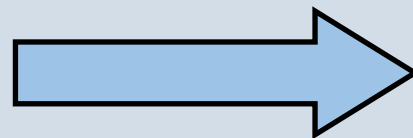
Pointing you in the right direction

LEARNING PATHWAY

Students will study :

**RE, English Language, English Literature, Maths,
Combined Science, History or Geography**

plus two additional subjects.



Please note that Triple Science is only available as an offer to students currently in Set 1 for Science. If students select Triple Science it will use up one of their additional subject choices.

Modern Foreign Languages (French or Spanish) are available for all students to study. This would use up one additional subject choice. If there is sufficient demand, then it may be possible to offer both French and Spanish to some students. This would use up both additional subject choices.

The decision regarding which additional subject(s) should be studied is an important one, and every student is advised to spend time carefully considering the choices. Being ambitious and aspirational is to be encouraged, however every year there are a small number of students who select a subject that is not appropriate; this becomes obvious during Year 10 and early in Year 11, by which time it is too late to change. It is hoped both students and parents will respond positively to the advice given.

Under the current style GCSEs, many subjects have a reduced non-examination assessment (coursework, controlled assessment). Some subjects will only be assessed by terminal exams, some of these papers will be 2¼ hours in length.

On Page 31 we have broken down the method of assessment for each course.

Different forms of assessment are appropriate for students with different learning styles. Please use this information to help in the selection of courses.



Learning Pathways

Pointing students in the right direction

IMPORTANT CONSIDERATIONS FOR STUDENTS

You should find out about:

- * Qualifications obtainable
- * What you will study on the course
- * Entry requirements
- * Closing dates
- * Implications for career choice – what you can do after the course

Remember – your Careers Officer is always available to offer help and advice.

ADVICE ON CHOOSING YOUR SUBJECTS

- 1 What do I want to do at 16+
 - * Sixth Form?
 - * Apprenticeship?
 - * College?
- 2 Choose the subjects which will assist your intentions for 16+.
- 3 Choose a well balanced timetable.
- 4 It is best not to pick a subject you are poor at.
- 5 **Do not** pick a subject because you work well for that teacher. It may be a different teacher taking that subject in Years 9, 10 and 11.
- 6 **Do not** pick a subject you have not studied before because you like the sound of it. If you have not done it before find out as much as you can about it before making your decision.
- 7 **Do not** choose subjects just because your friends have chosen them.
- 8 **Do not** be afraid to choose subjects that are different and new to you.
- 9 Creative subjects such as Art, Music and Technologies have good career prospects and are valued by employers.
- 10 Seek plenty of advice and ask lots of questions

Learning Pathways

Pointing parents/carers in the right direction

SOME IMPORTANT POINTS FOR PARENTS/CARERS

In making decisions here are a few points to consider:

- * Are there career implications to the subject choice? All students will study Combined Science – this will provide access to a career in Science. Triple Science is available to Set 1 Science students in both cohorts. If students select Triple Science then this will use an option choice. Please note that Triple Science is not a requirement to study Science at Advanced Level.
- * Is a GCSE in a subject required in order to study that same subject at A Level?
- * Is the subject inspiring? In general, the more interested a student is in a subject, the more likely they will be successful.
- * Is the subject a good match with a student's skills? Some subjects require a greater intellectual contribution than others. Some are more practical. Consider what the right balance is.

THE WRONG REASONS WOULD INCLUDE:

- * I like the teacher
- * All the other choices are boring / too difficult
- * All my friends are doing that subject
- * I think it will help me get a job

THE RIGHT REASONS INCLUDE:

- ✓ I am good at / enjoy that subject
- ✓ I know that these subjects will help my career choice, because I have found out about it
- ✓ I have achieved good marks and exam grades in a subject

WHERE TO SEEK ADVICE

There are a number of ways of getting advice:

- ⇒ Read this booklet carefully. It contains a great deal of information
- ⇒ Come to the Year 9 Options Evening on 25th January and attend the subject presentations
- ⇒ Talk to family and parents!
- ⇒ Form Tutors, Head of Year (Mrs Cunningham), Ms Whyte or Mr Quinn will all have useful advice
- ⇒ Mrs McQuiston, the Careers Library and Unifrog can help with careers research

Good luck in the decision making!

Expectations

The next four years ...

Parents and students **must** think in terms of not just Years 10 and 11, but also Years 12 and 13. Under each subject entry are details of the A Level courses offered in our Sixth Form College and the careers possible with particular subjects. Please be aware that GCSE choices will affect A Level choices.

Whatever students choose, we want them to do well. However, this **will only** be achieved by a commitment to work on their part. Students **must be** willing to contribute to lessons, to cooperate with both staff and fellow students. Increasingly, we **expect** students to be responsible for setting their own pattern of learning. Good organisation is a **must**. If this is an area for improvement, then students must work to do this in Year 9. This improvement will have its reward in Year 10. Students **will** need to record work set, keep clear notes and **must** meet deadlines.

Attendance

Children only get one chance at school and your child's chances of a successful future may be affected by not attending school regularly. The school **will not** grant holiday leave in term time except for very exceptional circumstances. Setting good attendance patterns and being punctual is vital and sets a good precedent for entering the world of work. Missing the bus or getting up late **will not** count as an excuse. Research shows pupils with an average of 17 days or more absence achieve at least one grade below their potential compared to pupils with less than 8 days absence. Penalty notices will be issued to parents where students demonstrate poor attendance and punctuality

Of course there may be times when a child is too ill to attend school but we ask that parents try to keep that to a minimum; where possible please make medical and dental appointments after school hours. Taking a holiday during term time is not advisable as it is difficult for children to catch up on missed work and they will have gaps in their knowledge.

In some courses, practical and controlled assessment will play a significant role in Year 10 and 11. Time off school will place a student at an automatic disadvantage – reading another student's notes is not the same as being in the classroom.

With the focus on terminal exams, there will be a greater emphasis on internal testing throughout the course in addition to mock examinations. This will provide essential information on a student's progress.

Target Grades

Early in Year 10 students will be given a GCSE / Level 2 target grade in each subject they take. This is the grade that a student has the possibility of achieving with good learning habits, consistent effort and progress over the two years. This will give parents and students a clear indication of what students **should** try to aim for in Years 10 and 11.

Homework

Homework is an essential ingredient for success. Homework provides the opportunity for a student to build up information on the subject and practise examination questions. Throughout Years 10 and 11 students will have two forty-minute homework tasks per evening and three at the weekend. They will also be issued with a Homework Planner to help them organise work effectively.

Subject teachers will regularly assess a student's work according to GCSE standards. Regular reports will be issued on a student's progress during Years 10 and 11, and all students will be expected to attend consultation evenings with parents.

Assessment

What to expect

HOW WILL COURSES BE ASSESSED?

You will note from reading the details of the courses on offer that controlled and continuous assessment (non-examination assessment) has been withdrawn in most new GCSE specifications. Where non-examination assessment remains in the new GCSE, the portion of the new GCSE it represents is shown on Page 31.

Where non-examination and practical assessment remains an important part of many exams, these courses offer an alternative where the final grade is not decided by a single 'one off' exam at the end of the course. For some students who do not perform well in exams, these courses provide an opportunity to work hard throughout the course and to gain just rewards for the efforts they put into the practical or non-examination assessment covered throughout the two-year course - the NCFE Level 2 VCert Award in Health and Fitness is well worth considering as assessment by examination is minimal. Students need to be aware that if they fail to complete their practical or non-examination assessment, this will seriously affect the final grade. Where practical coursework is a significant element of the examination they may be withdrawn from the exam.

WHAT IS NON-EXAMINATION ASSESSMENT?

Non-examination assessment is completed in school under examination conditions. Students may be directed to prepare information that they can use in the assessment. Practical assessment work is not completed under examination conditions. Students are given a piece of work and are expected to undertake this and then verify that it is their own work.

HOW WILL THE SCHOOL PREPARE STUDENTS FOR THE EXPERIENCE OF TERMINAL EXAMS?

Students will sit internal exams in the school hall at the end of Year 10 and in the December of Year 11. Questions will be of GCSE standard reflecting the work covered in the course at that time. Throughout KS4, work expectations will be high; students will need to pay very careful attention to the demands of the courses and the work they need to undertake. Homework will become increasingly more important, since the work done during that time may be linked to, or actually be, a part of the continuous assessment.

TIERED PAPERS / COMMON PAPERS

Tiered papers are found in many subjects. This means that you are entered for a particular paper which is linked to specific grades. Tiered papers are used in: Mathematics, Science and Modern Foreign Languages. Common papers on which any grade can be awarded are taken in RE, English, History, Art, Drama, Music and PE.

GRADING OF GCSE

GCSEs will be awarded under the Grade 9-1 assessment system, where 9 is high. It is likely that Grade 5 will be the benchmark for moving to Further Education. Many employers may also ask for passes to be at Grade 5/4 or above.

Growth and Development

Year 10 and Year 11

INTELLECTUAL

Year 10 and 11 courses should develop an understanding of the world and equip students with the skills required for a modern world. Particularly important are communication, numeracy and ICT skills and all subjects students take contribute to these key areas.

Years 10 and 11 should be a stimulating time when students master new ideas and realise their intellectual capability.

It is important that students are aware that throughout the curriculum, there is an increased emphasis on literacy skills. It is vital that literacy skills are the best they can be if a student is to reach their full potential.

Parents are requested to assist their child by encouraging them to plan and proof read their work.

SOCIAL

Alongside progress in academic subjects, all students will develop socially. Every student will be a member of a Form group. They are encouraged to take advantage of all the extra-curricular activities on offer in Years 10 and 11.

Regular social activities are held throughout Years 10 and 11 which finish with the Year 11 Prom.

SPIRITUAL, MORAL AND PASTORAL

All students are given every opportunity to develop spiritually and morally. This occurs across all subjects, but the RE course provides particular opportunities for reflection.

There are opportunities through the year assemblies and liturgies for participation in this important part of school life.

FORM TUTORS

If possible all students will have the same Form Tutor for two years who will be there to help and guide them during this important development period.

Form tutors are a very approachable team of people; students must talk to them if they have any problems!



Growth and Development

Post-16

CAREERS AND WORK EXPERIENCE

During Years 10 and 11 students will have to make major decisions as to what to do at 16+. We try to give students as much help as possible to allow them to make an independent and informed decision.

In particular:

- ⇒ Careers guidance and information is given as part of the tutorial programmes, PDC and as an overlay of Careers lessons, delivered by the Careers teacher.
- ⇒ One to one appointments with the Careers Adviser from Hampshire Careers Service.
- ⇒ Access to a well-stocked careers library where a wide variety of resources including college and university prospectuses can be found.
- ⇒ Taster days and visiting speakers from local colleges and training providers who advise on the variety of post-16 options.
- ⇒ Practice interviews staffed by visiting interviewers from industry and various professions, such as Medicine or Law.
- ⇒ Work Experience programme for Year 10 (further details will be provided towards the end of Year 9).
- ⇒ All students in Year 11 have an interview with a senior member of staff to ensure that they have made a decision which is right for them.

THE SIXTH FORM COLLEGE AT OAKLANDS

All young people in England must continue in education or training to 18. Raising the participation age (RPA) does not mean that young people must stay in school; they will be able to choose one of the following options post-16:

- ⇒ Full-time education, such as school, college or home education.
- ⇒ An apprenticeship.
- ⇒ Part-time education or training if they are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week).

We very much hope that students will continue with their education at 16+ in our own Sixth Form College - if we are able to offer the courses that a student would like to study. Oaklands offers 20 A Levels and an Applied General Level 3 course in Health and Social Care, as well as the Extended Project Qualification.

The Sixth Form has an excellent record for preparing students for Higher Education. In a number of subjects we rank amongst the top providers in the county. Every year students proceed to universities ranging from Oxford and Cambridge to local universities such as Portsmouth, Southampton and Surrey.

The basic entry requirement to our Sixth Form College is currently a minimum of five GCSE Grade 9-5/4 or above for A level courses (some courses require high grades for entry), plus a commitment to hard work.

For more information about what is on offer at our Sixth Form, please contact Mr Godwin, Director of Sixth Form Learning.

Section Two

Core Subjects

STUDENT CURRICULUM



RE	English Language and Literature	Maths	PE General	Combined Science	History or Geography	Option Choice	Option Choice
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INFORMATION AND COMMUNICATION TECHNOLOGY

At Key Stage 4, all students cover the Programme of Study for ICT in the National Curriculum through their work in all subjects but primarily through the subjects that all students study in Years 10 and 11: **RE, English, Mathematics, Science, Technology, Modern Foreign Languages, History, Geography** and whilst not obliged to contribute, PE.

This will build on the skills attained by the end of Key Stage 3.

Core Subjects LEVEL 2 COURSES

English

All students study English.

WHAT WILL I STUDY?

English Language

Students will work towards the two examination papers for this GCSE. On Paper 1, students will be required to show understanding and analytical deconstruction of twentieth century literary passages, while on Paper 2, non-fiction passages from current times and the Victorian era will be set. Both papers will ask students to write an essay with accuracy and precision, displaying narrative skills in Paper 1 and the ability to argue a consistent point of view in Paper 2.

English Literature

Students will work towards two examination papers for this GCSE. They will be required to show understanding and memory of their texts: they will be asked to demonstrate analysis of the language and structure of texts, commenting on their effect upon the reader. The texts studied range across the literary ages and must include some pre-twentieth century texts, including Shakespeare. Examinations will be closed text, therefore students will be required to learn quotations from all their set texts.

The increased difficulty of both of these GCSEs has been anticipated; the Year 9 curriculum has prepared students for the rigours of the GCSEs. They have risen to the challenge and should approach Year 10 English with confidence.

HOW WILL I BE ASSESSED?

These new examinations are all terminal – that is, will be examined in Summer 2026 – with NO course work element assessed by teachers.

Speaking and Listening will be assessed and reported upon to the exam board but will not be included in the GCSE English Language examination grade.

The examination papers for English Literature are closed text: no books are allowed in the exam. Context is also assessed, with an awareness of how it influences texts.

FURTHER EDUCATION / CAREERS

English is an essential GCSE for most areas of employment and is a core element for further education. Possible career choices could include journalism, law, public relations, author, architecture, politics, teaching, customer service, retail and many more.

Mathematics

This course follows the National Curriculum and its aim is to develop mathematical knowledge and problem solving capabilities through oral, written and functional skills.

WHAT WILL I STUDY?

The broad topic strands for GCSE Maths are number, ratio and proportion, algebra, geometry, data handling and probability. Emphasis will be placed on the ability of each student to apply mathematics in everyday situations. This will include developing skills in experimentation, problem solving and using appropriate technology, both individually and in groups. Students are encouraged to think and work logically, with an importance placed on creating confident learners with a resilience to challenge.

The application of Mathematics to Science, Technology and other subjects will be explored. Furthermore, we will embed a numerical and financial understanding important for later life. The course will lay a firm foundation appropriate to the further study of mathematics and other related subjects.

HOW WILL I BE ASSESSED?

We will complete the Pearson Edexcel specification for GCSE Maths. There are three examinations, which take place at the end of Year 11. Each paper is equally weighted. There are two calculator papers and one non-calculator paper. Each paper is 1 hour and 30 minutes long, for both the higher tier (grades 9 – 4) and the foundation tier (grades 5 and below). No coursework is required.

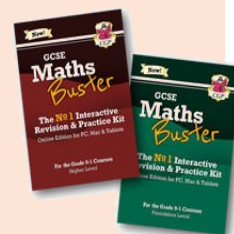
There will be an opportunity for some students to complete an additional qualification in Further Maths, as well as GCSE Maths.

FURTHER EDUCATION / CAREERS

Mathematics is an essential GCSE for most areas of employment, as a core element for further education and as a platform for further studies in Mathematics. Being a numerically literate person who can think creatively about applying Maths is important in a future where technologies and jobs are constantly changing.

A Levels are available in our Sixth Form College in Mathematics and Further Mathematics.

Most careers will benefit from GCSE and A Level Mathematics, both being an important component for careers in Science, Accounting, Engineering, Economics, Medicine and Teaching. It is also a prerequisite for a wide range of university courses.



Core Subjects LEVEL 2 COURSES

RE

All students take Religious Studies.

WHAT WILL I STUDY?

Eduqas Route B. This is one of the paths of study to be taken by Catholic centres and fulfils the guidance given by the DfE. It takes a distinctive issues-based approach to the study of Catholic Christianity. This route will enable learners to gain knowledge and understanding of two religions: Catholic Christianity and Judaism. Route B comprises a 75% study of Catholic Christianity, alongside a 25% study of Judaism.

The Course is divided into THREE components:

Component 1: Foundational Catholic Theology

This is delivered through the study of two themes: *origins and meaning; good and evil*. Within this paper contemporary issues including environmental damage, abortion and the work of charities are studied in the context of Catholic beliefs and teachings. Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts.

Component 2: Applied Catholic Theology

This is delivered through the study of two themes: *life and death; sin and forgiveness*. Within this paper contemporary issues including the existence of evil and suffering and how we make moral decisions are studied in the context of Catholic beliefs and teachings. Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts.

Component 3: Study of a World Faith

This engages learners in a systematic study of living Judaism. Candidates will learn about the beliefs and teachings AND practices of Judaism as a living world faith. There are eight concepts which are to be seen as overarching and central ideas informing the study of Judaism. Learners should be aware that Judaism is one of a diverse range of religious traditions and beliefs in Great Britain today, whilst the main religious tradition in Great Britain is Christianity. Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

HOW WILL I BE ASSESSED?

Assessment will be at the end of the two-year course, with one written paper for each component.

FURTHER EDUCATION / CAREERS

GCSE Religious Studies is of general interest to most educational institutions and employers due to the challenging content and skills that it requires. It is particularly valued in the fields of teaching, politics, law, charitable work, environmental jobs, social work and careers in the medical profession.

PE (non assessed)

This is a general course for all students.

WHAT WILL I STUDY?

In Key Stage 4 students will be required to choose their activity options in Physical Education.

Students will be required to study at least two activities to the depth required by the national curriculum. They will also be able to choose a number of activity modules where the emphasis is more recreational.

During Year 10 and 11 there may be the opportunity to go off site to Fort Purbrook or Waterlooville Leisure Centre for swimming and Seacourt for racquet sports.

Students who choose these options will have to pay the same costs as for use by members of the public.

HOW WILL I BE ASSESSED?

Assessment will be against the stated criteria for Key Stage 4 Physical Education. Formal levels will be given at the end of Year 10.

FURTHER EDUCATION / CAREERS

This can be useful for careers in sports coaching, Armed Forces, leisure industry, Emergency Services, teaching, professional sport and physiotherapy.



Core Subjects LEVEL 2 COURSES

Science

This course covers the whole Programme of Study of the National Curriculum for Science, including investigations and topics for each of the disciplines known as Biology, Chemistry and Physics. There are now two options available at GCSE level. Students must complete either GCSE Combined Science (often referred to as 'Double Science') or GCSE Biology, Chemistry and Physics (often referred to as 'Triple Science').

WHAT WILL I STUDY?

The study of Science at Key Stage 4 will lead to the development of a broad and deep knowledge base in the subject. Students will develop competence in investigative Science as well as an appreciation of the importance of Science to society at large. Students will have already begun to study some of the GCSE Science topics in Year 9 as there are several key areas which will enable a smooth transition from KS3 to KS4. These GCSE Science units are compulsory for all KS4 students and include required practical investigations for each discipline. All students will develop their understanding and skills in ways that provide the basis for further studies in Science and related areas at A Level.

Option 1 – GCSE Combined Science: Trilogy (Double Science)

Students who choose Combined Science: Trilogy will spend an equal amount of time learning about each of the three Science disciplines of Biology, Chemistry and Physics. Their performance in all three disciplines is combined and leads to a 'double' award – equivalent to two GCSEs.

Option 2 – GCSE Biology, Chemistry & Physics: Triple Science (If a student selects this Science option then it will use up an option choice)

Studying the separate sciences means that students will cover more content than GCSE Combined Science and will cover the three Science disciplines in the traditional fashion. Students choosing this option will be awarded three separate GCSE qualifications, one in each of Biology, Chemistry and Physics.

HOW WILL I BE ASSESSED?

Assessment for Combined Science consists of six papers: two in each of Biology, Chemistry and Physics. Each paper assesses knowledge and understanding of specific topics, including the required practical investigations. All of the papers are 75 minutes long and are available at foundation and higher tiers. The papers are equally weighted, each is worth 16.7% of the grade and has 70 marks. This double award GCSE qualification has a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1. Foundation tier students can achieve grades from level 1-1 to 5-5 and higher tier students are graded from 4-3 to 9-9.

Assessment for Triple Science also consists of six papers: two in each of Biology, Chemistry and Physics. As with Combined Science, knowledge and understanding of specific topics, including the required practical investigations, are assessed in each paper. All papers are 105 minutes long and are available at foundation and higher tiers. The papers are equally weighted, each being worth 50% of the final GCSE grade and has 100 marks. Grades will be awarded using the 9 to 1 scale, and each Science GCSE is independent of the other two (ie. a different grade may be obtained in each of the three disciplines). The range of grades for foundation tier is Level 1-5 and for higher tier is Level 3-9.

There is no coursework element and all examinations are sat at the end of Year 11.

FURTHER EDUCATION / CAREERS

Both option courses will provide a smooth lead into A Levels in Biology, Chemistry and Physics. They provide a firm foundation for challenging Science-based degrees (including Medicine and Veterinary Science), vocational courses and direct entry into work. There is no requirement to study Triple Science for any of the A Level subjects.

Students intending to study sciences post-16 must work at the higher level as good grades are a requirement for careers as a Doctor, Dentist, Physiotherapist, Pharmacist, Nurse, Veterinary Science, laboratory work of all types and Engineering. GCSE Sciences are also useful for craft and technical apprenticeships in Engineering and Construction, Psychology, Sport Science, Agriculture, Horticulture and Food Science.



Option Subjects LEVEL 2 COURSES

Geography

You will follow the AQA 8035 specification course. The Geography department gained excellent results with a 9-4 pass rate of 79% in 2023.

WHAT WILL I STUDY?

The Geography GCSE is a two-year linear course examined by three exam papers at the end of Year 11.

Students will study:

- Natural hazards - tectonics, weather hazards, UK extreme weather and climate change
- Ecosystems – tropical rainforests and desert environments
- UK Physical landscapes – coasts and glaciers
- Urban issues and challenges – megacities, migration, sustainability, London and Lagos etc
- Changing economic world – development, UK changes in development, Nigeria case study
- Resource management – waste, food and energy in a UK context; focus on food



HOW WILL I BE ASSESSED?

Paper 1: Living with the Physical Environment (1.5 hours) – 35%

Paper 2: Challenges in the Human Environment (1.5 hours) – 35%

Paper 3: Geographical Application and Skills (1.5 hours) – 30% (based on a field trip and a pre-release booklet available from the March, twelve weeks before the exam)

FURTHER EDUCATION / CAREERS

Geography is a highly respected subject, both by employers and within Higher Education, as it develops many skills, particularly those of enquiry, data analysis and communication. It is a popular subject in the Sixth Form and comfortably fits as a bridging subject between the Arts and Sciences, linking well with Economics, Sociology, Maths and Business Studies. The skills and knowledge gained are useful in many careers, such as Planning, Surveying, Architecture, Business, Conservation, Journalism and the Services.



History

History is a subject which opens the lives and experiences of people in the past to the modern world. The topics covered are interesting and varied and help students to understand the world around them. History is a highly respected facilitator subject and employers value the skills History develops, such as problem solving, decision making, clarity of expression, the ability to select what is important from a lot of information and understanding what motivates people.

WHAT WILL I STUDY?

AQA History (8145) is split into four units:

Unit 1

America 1920-1973: Opportunity and Inequality.

Topics include: the American 'Boom' of the 1920s. Social and Cultural developments. The experience of those who did not benefit from the Boom (racial tensions, fear of communism, rural people) and the prohibition of alcohol. The Great Depression of the 1930s and the efforts to bring it to an end. Post World War II society including the Civil Rights Movement and the role of individuals such as Martin Luther King, Malcom X and Rosa Parks.

Unit 2

Conflict and Tension Between East and West, 1945-1972

Topics include: The Origins of the Cold War; ideology and events in Europe after the end of World War II. The Development of the Cold War: the significance of Asia and military rivalries in Korea and Vietnam. The Transformation of the Cold War: including the creation of Berlin Wall in 1961, the Cuban Missile Crisis of 1962 and the Prague Spring of 1968.

Either Unit 3

Britain: Health and the people c.1000-present day

This thematic study (study of themes over a long period of time) will enable students to gain an understanding of how the medicine and public health have developed over time.

Topics include:

Part 1: Medieval medicine - including natural and supernatural cures, the Black Death and the contribution of Christianity to medical progress and treatment.

Part 2: Renaissance and Early Modern medicine – this covers the role of the Renaissance through to the first vaccinations against disease.

Part 3: Revolution in medicine – this will focus on the late 18th and 19th centuries when medicine experienced rapid changes such as Germ Theory, anaesthetics and the Public Health Acts.

Part 4: Modern medicine – this topic brings us up to the modern day looking at the transformative role of penicillin, what changes war brought about and the NHS.



Or Unit 3

Britain: Migration, empires and the people c790-present day

This thematic study will enable students to gain an understanding of how migration has impacted Britain over time.

Topics include:

Part 1: Conquered and conquerors - including Viking, Anglo-Saxon and Norman invasions, the relationship with France and the Hundred Years' War.

Part 2: Looking west – this covers the social and economic impact of the slave trade and the colonisation in North America.

Part 3: Expansion and empire – this will focus on the development of the Indian Empire, expansion into Africa and migration to and from Britain in the 18th and 19th centuries.

Part 4: Britain in the 20th century – this topic brings us up to the modern day looking at Britain's relationship with Europe, the impact of WWII and the legacy of Empire, including the 'Windrush' migration.

Note: students will be advised how to select the Migration option on the Options Form. It should be noted that due to the complexity of the Migration option, students should only select this topic if they are secure in their literacy and be able to read and process large amounts of text.

Unit 4

British depth studies: Elizabethan England, c.1588-1603

Part 1: Elizabeth's early life, her court and her relationship with parliament

Part 2: Life in Elizabethan times, such as the theatre, increase in poverty and the role of 'privateers'.

Part 3: Troubles at home and abroad including Elizabeth's excommunication, Mary Queen of Scots and the War with Spain.

Part 4: the historic environment of Elizabethan England (this section focusses on one historic site and changes each year, for example the Globe Theatre and Burghley House have been used in the past).

HOW WILL I BE ASSESSED?

There is no coursework for this subject and there will be two written papers (each 2 hours) at the end of the course:

Paper 1: Understanding the Modern World (Options 1 & 2) 50% of the GCSE

Paper 2: Shaping the Nation (Options 3 & 4) 50% of the GCSE.

It should be noted that the majority of questions are long answer questions which require at least two paragraphs - there are not many short questions. A high standard of literacy is needed for this GCSE option.

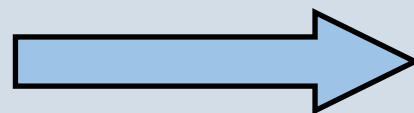
FURTHER EDUCATION / CAREERS

History is a popular subject in our Sixth Form and combines well with languages, humanities, social sciences and the sciences. History is of significant relevance to those considering careers in Management, Law, Journalism, Accounting, Finance and the Civil Service.

Section Three

Option Subjects

STUDENT OPTION CHOICES



Art: Fine Art *
Art: Photography *
Art: Textiles *
Business
Child Development
Computer Science
Design and Technology with Resistant Materials **
Design and Technology with Electronics **
Drama
Film Studies ***
Food Preparation and Nutrition
French
Geography
History
Media Studies ***
Music
PE
Spanish
L2 VCert Health and Fitness
Triple Science (students in Set 1 for Science)

NOTES

- ⇒ Students must choose either History or Geography
- ⇒ Students must also choose three other subjects
Input your favourite one first, then your next favourite and finally a reserve choice (three in total).
- ⇒ All three choices should be entered on the online Options Form, which will be open after the Options Evening **[Year 9 Subject Preference Form January 2024](#)**

* Students are not permitted to choose more than one Art option, (Fine Art, Photography, Textiles)

** Students are not permitted to choose Design and Technology with Resistant Materials and Design and Technology with Electronics

*** Students are not permitted to choose Film Studies and Media Studies

We will try to ensure that students are offered their choices, but there may be some cases where we can only offer the reserve.

Option Subjects LEVEL 2 COURSES

Art (Fine Art)

The course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature.

WHAT WILL I STUDY?

The course consists of units or assignments each lasting approximately a term, each based on one of a variety of processes and procedures. These include; thematic enquiry, problem solving, observed study, expressive response and sequential development. Each will also include some cultural/historical study. Much of the work is based upon the development of physical and perceptual skills through drawing and painting from observation. In addition to drawing and painting, printing, 3D Sculpture, Ceramics, Fine Art and Textiles. In the second year, students select the practices in which they have the most confidence and ability.

HOW WILL I BE ASSESSED?

Coursework Portfolio

60% - two or more projects completed across Year 10 and Year 11. This portfolio is built-up from class and homework activities completed across both years.

Externally set exam

40% - body of preparation work and a 10 hour exam

FURTHER EDUCATION / CAREERS

Art is offered at A level in our Sixth Form College. Careers in Art and Design include Architecture, Advertising, Animation, Graphics, Scientific/Technical Illustration, Illustration, Fashion Design, Television, Publishing, Conservation and Furniture, Set and Costume Design, Jewellery, Product Design and Teaching.

Art (Photography)

This GCSE will offer students the opportunity to learn both traditional and new technologies within lens based and light based media. Students will learn how to show use of viewpoint, composition, focus control, depth of field, movement and narrative within a photographic image and take on practical and critical activities to develop their understanding of different styles, genres and traditions.

WHAT WILL I STUDY?

The Course develops students' understanding of how to view photographic images through research into contemporary and traditional Photographers as well as how to develop their own photographs in both traditional and digital ways. Students will be set two or more different projects based around a theme, where they will research, experiment, record and present their own photographic images.

HOW WILL I BE ASSESSED?

Coursework Portfolio

60% - two or more projects completed across Year 10 and Year 11. This portfolio is built-up from class and homework activities completed across both years.

Externally set exam

40% - body of preparation work and a 10 hour exam

FURTHER EDUCATION AND CAREERS

A Level Photography is offered at our Sixth Form College. Careers may include: Journalism, Film, Media, Fashion, Publishing, Police Photography, Advertising, Sports Photography, Wildlife, Conservation and Commercial work.



Option Subjects LEVEL 2 COURSES

Art (Textiles)

The course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in textiles in ways that are personally relevant and truly developmental in nature.

WHAT WILL I STUDY?

The course consists of units or assignments each lasting approximately a term, each based on one of a variety of processes and procedures. These include; thematic enquiry, problem solving, observed study, expressive response and sequential development. Each will also include some cultural/historical study. Much of the work is based upon the development of physical and perceptual skills through experimenting with a wide variety of traditional and contemporary techniques. In the second year, students select the practices in which they have most confidence and ability.

HOW WILL I BE ASSESSED?

Coursework Portfolio

60% - two or more projects completed across Year 10 and Year 11. This portfolio is built-up from class and homework activities completed across both years.

Externally set exam

40% - body of preparation work and a 10 hour exam

FURTHER EDUCATION / CAREERS

Textiles is offered at A level in a number of local colleges. Careers in Textiles include Fashion Design, Stylist, Textile Artist, Weaver, Engraver, Surface Pattern Designer, Costume Design, Jewellery and Teaching, to name a few.



Business

You might have an interest in business and want to start your own business one day or you may have an enquiring mind and be interested in learning about business, current affairs and the world around you. This Edexcel GCSE Business qualification comprises a common enterprise-themed business core alongside an exciting opportunity to study how larger business grow and make decisions.

WHAT WILL I STUDY?

Businesses not only provide us with employment but deliver the products and services that have a significant influence on our quality of life. The business environment is constantly headline news and now, more than ever, it is relevant to our daily lives. What do we mean by 'globalisation', the 'budget', 'cost of living crisis', 'recession' and 'stock market crash'? You will learn about these and many other things.

The course is split into two themes. The first revolves around small businesses and analyses what are the characteristics of a successful entrepreneur. Students will focus on the process of spotting an opportunity, developing an idea and turning it into a successful business. They will learn the theoretical concepts underpinning effective business decision making. The second concentrates on building the business and the functional areas of marketing, finance, human resource and operations management. Students will also gain an understanding how changes in the economy, politics, technology and environment will affect business.

HOW WILL I BE ASSESSED?

The qualification will be assessed in two equally weighted examination papers:

Paper 1—Theme 1: Investigating Small Business
Paper 2—Theme 2: Building a Business

Each paper: 1 hour 45 minutes and accounts for 90 marks

Section A: mixture of multiple choice and short answer questions (35 marks)

Section B: short answer and extended writing questions based on business context (30 marks)

Section C: short answer and extended writing questions based on a business context (25 marks)

Please note - there is no coursework assessment.

FURTHER EDUCATION / CAREERS

Students will be prepared for A Levels (both Business and Economics are on offer in our Sixth Form), modern apprenticeships as well as technical and vocational courses in many different subjects. With specific reference to employment, this subject provides students with a generic set of skills that are suitable to careers in both the private and public sector.

Option Subjects LEVEL 2 COURSES

Child Development

This is a BTEC Tech Award Level 1/2

Students will be able to increase their own knowledge and understanding of child development through investigation of the client group in the UK and how their needs are met. In addition, learners will be examining physical, intellectual, language, emotional and social development and their related sociological and psychological concepts until five years old. Learners will examine issues that affect the nature and quality of human life including an appreciation of development, play and learning styles. This course should prepare learners to make informed decisions about further learning opportunities and career choices.

WHAT WILL I STUDY?

Throughout Years 10 and 11, students will acquire knowledge and understanding about the following areas, which are taught through an integrated approach.

Component 1: Growth and development

Students will learn the expected developmental norms for children from birth to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will also learn the impact that various factors can have on a child's development.

Component 2: Learning through play

Students will learn about the different stages of play and types of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning. They will look at play opportunities that adults can provide for children in community settings, in the home and in early years settings. They will learn how specific activities and resources can promote learning across the five areas of development.

Component 3: Supporting children to play, learn and develop

Students will learn how individual needs that can have an impact on a child's learning and development. They will learn about the physical, cognitive/intellectual, communication and language, and social and emotional needs that children may experience. They will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. They will investigate how activities can be adapted to ensure all children can join in with play and promote their learning and development.

HOW WILL I BE ASSESSED?

Over the two years, students will produce two assignments, each taking approximately six hours to complete, as well as preparing for a written exam of two hours in length.

FURTHER EDUCATION / CAREERS

This course will help students progress to higher level qualifications and careers in early years, education, midwifery and child care. They would also be prepared for the vocational world of work.

Computer Science

This is a course that has real relevance in our modern world. Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be an interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

WHAT WILL I STUDY?

Candidates will be able to:

- Understand networks and how they work
- Understand computers and how they work
- Understand the effects of computers on the environment and the social, legal and ethical issues involving the use of computers
- Develop a solution to the identified problem using a suitable programming language
- Demonstrate testing and refinement of the code during development
- Explain the solution using suitable annotation and evidence of development

HOW WILL I BE ASSESSED?

Component 1 – Computer Systems

50% of the total GCSE, 1 hour 30 minutes, 80 marks

Component 2 - Computational Thinking, Algorithms and Programming

50% of the total GCSE, 1 hour 30 minutes, 80 marks.

Component 3 – Practical Programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language.

Students will be assessed on these skills during the written examinations, in particular Component 02 (Section B).

FURTHER EDUCATION / CAREERS

This subject is offered at A Level at Oaklands Sixth Form College and is becoming a popular option in many schools and colleges due to a shortage of computing specialists. Some careers may include website design, network management, technical support or multimedia development.



Option Subjects LEVEL 2 COURSES

Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will learn practical and designing skills as well as technical knowledge that is relevant to today's society.

WHAT WILL I STUDY?

You will learn in a variety of different ways, by practicing designing, practical and technical skills. You will work on several designs and make projects that will allow you to learn new skills and ways of designing and working, as well as producing high quality prototypes. We will also help you to develop your knowledge of how design and technology is used in everyday life, from engineering and product design to workshop and traditional craft skills.

The nature of the subject relies on students having a good understanding of Science and Mathematics. For that reason, it is advised that students who choose to study Design and Technology at GCSE attain at least C grade in Maths and Science at Key Stage 3.

Specialist Routes

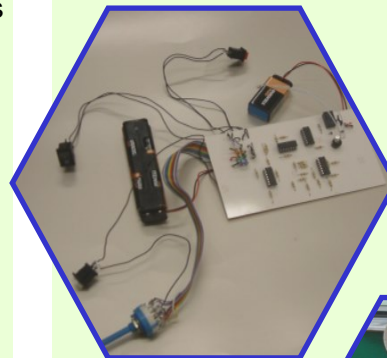
You have the opportunity to specialise as we offer two Design and Technology courses. Both options require the study of the same common areas of designing and technical knowledge, which covers about half of the course content.

Design and Technology with Resistant Materials

In this option you will learn designing, technical and practical skills that focus mainly on how timber products are made in workshops and in industry. You will also learn how metal and plastic products are designed and produced.

Design and Technology with Electronics

In this option you will learn designing, technical and practical skills that focus on a mix of electronic and plastic products. As well as designing and practical skills with computer aided design and plastic forming, you will also learn how printed circuit boards are designed and made.



Although we offer the two different options for specialisation the overall award for both courses is the same – GCSE Design and Technology. For this reason it is not possible to choose both options.

HOW WILL I BE ASSESSED?

Design and Making Practice (Non-Examined Assessment) 50%
30 hours

Written Exam 50%
(A mixture of multiple choice, short response and more detailed questions). 2 hours

FURTHER EDUCATION / CAREERS

This course is excellent preparation for students hoping to do A Level Product Design, which is offered in our Sixth Form. It is also beneficial for those considering university/college level study of Design or Engineering based courses and careers in these areas.

Option Subjects LEVEL 2 COURSES

Drama

GCSE Drama offers you the opportunity to be creative and explore play scripts and your own ideas; to engage practically (as well as academically) and learn how to analyse and evaluate live theatre.

Your drama course will help you develop a detailed approach to plays and stagecraft, which can also boost your English Literature skills. We visit a range of local and London theatres to see as many different styles of performance as we can. Recently our students have performed a wide range of plays such as *The 39 Steps* by John Buchan and *Blood Brothers* by Willy Russell. They have enjoyed theatre visits to see *Wicked*, *Six*, *The Woman in Black*, *The Curious Incident of the Dog in the Night-Time*, *The Comedy About A Bank Robbery* and *One Man, Two Guvnors*. Students can choose to be assessed as performers or as set, costume, sound or lighting designers for each task.

WHAT WILL I STUDY?

Students will develop skills in:

- creative thinking and developing your own ideas
- team-working and problem solving skills
- concentration and communication
- your ability to analyse and evaluate

HOW WILL I BE ASSESSED?

Component 1: Understanding drama

Study of a play in practical class workshops
Analysis and evaluation of live theatre you've seen
Written exam: 1 hour and 45 minutes
Open book- you take the play text into the exam
40% of GCSE with a mix of multiple choice and longer answers

Component 2: Devising drama (practical)

The rehearsal process of creating devised drama.
Performance of devised drama
Analysis and evaluation of own work.
Devising logbook and Devised performance
40% of GCSE

Component 3: Texts in practice (practical)

Performance of two extracts from one play of your choice
Performance of Extract 1 (25 marks) and Extract 2 (25 marks)
20% of GCSE- an AQA examiner will visit school to mark your work

FURTHER EDUCATION / CAREERS

Drama is not JUST for aspiring actors! Although many of our ex-students go on to performing arts careers, other pathways include: Film and Theatre make up, Theatre technical work, Theatre directing, drama therapy, Law, Media, Teaching, Business, Retail, Catering, Emergency Services, Care work, Military.

Film Studies

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and many feel it important to study a medium which has such a significant influence on the way people think and feel.

WHAT WILL I STUDY?

Key Developments in US Film

Learners will study three US films for this component:

- one comparative study of a pair of mainstream genre films (from a choice of five pairs). Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990
- one independently produced film, from a choice of five recent films.

In addition, learners will gain a knowledge of key developments in the history of film and film technology.

Global Film: Narrative, Representation and Film Style

Learners will be required to study three films from outside the US for this component:

- one global English language film, from a choice of three, produced outside the US
- one global non-English language film, from a choice of three
- one UK film, from a choice of three, produced since 2010.

In addition, each film chosen will be studied in relation to an additional focus area: narrative (global English language film), representation (global non-English language film) and the aesthetic qualities of film (contemporary UK film).

HOW WILL I BE ASSESSED?

Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes
35% of qualification, 70 marks

Component 2: Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes
35% of qualification, 70 marks

Component 3: Production (Non-exam assessment)

Internally assessed, externally moderated by WJEC
30% of qualification (production 20%, evaluative analysis 10%), 60 marks

FURTHER EDUCATION / CAREERS

Film can be useful for careers in journalism, TV production, film production, animation or working within the creative and digital media sector.

Option Subjects LEVEL 2 COURSES

Food Preparation & Nutrition

This exciting GCSE course explores food preparation and cookery skills in depth.

Students will learn to interpret recipes to gain a wide variety of food preparation and cooking skills using a selection of commodities and techniques. Students will also learn about how nutrition affects our health, the nutrient sources in our diets and the scientific background of foods and cooking processes. Learning is by a combination of theory and practical lessons.

AREAS OF STUDY

Students will learn about the following areas

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

SKILLS

Students will learn a large range of skills including roll, wrap, skewer, coat, layer, shape, bind, marinate, adding flavour, weighing and measuring and adjust processes. In addition to the bridge and claw grips students will develop their ability to peel, slice, julienne, make batons, fillet, portion, remove fat, slice, mash, shape, pipe, blanch, control enzymic browning, blend, mix, steam, boil, fry, grill, toast, bake, braise, roux, veloute, reduction, evaporation, concentration, setting, foaming, moussing, whisking and steaming. They will learn to how to make choux, batter, as well as developing skills with shortening, fermentation and proving. Students will work with a wide range of ingredients such as chicken, fish, fresh meat and vegetables to make a wide range of products from pasta to casseroles, desserts and pastries.

HOW WILL I BE ASSESSED?

Written examination: 1 hour 45 minutes (50% of GCSE)

Two sections both containing compulsory questions and will assess the six areas of content
A: questions based on stimulus material
B: structured, short and extended response questions

Non-examination assessments: (50% of GCSE)

Food Investigation Assessment 8 hours

A scientific food investigation which will assess knowledge, skills and understanding in relation to scientific principles of food. A report of 1,500 words.

Food Preparation Assessment 12 hours

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

FURTHER EDUCATION / CAREERS

This course is useful for those considering careers in Child Care and Health, Environmental Health, Dietician and nutrition, Food Science and Technology, Food industry, Sports and physiotherapy. There many related degree and higher education courses available.



Option Subjects LEVEL 2 COURSES

Media Studies

The media is central to our culture today. We see hundreds of media texts every day without even realising it. Websites, films, social networking, television, radio, interactive games, music, magazines and comics surround us - even in school.

WHAT WILL I STUDY?

Exploring Media Language and Representation

You'll work on understanding how posters, newspapers and adverts grab our attention and whether they show the people in them fairly or stereotypically.

This section assesses media language and representation in two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

Exploring Media Industries and Audiences

You'll work on understanding media industries and businesses, and how audiences are attracted to different media products.

This section assesses two of the following media forms: film, newspapers, radio, video games.

Section A: Television You'll learn about different genres of Television, how TV is scheduled to attract audiences and how it's made. You'll think about how groups of people are represented.

Section B: Music (music videos and online media) You'll learn about how music video is made and how it represents artists, and how music artists attract fans online.

HOW WILL I BE ASSESSED?

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes 40%

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes 30%

Component 3: Creating Media Products

Non-exam assessment (coursework) 30%
You'll make an individual media production for an intended audience

FURTHER EDUCATION / CAREERS

Media can be useful for careers in journalism, TV production, film production, animation or working within the creative and digital media sector.

Music

The course's purpose is to give a broad introduction to a whole variety of music. You will also gain an insight and appreciation of different styles and approaches which is developed through a combination of the three disciplines outlined below.

WHAT WILL I STUDY?

The course falls into three categories: Listening, Performing and Composing.

The course is assessed predominantly on practical work and is built around five specialist Areas of Study: My music, the Concerto through time, Rhythms of the World, Film Music and Conventions of Pop.

HOW WILL I BE ASSESSED?

Performing (30%) As a soloist you will be required to perform for four minutes. These performances will be a mixture of playing on your own and with others (solo and ensemble). The final performance will be recorded to send to the examiners, it doesn't have to be performed to a large audience. You will also learn about your chosen instrument and repertoire. No music exams need have been taken to pass this part of the course; instrumental or vocal tuition is not essential but you do need to be able to work towards the performance aspects outside of the classroom hours. To give a rough idea of the standard of performance required, students should aim to be about Grade 3 or Grade 4 standard by the end of Year 11.

Composing (30%) Part of your coursework will be to compose two pieces. The first will be of your choice, preferably for your instrument. The second composition will be based on a brief set by the examination board.

Listening and Appraising (40%) A perceptive response and enjoyment of many types of music is required, including aural recognition and identification of musical features, instruments and structures. Assessment of this takes the form of an exam referring to a CD of several extracts of music linking to the Areas of Study listed above eg. ranging from pop and world music dance styles to classical and film music.

FURTHER EDUCATION / CAREERS

Music is particularly useful for careers and courses requiring an interest in music, self-discipline and imagination. Music can lead to such careers as a Performer, Music/Occupational Therapist, Teacher, Musical Instrument Technologist or Sound/Recording Engineer. It is also useful in other Performing and Media careers, in Arts Administration and Care/Youth work.

A Level Music is available in our Sixth Form College.

Option Subjects LEVEL 2 COURSES

MFL - French

This GCSE course in French will allow you to develop your ability to communicate in French in both speech and writing. You will study language within a variety of thematic contexts relevant to your age and interests and you will develop a greater awareness of the culture of French-speaking communities and countries.

You will develop and use your knowledge and understanding of French vocabulary and grammar progressively through your course of study.

This qualification will help you:

- develop confidence in, and a positive attitude towards, French and to recognise the importance of languages.
- acquire a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop the ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.
- develop the ability to communicate independently about subjects that are meaningful and interesting to you.
- build your confidence and broaden your horizons, enabling you to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- enable you to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

MFL - Spanish

This GCSE course in Spanish will allow you to develop your ability to communicate in Spanish in both speech and writing. You will study language within a variety of thematic contexts relevant to your age and interests and you will develop a greater awareness of the culture of Spanish-speaking communities and countries.

You will develop and use your knowledge and understanding of Spanish vocabulary and grammar progressively through your course of study.

This qualification will help you:

- develop confidence in, and a positive attitude towards, Spanish and to recognise the importance of languages.
- acquire a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop the ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.
- develop the ability to communicate independently about subjects that are meaningful and interesting to you.
- build your confidence and broaden your horizons, enabling you to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- enable you to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

WHAT WILL I STUDY?

For both French and Spanish, you will study a set list of vocabulary and grammar through six broad themes:

My personal world
Media and technology

Lifestyle and wellbeing
Studying and my future

My neighbourhood
Travel and tourism

The vocabulary list comprises of 1,200 words to be used at both Foundation and Higher and an additional 500 words to be used at higher only.

HOW WILL I BE ASSESSED?

The four skills of listening, reading, writing and speaking are assessed equally by an end of course examination at either Foundation or Higher level. For both French and Spanish, the speaking exam is set by the exam board and conducted by your teacher.

FURTHER EDUCATION / CAREERS

A language gives you an edge and makes you stand out from the crowd. In a competitive global market, the ability to speak a modern foreign language is highly valued by universities and employers. You will be surprised how widely a language can be combined with other subjects at University. It opens doors for careers in the Diplomatic Service, customs and immigration, exporting, marketing, digital marketing, social media and sales in addition to more traditional areas such as travel and tourism, hotel and catering industries, teaching, translating and interpreting.

Option Subjects LEVEL 2 COURSES

PE (GCSE / L2 VCert in Health and Fitness)

Both courses will appeal to you if you have a keen interest in sport; it is particularly helpful if you participate in sport outside of school time. Students will develop an understanding of the benefits of sport and exercise through both theoretical and practical activities.

Students who choose this course must recognise that there is a significant amount of theory and therefore should be prepared for this. Parents may state a preference of pathway for consideration.

GCSE PE PATHWAY: WHAT WILL I STUDY AND HOW WILL I BE ASSESSED?

Content Overview	Assessment Overview	Weighting of Assessment
Applied anatomy and physiology	Physical factors affecting performance (01) 60 marks/1 hour written paper	30% of total GCSE
Socio-cultural influences/ sports psychology/ Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks/1 hour written paper	30% of total GCSE
Practical activity assessment and AEP task	Performance in physical education	40% of total GCSE
*Candidates are assessed in three sports. They must choose from a variety of individual and team sports.		

LEVEL 2 HEALTH & FITNESS PATHWAY: WHAT WILL I STUDY AND HOW WILL I BE ASSESSED?

Content Overview	Assessment Overview	Weighting of Assessment
Principles of health and fitness	Internal assessment through portfolio of evidence.	60% of total qualification
Healthy Lifestyles	Internal assessment through portfolio of evidence.	
Develop a personal health & fitness program	Internal assessment through portfolio of evidence.	
Preparing and planning for health and fitness	Externally set and marked assessment paper.	40% of total qualification

FURTHER EDUCATION / CAREERS

This can include further training in such areas as teaching, recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.



Frequently Asked Questions

What do we mean by the Core Curriculum?

We expect all students to study the core curriculum. This means that all students in Year 10 will study: RE, Maths, English Language, English Literature, Combined Science, History or Geography, Careers, PDC and Core PE.

Why do students have to select a preference in Stage 1, then opt for subjects in Stage 2?

Selecting a preference in Stage 1 allows us to gauge the popularity of curriculum subjects and model the timetable so that we can create a curriculum that can be delivered with the resources available.

How are a student's subject preferences fitted into the option blocks?

Once we have everyone's subject preferences, a computer program sorts them to achieve the fewest clashes. This ensures that the majority of students can select their subjects from the option blocks. We also decide how many classes to assign for each subject. Inevitably some combinations may not fit at this stage.

When my child chooses from the Option Blocks is that it?

We recognise that students often change their minds throughout the process. We will ask students if there is anything else they would like to do that does not fit against the blocks, however we cannot guarantee any changes to the blocks, we still have to find the best fit for the vast majority of students.

Will all the courses in the Option Booklet run?

We will endeavour to run all the courses, however if the uptake is very low when students make a preference, a subject may not appear in the Option Blocks. Equally, once the Option Blocks are designed and populated, if a course has very low uptake a decision may be made not to run it, in which case we will work with parents and students to look at alternatives.

I am unsure if my child should study a language . What would you advise?

Ideally we want as many of our students as possible to choose a language. Choosing a language as part of a student's KS4 options will ensure a youngster follows a broad and balanced curriculum. Continuing to a study the language after Year 9 is open to all students, we don't want to limit opportunities for any student. Some universities are now placing more value on language studies and are explicit in their recognition of the value the skills studying a language develops. Of course, not everyone will want to go to university and not every university will expect a language to have been studied, but we feel it is important to add this into the decision making.

Can a student study two languages in 2024-26?

Yes this may be possible if there is sufficient demand.

Can a student study both History and Geography?

Yes this combination is possible; students should select either History or Geography as a preference.

What Science option will I take?

All students study Science as part of the core. Students can select Triple Science as a preference, this is open to all students. However we would advise any students taking Triple Science to have a strong aptitude for Science, ideally in Set 1. Students following Triple Science will achieve GCSE Biology, GCSE Chemistry and GCSE Physics. Students not taking Triple Science will be studying GCSE Combined Science. Students studying Combined Science can still access A Level Science in the Sixth Form.

Frequently Asked Questions (cont)

My child has specific SEND and I am not sure what subjects they should choose. What should I do?

Please contact our SENCO Mrs Rowsell, she will be happy to advise and consider with you the best route or combination of subjects for your child.

Will my child's choices at GCSE have an impact on Post-16 Courses?

There are some courses post-16 that are difficult to start without a GCSE, however these are in the significant minority. The vast majority of post-16 courses can be accessed with a broad and balanced GCSE curriculum.

We have looked through the booklet, talked about it at home, spoken to teachers and we are stuck on the final choice. What can we do?

Email the Head of Year, Mrs Cunningham and ask for an appointment. We will be happy to look at possibilities and work with you and your child to reach a decision.

When will my child find out about their option choices?

We inform students of their confirmed choices around the end of April / beginning of May. This seems like a long time from when they submit their form however, it takes time to co-ordinate the Option Block groups to fit into the whole school timetable for the following academic year, making sure specialist teachers can be timetabled to teach the groups.

When will the GCSE courses start?

In most of the core subjects students will already be undertaking GCSE work. Option Courses will start after May half term and your child will be issued with a new timetable.

After the option courses start, can my child change subject?

Every year a number of students ask to change subject early in the course. Once group sizes are set and courses start it is very difficult to move, so the answer is no. It is therefore important that parents and students read this booklet carefully, attend the Options Evening and ask for additional clarification if necessary.

How do I make my choices?

Come to the Options Evening on **Thursday 25th January at 7.00pm.**

The Preference Form will need to be submitted by **Friday 2nd February 2024** and should be made via the online form (link below) which will open after the Options Evening.

Year 9 Subject Preference Form January 2024



Assessment Breakdown

GCSE SUBJECT	GCSE Courses Sept 2023 to June 2025			In the terminal written exams for this subject, the assessment is done by means of the following:							
	% Non-examined Assessment	% Controlled Assessment	% Practical Assessment	% Terminal Exam	1 mark each Multiple choice questions	1 to 2 marks Single sentence answers	3 to 4 marks Recall and explanation sentences	5 to 10 marks Explanation and analysis answers of several sentences	11 to 16 marks Developed balanced argument and judgement answers	17 to 30 marks Extended essay style answers	
Art: Fine Art	60			40	10 hour terminal exam has four directed tasks to complete						
Art: Photography	60			40	10 hour terminal exam has four directed tasks to complete						
Art: Textiles	60			40	10 hour terminal exam has four directed tasks to complete						
Business				100	✓	✓	✓	✓	✓		
Child Development – BTEC Tech Award Level 1/2		60		40	✓	✓	✓	✓			
Computer Science				100		✓	✓	✓	✓		
Design and Technology with Electronics	50			50	✓	✓	✓	✓	✓		
Design and Technology with Resistant Materials	50			50	✓	✓	✓	✓	✓		
Drama	40		20	40	✓	✓	✓	✓	✓	✓	
English Language				100		✓	✓	✓	✓	✓	
English Literature				100						✓	
Film Studies	30			70	✓	✓	✓	✓	✓	✓	
Food Preparation and Nutrition	50			50		✓	✓	✓	✓		
French				100	✓	✓				✓	
Geography				100	✓	✓	✓	✓			
History				100			✓	✓	✓	✓	
Maths				100		✓	✓	✓	In Maths this grid reflects question weighting, not extended writing		
Further Maths				100		✓	✓	✓			
Media Studies	30			70	✓	✓	✓	✓	✓	✓	
Music		30	30	40	✓	✓	✓	✓			
PE: GCSE	10		30	60	✓	✓	✓	✓			
PE: Health and Fitness		60		40	✓	✓	✓	✓			
RE				100		✓	✓	✓	✓		
Science (Combined)				100	✓	✓	✓	✓			
Science (Separate)				100	✓	✓	✓	✓			
Spanish				100	✓	✓				✓	



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