

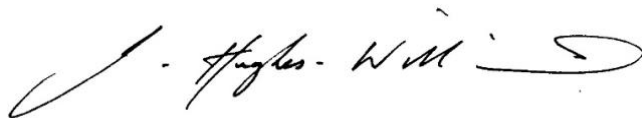
Dear Student

This is a really exciting time as you now have the opportunity to choose some of the courses you will follow at Key Stage 4.

It may be too early for you to make this selection based on a definite career path; however, the advice and guidance in this booklet should help you reach an informed decision that best prepares you for the next steps beyond Year 11.

The Key Stage 4 options form, contained in our booklet, must be returned to school by **Wednesday 11 March 2020**. Following this date discussions will take place with subject teachers before allocation and a final decision is made with you. All option choices are awarded fairly so there is no advantage to be gained by the order in which forms are returned. Please be aware that late submissions may jeopardise courses being run owing to projected numbers.

Please ask your teachers for any further information that will help you make the right choices as you take this next step towards creating a bright future.

A handwritten signature in black ink, reading "J. Hughes-Williams". The signature is fluid and cursive, with a large initial 'J' and a decorative flourish at the end.

Jacqueline Hughes-Williams
Principal

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English Baccalaureate

Modern Languages	18
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Options Form 2020: School Copy – to be returned by **Wednesday 11 March 2020**

Options Form 2020: Student Copy – keep for your reference

HOW TO USE THIS BOOKLET

The 2020 Options Booklet contains information to help you decide which courses you will follow in Years 10 and 11 at Heart of England School.

Read all the information in this booklet very carefully and if there is anything you do not understand **ask** your House Tutor or the subject teacher.

There are **two** stages to this process and **two** forms that you have to return:

- Firstly having listened to the information given and read this booklet, you need to decide which sessions you would like to attend on the taster day. Once you have done this you need to return the **Yellow 'Choices Form'** from this booklet by putting it in the box outside the Medical Room by **Monday 3 February 2020**.
- When making your actual choices, follow the instructions and record your decisions in the pink and blue boxes on the **'Year 9 Options 2020 – Student Copy'** form at the back of this booklet. Please keep this form for your reference.
- When you are satisfied with your choices, copy the information to the **'Year 9 Options 2020 – School copy'** at the back of this booklet, which should then be returned to your House Tutor by **Wednesday 11 March 2020**.

The school will try to meet your preferences but **this cannot be guaranteed**. We will consult again with anyone whose choice cannot be met.

THE NEXT TWO YEARS ARE VITAL TO YOU

Now is the time when you have to make some very important decisions regarding the subjects you will study during the next two years. The decisions you make have important consequences, not only for your remaining school life but also for your later career.

Studying a broad range of subjects will ensure that your choice of career opportunities is as wide as possible: a balanced programme is vital. Most employers and admission tutors look for young people with a broad general education as well as good quality grades.

It is not always necessary to have studied subjects in Years 10 and 11 in order to study them in the Sixth Form. If you have questions or want to know more, see the teacher highlighted at the bottom of the subject information page. It is vital for you to be as well-informed as possible to enable you to make sensible decisions.

Ask questions, listen, discuss and THINK carefully before making your mind up!

DO NOT CHOOSE A COURSE BECAUSE:



- your friends have chosen it
- you think it will be easy
- you think it is a good course for a boy/girl to do
- someone else thinks that it is a good idea
- you like the teacher you have now
- you didn't have time to research your options properly

DO CHOOSE A COURSE BECAUSE:



- you are good at it and think you will enjoy the subject
- it links to a career idea
- it will go well with your other choices
- it will help you develop knowledge and skills that interest you
- it will keep your options open in the future
- you think that you might want to continue studying it after Year 11
- your research shows that it will interest you and motivate you to learn

If you do not know what you want to do later in your life, aim to choose a variety of courses which makes it easier to remain flexible about further study or career plans.

BEYOND THE NEXT TWO YEARS

At the end of Year 11, the majority of Heart of England students choose to continue their studies. A small number of students find employment and others follow modern apprenticeships or other vocational schemes. The government requires that all students remain in some form of education or training until they are 18 years old.

A Levels

Passing your GCSEs, including English and Mathematics, and achieving good grades across 8 subjects enables students to go on to study AS and A levels. Studying 3 or 4 A levels will lead to employment, further education or higher education at 18. Most students choose to remain at the Heart of England Sixth Form, which offers over 20 courses in a college atmosphere. Some students may opt to follow courses at a local college or begin an apprenticeship. All of these routes will have application processes which require students to list the subjects they study and their likely achievement in them.

These brief details outline the opportunities available to you. Further advice and information will be given to you in Year 11, when you come to make the next important decision about your education.

IMPORTANT DATES FOR 2020

27, 28 and 29 January	Year 9 Assemblies
Wed 29 January	Launch to Parents/Carers – 6.00pm or 7.00pm
Mon 3 February	Submission of Options Day choices
Thurs 13 February	Options Day
Thurs 5 March	Year 9 Parent/Teacher Consultation
Wed 11 March	Deadline for submission of GCSE options
March - May	Processing of options forms Consultation with individual students Final option choices confirmed
May/June	Students informed of options choices
September 2020	Courses commence

INFORMATION FOR PARENTS/CARERS AND STUDENTS

The curriculum at KS4 has been carefully designed so that, in the vast majority of cases, students will follow a broad and balanced curriculum.

All students study the Core Curriculum, consisting of:

Subject	Hours per fortnight
English (English Language and English Literature for most students)	8
Mathematics	7
Combined Science	9
Separate Sciences (but needs to be taken as an option)	14
Physical Education	4
Religious Studies	2

All courses, with the exception of PE, are externally assessed.

Core Curriculum + 4 other GCSE choices

In addition to this compulsory element, students choose 4 other subjects that they would like to study. It is our recommendation that students study:

- A humanities subject
- A technology subject
- A modern foreign language
- A creative arts or business subject

However, there is sufficient flexibility in our options system for students who wish to study 2 subjects from a particular group.

Whilst every effort is made to give students their first choice, courses may be oversubscribed or there may be insufficient numbers for a course to be viable. In this eventuality, all students' choices will be considered carefully. It is therefore extremely important that students also think very carefully about what they would choose if one of their options did not run.

We aim to enable students to study at least two of their chosen subjects, and selection criteria for oversubscribed courses will take this principle into account.

COMBINATIONS OF SUBJECTS

Due to content overlap, it is **NOT** permissible to study the following combinations of subjects:

Art	+	Art Photography
Design BTEC	+	Art
Creative iMedia	+	Media Studies

The English Baccalaureate

The government's education policy in recent years has resulted in a phenomenon called the English Baccalaureate. The English Baccalaureate (EBacc) **is not a qualification in itself and you will not receive a certificate**. It is a performance measure for schools, intended to recognise students' achievements across a core of academic subjects at GCSE. We do not oblige any students to study this collection of subjects but all students **MUST** study one of the subjects in the pink 'Choice 1' box, all of which are subjects which make up the EBacc.

The subject portfolio that comprises the English Baccalaureate is:

- English Language (and be entered for English Literature)
- Mathematics
- Two Sciences (one of which can be Computer Science)
- A Modern Foreign Language
- History OR Geography

PLEASE SEE THE FREQUENTLY ASKED QUESTIONS PAGE FOR FURTHER INFORMATION ABOUT THE EBACC.

When you and your parents/carers have agreed on your selection of subjects, please complete both KS4 options forms at the end of the booklet; one is a **student copy** for you to keep for reference. The second **Year 9 Options 2020 - School copy** should be returned to the House Tutor by

Wednesday 11 March 2020

In most cases students will be able to study their preferred subjects. Occasionally, students may be asked to choose again if:

- (a) there are insufficient student numbers to make a course viable**
- (b) the options chosen do not fit with the timetable structure that is arrived at**
- (c) the subject has too many students opting for it**
- (d) it is recommended that students follow a special course of study**

FREQUENTLY ASKED QUESTIONS

How many GCSEs should I take?

There is no set number. The Government has several performance measures for schools, one of which measures the best eight of each student's grades, so clearly this is a number below which a student should not fall. In addition to this, at Heart of England we believe that students should leave open as many future options as possible, therefore students will achieve 10 GCSEs in total by the end of Y11. This number is on a par with local schools.

Do I need the English Baccalaureate?

The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification and you will not receive a certificate for it. The EBacc includes subjects highly valued by many top universities but is not currently required for entry to any Russell Group university. The English Baccalaureate subjects will not necessarily be of interest to all. Pupils should make the best choice for them; one that allows them to achieve and progress, recognising the importance and value of achievement in these core areas, but also studying and achieving in other areas where they have an aptitude and interest.

The EBacc is much debated in education. Some feel that this portfolio of subjects provides a foundation of solid, academic study on which to build broader learning and it is elitist to deprive all students of the opportunity to study them. Elsewhere, these subjects have been described as elitist, or non-creative, or boring. The main criticism of the measure is that there is no evidence (beyond stated prejudice) to support the claim that they actually do 'facilitate' entry to Russell Group universities.¹

The reality is that, at present, no-one can prove one way or the other that studying the subjects that make up the EBacc has a definite positive impact on students' futures. It could be argued that *if* the EBacc has future-creating properties, then we are disempowering our students by allowing them to drop all of these subjects, in a way which *could* prove detrimental in the future. Entering a competitive world post-school without any of these perceived academically advantageous subjects due to a decision at age 14 could prove limiting. In short, by requiring students to do **one** of the subjects that make up the EBacc, we are not limiting their choice but rather preventing them from limiting their choices in the following years.

Does it matter if I don't know what I want to do for a career?

Not at all! You do not have to choose subjects with a career in mind, but do select carefully so that you do not restrict your career options. The more a career choice is delayed the better - there is more chance to change your mind.

¹ <https://www.lkmco.org/what-a-level-subjects-do-russell-group-universities-prefer/>

I've heard lots of things in the news about the government changing GCSEs: does this affect me?

Yes. You will study new GCSEs which will be awarded a 1 - 9 grade (with 9 being the highest) rather than A - F. The new GCSEs are designed to be linear, with external exams at the end rather than internally assessed coursework, although practical subjects have retained some controlled assessment which is done during the course and counts towards your grade. You need to read each subject description thoroughly to see exactly what the assessment arrangements are. All of the qualifications that you will choose have some externally examined element and **all** exams will be at the end. There will be no resit opportunities; you need to make sure you get it right first time around!

Exam versus Non-examined assessment (NEA) – the weighting of new GCSEs

Subject	Exam (written)	NEA
Business Studies	100%	
English	100%	
Geography	100%	
History	100%	
Maths	100%	
Modern Languages	100%	
Religious Studies	100%	
Science	100%	
Computer Science	100%	
Art	40%	60%
Art Photography	40%	60%
Design Btec	25%	75%
Drama	40% written, 30% practical	30%
Food & Nutrition	50%	50%
Health & Social Care	25%	75%
Media Studies	70%	30%
Creative iMedia	25%	75%
Music	40%	60%
PE	60%	40%
Product Design	50%	50%

YEAR 9 OPTIONS DAY

Over the next few weeks, you will be making some important decisions that will not only shape your timetable for the next two years but will also heavily influence any future academic study and employment prospects.

In order to help you make as informed a decision as possible, we have created an Options Day for you. As part of the day, you will have the opportunity to opt for 'taster' lessons of subjects that you will not have studied before so as to give you an insight into what studying those subjects might be like. You will be able to sample 2 subjects from the 6 subjects that are on offer on the day.

All of you will have different subjects you would like to sample, so to try and personalise the day, we would like you to tell us which of the taster sessions you are most interested in attending. On the Subject Taster Session Form, you will be asked to rank the sessions in order of preference (1=most preferred) so as to help us create your timetable for the day.

We cannot guarantee that you will get all of your first preferences but we will do our best! Equally, simply expressing a preference for only 2 of the sessions will not guarantee that you will get these choices.

You need to submit your form **no later than:**

Monday 3 February 2020

If you do not meet the deadline, we will select which lessons/sessions you attend.

Year 9 Options Day – 2020

Subject Taster Session Form

Student Name: _____

Tutor Group: _____

Please circle your teaching group: PATF CSBE

Subject Taster Sessions

Please put into rank order from 1 - 6 (where 1 = most preferred and 6 = least preferred)

Business Studies	Health and Social Care	Media Studies	Design BTEC	PE	Creative iMedia

You must return your form by putting it in the box outside the medical room by

Monday 3 February

CORE SUBJECTS

All students follow courses in the following:

English This leads to GCSEs in English Language and English Literature

Mathematics Leading to Mathematics GCSE

Religious Studies Leading to a GCSE. Students began this course after Christmas in their Religious Studies lessons in year 9.

Physical Education This does not lead to a qualification but physical fitness is essential for a healthy, happy life!

Science Leading to Double Award Science GCSE or to three separate GCSEs in Biology, Chemistry and Physics

In addition, the Personal, Social, Health and Citizenship Programme is delivered through other subjects and 'one-off' sessions.

ENGLISH - AQA

Overview

Throughout Years 10 and 11, students will be working towards two separate examinations in English Language and English Literature. This will result in two discrete GCSE grades awarded in August of the examination year. The courses are linear with all examinations being sat at the end of Year 11.

The exam component for both English Language and English Literature is now 100%, so there will be no coursework for these subjects.

English Language

This course will focus on the students' ability to analyse both modern texts and 19th Century literary and non-fiction texts. It does not involve the set study of specific authors, but gauges the students' skill in applying their knowledge to previously unseen material.

Additionally, this component of the course will assess the students' ability to write both creatively and discursively.

Method of Assessment: Two papers of 1hour 45 minutes each. Papers are evenly weighted, as are marks for the Reading and Writing sections.

English Literature

This course will involve the study of a Shakespeare play, a 19th Century Novel, a modern prose **or** drama text and a selection of poems taken from an anthology. Students will demonstrate their analytical ability through a combination of responses to extracts from their set texts and open-ended essay responses.

Method of Assessment: Two papers (see below)

- | | | |
|---|-------------------|-------------|
| 1) Shakespeare and the 19th Century Novel | 1hour 45 minutes | 40% of GCSE |
| 2) Modern Texts and Poetry | 2hours 15 minutes | 60% of GCSE |

The examinations are **closed text**, so the students will not be permitted to take the texts in with them.

Further Education/Career Opportunities

English is an essential GCSE for most post-16 courses and career routes. Both English Language and English Literature are vital for all career opportunities, due to the essential communication skills that they develop. Both GCSEs can lead to a diversity of further courses in a range of areas, such as Media, Performing Arts, Law, Management and Teaching. English is a keystone in building and creating futures for our students.

Any questions? See **MRS C McLARNON** or **MR L O'BRIEN**

MATHEMATICS - AQA

In Mathematics you will develop further understanding of your work in KS3 and extend your knowledge and skills.

The Mathematics examination is linear. This means you will sit one examination at the end of Year 11, made up of 3 equally-weighted one and a half hour papers. Paper 1 will be non-calculator whilst papers 2 and 3 allow calculators to be used. There is no controlled assessment.

Students entered at Foundation tier can achieve grade 1 to 5.

Students entered at Higher tier can achieve grade 4 to 9.

Year 10 students will be placed in sets according to ability, KS3 assessment data and the professional guidance of Heart of England's Mathematics Teachers.

Further Education/Career Opportunities

Qualifications in Mathematics are often part of employers' criteria for selection of job applicants. A good pass will often be the first hurdle in gaining an interview for a diverse range of careers and can also be an essential entry qualification to many college courses, even ones that are seemingly unrelated to mathematics.

Further education courses in Mathematics or any Science related subject require high achievement at GCSE in order to develop techniques to solve even harder problems. These courses will lead ultimately to a wide variety of careers in Engineering, Science, Computing and Technology.

Any questions? See **DR E PASCAL**

RELIGIOUS STUDIES - AQA

GCSE Religious Studies - AQA Specification A

Our GCSE covers two religions and four contemporary ethical themes, ensuring students have a diverse choice of intriguing concepts to explore. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Students will develop analytical, evaluative and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study. This course began after Christmas.

How Will I Learn?

You will learn through a variety of tasks including a mixture of group discussion and written work. Discussion is an important part of the lessons, as it is vital that students learn to form their own opinions after careful consideration of the various viewpoints from religious and non-religious backgrounds. You will also have the opportunity to form an evaluative approach to all discussions during the GCSE course.

What Skills Will I Develop?

You will develop skills in research, gathering and collating information, evaluating opinions and arguments and in presenting information and views clearly and confidently in both oral and written form. You will also develop your own opinions about the world around you. GCSE Religious Studies complements many subjects, such as Geography, History and Sociology.

How will I Be Assessed? What Will I learn?

You are assessed through two written examinations; both are 1 hour and 45 minutes in duration. You will sit these exams at the end of year 11.

Paper One (*The Study of Religions: Beliefs, Teachings and Practices*) is worth 50% of the GCSE and will consist of **Christianity** and **Islam**.

You will study the beliefs, teachings and practices of Islam in the sources of wisdom and authority. You will refer to scripture and/or sacred texts and study the influence of the beliefs, teachings and practices studied on individuals, communities and societies; for example, The Five Pillars of Allah, six articles of faith, nature of God and Prophethood, to name a few.

In Christianity, you will examine the key beliefs of God, Jesus Christ and Salvation, and the role of the church in the local and wider community. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Paper Two (Thematic Studies) is worth 50% of the GCSE and will cover the following topics:

Theme A: Relationships and Families

Students will examine contraception, sexual relationships before marriage and homosexual relationships within the Christian faith.

Theme B: Religion and Life

This unit will examine abortion, euthanasia and animal experimentation, origins of the universe and the value of human life.

Theme C: The existence of God and revelation

Students will study visions, miracles and nature as a general revelation. This will include philosophical arguments for and against the existence of God.

Theme E: Religion, Crime and Punishment

An in-depth study of capital punishment, corporal punishment and forgiveness. This will include the causes of crime, religious viewpoints on crime and ethical arguments about the death penalty.

Further Education/Careers Opportunities

Religious Studies equips pupils with a wide range of skills demanded in the work place. A huge variety of careers see it as a desirable examination subject including Law, Police Force, Armed Forces, Health Service, Social Work, Teaching, Banking and Management. This is because these are careers which involve meeting and understanding people of all cultures and faiths. For these careers you also need to have a good understanding of social and personal issues, which this course provides you with.

Religious Studies is a vibrant, relevant and interesting subject and is open to everyone, whether of a religious persuasion or not. One thing that is essential is an open and questioning mind!

Any Questions? *Speak to MR J HASTON or the Religious Studies Department*

PHYSICAL EDUCATION

What will I learn?

In years 10 & 11 you will receive two hours per week of Physical Education. Students will participate in a range of topics from; Team Games, Individual Games, Creative/Aesthetic Activities, Athletics, Health Related Fitness.

Format

Students will choose a group based on the sports and activities they prefer. They will follow a varied curriculum covering a range of topics which is tailored to the class, and will stay in this group throughout Y10 and Y11.

Sports Leaders' Award

A number of interested students will be given the opportunity to complete the Sports Leaders Award. This is a very popular choice; it leads to a nationally recognised certificate. Through this course you will learn coaching and leadership skills which will be put into practice by working with lower school students and local primary school children. This award is predominantly delivered via practical sessions but also has theoretical and written elements involved.

Recreational Lessons – Year 11

In year 11, one of your lessons will be a recreational lesson. In this lesson you will choose different activities to participate in with a recreational focus. The emphasis is on developing independent skills which will allow you to maintain a healthy active balanced lifestyle once you have completed key stage 4.

In the various activities you participate in, you **will learn**: how to develop skills; how to make and apply decisions; how to develop your physical and mental capacity; how to evaluate and improve your own and others' performances and how to make positive choices about leading a healthy active lifestyle.

What skills will I develop?

Through PE, you have the opportunity to develop your: physical skills; decision making; fitness; evaluation and appreciation of performances, and choose roles which are best suited to you. Your knowledge and understanding of a range of activities, alongside leading a healthy balanced lifestyle, will increase, giving the potential to continue these throughout life. Students will develop and enhance their social, teamwork and communication skills.

Extra-Curricular Sports/Activities/Teams

As in lower school, a number of extra-curricular sports, teams and competitions are also available during KS4.

Any questions? See MISS N SYKES

SCIENCE - OCR

There are 2 routes for studying Science subjects at KS4:

Combined Science:

Year 10/11 (9 lessons per fortnight)	OCR GCSE Combined Science A Foundation Tier (Grades 5-5 to 1-1): Biology Units: B1 – B6 Chemistry Units: C1 – C6 Physics Units: P1 – P6	June Year 11 Paper 1: B1 – B3 (16.7%) Paper 2: B4 – B6 (16.7%) Paper 3: C1 – C3 (16.7%) Paper 4: C4 – C6 (16.7%) Paper 5: P1 – P3 (16.7%) Paper 6: P4 – P6 (16.7%) All papers are 70 mins, written exams
Year 10/11 (9 lessons per fortnight)	OCR GCSE Combined Science A Higher Tier (Grades 9-9 to 4-4): Biology Units: B1 – B6 Chemistry Units: C1 – C6 Physics Units: P1 – P6	June Year 11 Paper 7: B1 – B3 (16.7%) Paper 8: B4 – B6 (16.7%) Paper 9: C1 – C3 (16.7%) Paper 10: C4 – C6 (16.7%) Paper 11: P1 – P3 (16.7%) Paper 12: P4 – P6 (16.7%) All papers are 70 mins, written exams

Separate Sciences:

Year 10/11 (14 lessons per fortnight)	OCR GCSE Biology A Foundation Tier (Grades 5 – 1): Units: B1 – B6 Higher Tier (Grades 9 – 4): Units: B1 – B6 OCR GCSE Chemistry A Foundation Tier (Grades 5 – 1): Units: C1 – C6 Higher Tier (Grades 9 – 4): Units: C1 – C6 OCR GCSE Physics A Foundation Tier (Grades 5 – 1): Units: P1 – P8 Higher Tier (Grades 9 – 4): Units: P1 – P8	June Year 11 Paper 1: B1 – B3 (50%) Paper 2: B4 – B6 (50%) Paper 3: B1 – B3 (50%) Paper 4: B4 – B6 (50%) Paper 1: C1 – C3 (50%) Paper 2: C4 – C6 (50%) Paper 3: C1 – C3 (50%) Paper 4: C4 – C6 (50%) Paper 1: P1 – P4 (50%) Paper 2: P5 – P8 (50%) Paper 3: P1 – P4 (50%) Paper 4: P5 – P8 (50%) All papers are 1hr 45mins, written exams.
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- **Double Award – OCR Combined Science A - 2 GCSEs.**
 - All students study for the equivalent of 2 GCSEs in the core Science curriculum time of 9 lessons per fortnight. From 2016 we follow the GCSE (9-1) course in Combined Science.
 - This course replaces the two separate “Core” and “Additional” GCSE courses followed between 2006 and 2015.

- **Separate Sciences – OCR Biology A, OCR Chemistry A and OCR Physics A – 3 GCSEs.**
 - Students opting for separate sciences in the option block study for 3 GCSEs in 14 lessons per fortnight: the 9 core Science lessons and a further 5 option block lessons.
 - Separate Sciences are also known as Triple Science.

Who should opt for Separate Sciences?

- Students with a flair or aptitude for Science.
- Students who are aiming to study Science subjects at A Level.

FAQ

Q. Is it a problem if I have studied Combined Science and then I want to study A Level Biology, Chemistry or Physics?

A. No. Approximately a quarter of students currently studying Science A levels studied “Double Award” Sciences at GCSE.

Q. Are there any courses at university that need separate GCSEs in Biology, Chemistry and Physics?

A. No. Not all schools offer Separate Sciences. e.g. entry requirements for medicine do not include separate GCSE Science subjects.

If you wish to opt in to Separate Sciences, then you MUST mark it in the blue Choice 2 box on the Year 9 Options 2020 forms at the back of the booklet.

Any questions? See MR G TILSTONE

MODERN LANGUAGES - AQA

(English Baccalaureate contributing subject)

Languages are for all; languages are for life – they are an essential part of *being a citizen*

“I absolutely could not have competed at the level I did in sailing if I hadn’t spoken French fluently.” **Ellen MacArthur**

Languages are an excellent choice at GCSE! Having a GCSE in languages is extremely well-regarded by employers and universities alike.

We offer GCSE courses in three languages; French, German and Spanish. For you to progress and succeed at GCSE you need to choose languages already studied in Year 9.

Aims of the Course

Languages open avenues of communication and exploration

- To develop your listening, speaking, reading and writing skills in preparation for GCSE, to the best of your ability
- To promote a better knowledge and understanding of different cultures and countries where French, German and Spanish are spoken
- To improve your communication skills and confidence in all your subjects

Languages change the person AND their self-awareness

“All I can advise is that you keep working at your languages. Foreign languages are exciting and interesting – keep up the hard work; it will be worth it in the end.” **Sir Alex Ferguson CBE**

Subject content

We follow the AQA GCSE Specification and students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Examination

All exams will be sat at the end of the course and you will be assessed in the four skills of Listening, Speaking, Reading and Writing. Each skill has an equal weighting of 25% towards your overall GCSE grade.

GCSE languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). You must take all four question papers at the same tier.

Listening, Reading, Writing, Speaking exams - each 25% of GCSE	
LISTENING - Written exam: 35 minutes, 40 marks (Foundation) 45 minutes, 50 marks (Higher)	SPEAKING - 60 marks Role-play: 15 marks, 2 mins (Foundation) 15 marks, 2 mins (Higher) Photo card: 15 marks, 2 mins (Foundation) 15 marks, 3 mins (Higher) General conversation: 30 marks, 3–5 mins (Foundation) 30 marks, 5–7 mins (Higher)
READING - Written exam: 45 minutes, 60 marks (Foundation) 1 hour, 60 marks (Higher)	
WRITING - Written exam: 1 hour, 50 marks (Foundation) 1 hour 15 minutes, 60 marks (Higher)	

Further Education/Career Opportunities

If you achieve at least a Grade 5 at GCSE you can pursue your language and go on to study the language at A-Level.

10 reasons why you should study a language at GCSE level:

1. English is not enough! Not everyone speaks or wants to speak English.
2. A language will always be useful, no matter what you do. In today's job market, having a language alongside another subject, for example Commerce or Law, can really help to open up the job market for you.
3. In class you get to study a wide range of topics about different people and cultures, not just about how to speak.
4. You can read books, watch films and listen to songs in the language you are learning - and understand them too!
5. Languages mean business - being able to speak a language will make you really stand out.
6. They're good for you! Speaking more than one language increases your brain capacity and improves your memory.
7. It is really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
8. You can understand and talk to lots more people on holiday, in the work place and on the internet!
9. Using a language at work could raise your salary by 8 - 20%.
10. Learning languages also develops your communication skills in your own language.

Consider the information in the following table to see if MFL is right for you:

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none">• Like playing with language in general, even in their own tongue• enjoy pattern, logic and rhythm• like the sound of different languages• like the idea of being able to converse in a different language• enjoy travel and discovering different cultures• feel a sense of success by succeeding at a challenge• are attracted by how fluency in a language could improve job prospects• enjoy languages at KS3	<ul style="list-style-type: none">• struggle to remember vocabulary• don't enjoy repetition and practice in order to improve• get stuck and give up• don't like to think on their feet• find spelling and writing from memory difficult

Any questions? See **MR J HUNTON**

GEOGRAPHY - AQA

(English Baccalaureate contributing subject)



Geography is a popular and **successful** GCSE option. By studying GCSE Geography you will have the opportunity to investigate the most important issues which affect our world today and into the future.

Geography offers the chance to work in a variety of ways, including individual and small group tasks as well as **up to date research** utilising our department iPads. In addition to classroom based activities, you will have the opportunity to take part in **fieldwork**. This provides you with the opportunity to experience many of the ideas and concepts you have studied in school and to produce two enquiries which will help your understanding of classroom geography. These enquiries will be examined upon to support your overall GCSE grade.

We aim to develop a variety of skills in the two year course, including your problem solving skills; ICT skills; map/atlas skills and your powers of analysis. All of these skills are **highly valued** in many careers and throughout further education.

The two year course includes two main themes. In each theme a range of different places and topics are studied, all of which look at people and the environment in which we live. The themes are:

- **Living with the physical environment**

This includes weather and tectonic hazards, climate change, UK physical environments (coasts and rivers), ecosystems and extreme environments.

- **Challenges of the human environment**

This includes urban change and development in different countries as well as water, food and energy supplies.

You will also learn **geographical skills**, complete **geographical enquiries** using evidence collected from **fieldwork** visits and be able to **apply your geographical understanding** to new situations.

Your work will be assessed by final exams through three examination papers in Year 11:

- **Living with the physical environment (35%)**
- **Challenges of the human environment (35%)**
- **Geographical applications (30%)**



Consider the information in the following table to see if GEOGRAPHY is right for you:

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • have a genuine interest in the world around them • have a questioning mind • enjoy collecting and using information • are prepared to 'have a go' even if they might be wrong • have the ability to explain their ideas and extend their written work • are keen to take part in fieldwork • are interested in current global issues • are inquisitive • enjoy KS3 Geography! 	<ul style="list-style-type: none"> • don't enjoy KS3 Geography • rely on others • have no interest in the world around them • don't ask 'why?' • expect to be given information • don't like writing and explaining ideas • can't work collaboratively • have no interest in current global issues

Further Education/Career Opportunities

The GCSE Geography course provides you with the opportunity to develop your skills and knowledge to give you the best possible choices in the ever changing world of work and further education.

Geography is seen as a facilitating subject, as it provides students with a high level of study but encompasses a wide range of knowledge and skills which will be helpful in a range of university courses and careers. Geography is widely seen by employers and colleges as a good all round subject with real benefits for all students.

The world is your oyster!



Any questions? See **MISS H SWIFT**

HISTORY - AQA

(English Baccalaureate contributing subject)

You will follow the AQA GCSE History Course, which will provide you with a varied experience of history through interesting topics from the medieval period up to and including the 20th century.

You will be expected to read widely, write fluently, meet deadlines, make an active and positive contribution in lessons and above all, work hard!

What will I learn?

The course consists of four modules:

- | | |
|------------------------------|--|
| 1. Modern world period study | Germany, 1890 – 1945: Democracy and Dictatorship |
| 2. Wider world depth study | Conflict and tension between East and West, 1945-1972 |
| 3. Thematic study | Britain: Health and the People: c.1000 – present day |
| 4. British depth study | Norman England 1066 – c.1100, also to include a historical environment study |

How am I assessed?

All assessments will come in the form of examinations done at the end of year 11.
Each paper contributes 50% to the final grade.

Paper One: Germany 1890-1945 and Conflict and Tension 1945-1972

Paper Two: Britain Health and the People and Norman England 1066 - c.1100

What skills will I develop?

A GCSE in History will also help you to develop key skills valued by employers and universities. These include becoming an independent thinker, being capable of investigation and researching information, using evidence effectively by being selective and how to evaluate evidence in order to reach a conclusion. You will also learn the arts of oral debate, expressing a convincing argument and problem solving, as well as gaining (perhaps the greatest asset of all) a deeper understanding and insight into people and the world around us.

All of these skills are useful in job areas such as Law, Journalism, Market Research, Media, Teaching, Archaeology, Conservation, Architecture, the Civil Service, Economics, the Police, Publishing and Social Work.

GCSE History would suit students who:

- Have a passion for learning about the past.
- Enjoy exploring and explaining historical issues in detail.
- Are able to process and learn a range of facts.
- Have a keen interest in how the past has shaped the world we live in today.
- Can debate issues and reach a judgement without being blind to other opinions.
- Can express their ideas through their written work and communicate these clearly.

Any questions? See **MR C LENTON**

COMPUTER SCIENCE - OCR

Computer Science has real relevance in our world and many students are interested and active computer programmers at home, or they may be keen on 'fixing' computers for family and friends. This course is aimed at extending, broadening and formalising their knowledge, giving them an understanding of how computer technology works as well as what goes on inside a computer.

Who's it for?

The GCSE in Computer Science option is for people who are very interested in Computers and Computer Programming. All our students have had the chance to do programming at school with html and Python, so they will know whether or not they enjoy it.

It is VERY important to think about how good they are at maths. If they are in set one or two, they should enjoy the course and the mathematical challenges it contains. If they are below maths set two then they will find the maths and the theory very challenging, which could make them unhappy or lower their self-confidence. *In addition, students are not allowed a calculator in the exams.* One activity to help with decision making would be to ask if they can easily converting numbers to binary and then add up in binary. If these activities are ones they can't do or don't enjoy, then they should think very hard about whether Computer Science is for them. At GCSE, students have to be able to add, subtract, multiply and divide in binary, as well as be familiar with other bases.

What you study in Computer Science

This is a full course GCSE offered via the OCR examination board, and will be a new specification for teaching from September 2020. The course consists of 2 units:-

01: Computing Systems: Studying the following topics:

Systems Architecture, Memory and Storage, Networks, Network Security, Operating Systems, Ethical/legal/cultural/environmental impacts.

- It is assessed through a *written paper* lasting 1½ hrs and worth 50% of the qualification.
- You have to answer all the questions which are a mixture of multiple choice, short response and extended response questions.

02: Computational Thinking, Algorithms and Programming: Studying the following topics: Algorithms, Programming Fundamentals, Producing Robust Programs, Boolean Logic, Programming languages and the IDE

- This is assessed with a *written paper* lasting 1½ hours and worth 50% of the qualification
- You have to answer all the questions. There are two sections:
 - Section A is short response and extended response questions on the theory aspects of programming and producing machine code (50/80 marks)
 - Section B will test the skills of reading/writing/refining algorithms (30/80 marks)

Programming skills are emphasized during the course; students have to have a complete a significant amount of time on programming projects. The time given has to be recorded and reported back to the exam board.

The course requires a high standard of technical writing in both of the examinations: good skills in reading and writing will make a positive difference.

Summary of Assessments

Component	How it is assessed	Length of Assessment
01	<ul style="list-style-type: none"> Written paper – Non calculator 80 marks 	1½ hours
02	<ul style="list-style-type: none"> Written paper – Non calculator Two sections: <ul style="list-style-type: none"> Section A is short response and extended response questions (50/80 marks) Section B will be testing the skills of reading/writing/refining algorithms (30/80 marks) 	1½ hours

Further Education/Career Opportunities

This course is an excellent preparation for future study or work in areas relying on logic or critical thinking, especially where they are applied to technical problems e.g. Engineering, Finance, Management, Science, Medicine and IT. Computer Science will increasingly be important and there is high demand for professionals who are qualified.

In the Sixth Form at Heart of England we offer A Level Computer Science. This GCSE is a good preparation for that A Level, as well a foundation for many other subjects. After school there are many careers to consider, including Computing/Computer Science, Forensic Computer Science, Cyber Security, Machine Learning, Penetration Testing, Web Development, Computer Games Design and E-Sports, all of which require logical thinkers and the skills from this course.

Apprenticeship-degree opportunities for students with an interest in working in the IT industry are increasing. GCSE (and A Level) Computer Science is an asset to applications.

There is currently a severe shortage of people going into Computer based careers.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> Enjoy and are good at mathematics Enjoy science Enjoy foreign languages, or music (reading music is good training in de-coding) Like solving problems – and are prepared to persist until the problem is solved Write programs already Like finding out things about technology Have good skills at research and writing Are ambitious 	<ul style="list-style-type: none"> Are below set 2 in maths (there is a lot of maths and logic in it) Cannot work IN binary (flipping between binary and denary is not the same thing) Struggle with Science (especially physics) Want to know the answer rather than find out for themselves Hate computers Get stuck and give up Can't sit still and work at a problem Cannot look at an abstract and turn it into reality

Any questions? See **MRS J FULLER**

FOOD PREPARATION AND NUTRITION - AQA

Aims

This new GCSE will equip you with the knowledge, understanding and skills that you will need to cook. It will give you the ability to apply the principles of food science, nutrition and healthy eating. Students will also develop vital life skills, so that you can feed yourselves and others affordably and nutritiously.

This is a practical course requiring ingredients to be purchased and brought into school on a regular basis.

Seven units are explored and investigated throughout this course:

1. **Food preparation skill** - A group of 12 skills will be taught throughout the specification using practical activities to support pupils' learning.
2. **Food, Nutrition and Health** - Exploring the function and role of nutrients and the relationship between diet and health.
3. **Food science** - Exploring the scientific side of ingredients and cooking, spending time understanding the functional and chemical properties of food.
4. **Food safety** - Exploring the need for good hygiene practices to prevent food poisoning.
5. **Food choice** - Consumers choose foods and diets for a variety of different reasons. Some of these will be investigated and applied to the practical aspect of this course.
6. **Food provenance** - Environmental impact and sustainability of foods will be explored.
7. **Food preparation and cooking techniques** - This will be assessed through the non-exam assessment (NEA) element of the specification.

Written exam

A written exam will assess the theory aspect of this course: 1hr 45mins, 100 marks, 50% of GCSE

Non Examined Assessment (NEA)

Task 1: Food Investigation - 30 marks, 15% of GCSE

Task 2: Food Preparation Assessment (to include a 3 hr practical assessment of the final products) - 70 Marks, 35% of GCSE

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Want to learn about nutrition and a healthy balanced diet • love to cook and make new products, and enjoy eating and trying food they have made • Are creative and practical and enjoy learning about what they are doing/making • Are organised and able to plan their own time or want to learn how to do this • Want to work as part of a team • Prefer course work to exams 	<ul style="list-style-type: none"> • Do not want to learn to cook • Do not like trying their own handy work • Are practical, but not interested in the why and how of what they are making • Are not team players • Are disorganised

This subject recognises qualities which could lead to a food-based career or be useful for life. The nutritional aspect of this subject would support any medical or sports-based career. A career in Food Science would also be supported by this qualification.

Any questions? See **MRS R BRISCOE**

BTEC DESIGN - EDEXCEL

Are you a creative person? Do you want to work in the creative industries? Are you interested in how to present your work to others? Do you enjoy working with a variety of materials to produce 3D outcomes? If yes, then BTEC Design might just be the course for you!

Overview:

This course allows you to understand how the world of Design works and what it takes to be successful in the field. Through a variety of practical tasks you will learn how artists and designers work; develop and improve your practical making skills, and produce your own portfolio to show the creative journey you have taken through KS4.

This course is made up of four different units; you will study two in Year 10 and two in Year 11.

Year 10

The first unit in Year 10 is ***Introduction to Specialist Pathways in Art and Design***. During this unit you will be set a number of briefs that will allow you to develop your practical skills. You will make products, models and pieces of art using a wide variety of materials and processes. These products will allow you to understand the process that artists and designers follow in order to develop creative and unique pieces.

The second unit in Year 10 is ***Communicating Ideas in 3D***. This unit will allow you to develop your 3D practical skills further and show your understanding of the different methods that artists and designers use to communicate their ideas to others.

Year 11

The first unit in Year 11 is the ***Creative Project in Art and Design***, which is externally set by the exam board. You will have time in lessons to fully prepare for this, then a 10 hour exam to produce your final piece. This unit is to show that you can produce an outcome to a set brief under timed conditions. You will use the skills and knowledge learnt in Year 10 to help you do this.

The last unit you will study is ***Developing an Art and Design Portfolio***. You will learn how to select and pick pieces of your work that showcase your journey through the course and highlight your skills and best pieces of work. You will produce a website and a written portfolio that you can use to help you enter the creative industries.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Enjoy making 3D products • Can complete research and course work at home • Enjoy using different materials and processes • Are interested in the world of Art and Design • Are creative 	<ul style="list-style-type: none"> • Prefer doing lots of drawing and 2D work • Do not have the desire to come in at dinnertimes or do work after school • Have no interest in making things • Are not creative • Have no interest in the world of Art and Design

Any questions? See **MRS D VAUGHAN**

PRODUCT DESIGN - AQA

Do you enjoy designing and making? Do you like solving problems? Are you an innovative and imaginative person? If you can answer yes to these questions, then GCSE Product Design is the course for you!

Overview:

This course allows you to design and make a wide variety of different products that fulfil a real need. You will use a range of materials that allow you to make realistic, usable products. You will be taught theory to help enhance your practical skills and to develop your knowledge of Design and Technology.

Year 10

Throughout Year 10 you will be asked to complete a variety of design and make tasks. You will be set various briefs and then be expected to carry out meaningful research before designing and making a number of good quality products. You will work in wood, metal, plastic, card and paper, and will use CAD/CAM and a wide range of tools and equipment. You will also have theory lessons where you will look at topics such as materials and their working properties, modern and smart materials, new and emerging technologies, as well as different approaches to designing successful products.

Year 11

During this year you will be concentrating on completing the non-exam assessment part of the course, as well as getting ready for the final exam in the summer.

Non-exam assessment - worth 50% of your final grade. You will be given a design brief from the exam board and will be expected to produce a design folio and a piece of practical work. The design folio will consist of investigating, designing, making, analysing and evaluating. The practical work can be made from wood, metal, plastic or a combination of materials.

Written exam - worth 50% of your final grade. Taken at the end of Year 11, this will test your knowledge of the theory side of the course. The exam is a mixture of multiple choice, short answer questions and extended response questions.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Enjoy making and want to develop their practical skills • Have ideas, are creative and are interested in how products are developed • Enjoy sketching, designing and making useful products • Are analytical, critical and hardworking. 	<ul style="list-style-type: none"> • Have no interest in the world of design • Do not like making and designing • Are not independent learners • Find it hard to research and evaluate different points of view. • Just want to make there is a lot of theory!

Any questions? See **MRS D VAUGHAN OR MISS A MIDDLEMAS**

HEALTH AND SOCIAL CARE

The Cambridge National Certificate is an ideal qualification for those students who want a broad background in health and social care. It is designed to enable candidates to progress to further education, training or employment. It provides a suitable basis for further study in this subject or for related courses, which could include Diplomas, Technical Awards, BTECs, A Levels or Modern Apprenticeships.

Examples of employment to which a student with a Health and Social Care qualification might progress include: Adult or Children's Nursing, Midwifery, Occupational Therapy, Teaching, Youth Worker, Social Worker, Radiographer, Care Assistant, Pre-school/Nursery School Assistant. It could also contribute towards meeting the entry requirements for working with people with disabilities or mental health issues.

The certificate consists of 4 units of study. The two compulsory units set by the exam board are: **Unit R021 – Essential values of care for use with individuals in care settings (1 hr written exam, worth 25%)**

This compulsory unit focuses on the rights of individuals and instils the values of care to be used when working in a health, social care or early years environment. It includes:

- understanding how to support individuals in order to maintain their rights and why this is an essential part of care
- understanding the importance of the values of care and how they are applied, including their impact in an early years setting
- developing an understanding of how legislation impacts on care settings
- learning how personal hygiene, safety and security measures protect individuals

Unit R022 – Communicating and working with individuals in health, social care and early years settings (internally assessed, worth 25%)

This unit will provide students with the underpinning knowledge and understanding of how to communicate effectively, and what personal qualities will contribute to the creation of a caring environment when working with individuals in health, social care and early years settings.

Students will also study a **further 2 units (internally assessed, worth 50%)** which the centre chooses from a selection. These could include: understanding body systems and disorders; understanding life stages; understanding the nutrients you need for good health; understanding the development and protection of young children; creative activities to support individuals or pathways for providing care in health, social care or early years services.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Enjoy coursework, not just exams. Coursework is worth 75% of the overall mark so you must enjoy this element of the course • Are interested in how people develop and change during their life • Want to pursue a career as a health and social care professionals 	<ul style="list-style-type: none"> • Do not like extended writing • Find it difficult to organise themselves • Who want to focus only on childcare

Any questions? See **MR R AMBROSE** or **MISS N SMITH**

ART AND DESIGN - OCR

The aim of this challenging and successful GCSE course is to develop the skills of individual students towards becoming independent artists and designers. We aim to help you gain the confidence and skills necessary to work creatively in lively and exciting ways.

You will be given the opportunity to develop a range of skills so that you can thoroughly explore your creative ideas using a wide range of materials and techniques.

There are two units in this course:

Art and Design Portfolio	60%
Art and Design OCR - Set Task	40%

Portfolio

The Portfolio is 60% of the final mark and during the course of this unit you will have the opportunity to cover: drawing and painting, printmaking, mixed media, experimental imagery, digital imaging, fabric work and photography. The first projects will be teacher led but increasingly you will explore your own ideas as the course progresses.

Set Task

There will be a ten hour, two day examination at the end of the course. During the two days you will complete a final piece of artwork based on an externally set list of starting points. The starting points will be issued to you several weeks in advance, giving you time for thorough preparation.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> Can work independently Engage in creative activities at home Enjoy looking at artwork Feel confident about their art skills 	<ul style="list-style-type: none"> Struggle to explore creative ideas Don't create artwork in their spare time Don't enjoy artistic experiences Struggle to produce skilful artwork

The skills developed in Art and Design are valuable in many ways. **Colleges, universities and employers** will value the creativity, high level thinking skills and problem solving abilities that you will acquire as you progress through GCSE Art and Design.

The UK has an excellent worldwide reputation for its creative industries and Art makes a huge contribution to our economy. Possible career paths might include Architecture, Graphic Design, Photography, Jewellery Design, Marketing, Advertising, Illustration, Games Design, Fashion and Textiles and Industrial Design.

Any questions? See **MR J McLARNON**

ART AND DESIGN Photography - OCR

The aim of this GCSE Art course is to provide you with the opportunity to demonstrate your ability to explore and create exciting artwork through a series of photographic assignments.

You will learn how to express yourself creatively using traditional and new media to produce outcomes such as documentary work, photojournalism, experimental imagery, photomontage, digital images, animation and video.

There are two units in this course:

Art and Design Portfolio	60%
Art and Design OCR-Set Task	40%

Portfolio

The Portfolio is 60% of the final mark and during the course of this unit you will have the opportunity to cover: darkroom skills, using cameras, exposure and lighting techniques and digital manipulation of images using Photoshop. You will learn about genres such as documentary, landscape and portrait photography and hopefully you will develop your own unique photographic style. The first assignments will be teacher led but increasingly you will explore your own ideas as the course progresses.

Set Task

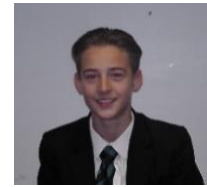
There will be a ten hour, two day examination at the end of the course. During the two days you will complete a final photographic composition based on an externally set list of starting points. The starting points will be issued to you several weeks in advance, giving you time for thorough preparation.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> Can work independently and take risks Love taking photographs Engage in creative activities at home Enjoy looking at artwork Feel confident about their photographic skills 	<ul style="list-style-type: none"> Are reluctant to explore creative ideas Don't create artwork in their spare time Don't enjoy artistic experiences Don't feel confident about their photo skills

The skills developed in Photography are valuable in many ways. **Colleges, universities and employers** will value the confidence, creativity, technical skills and problem solving abilities that you will acquire as you progress through this course.

Any questions? See **MR J McLARNON**

Dylan: "I've always liked performing and now that I'm doing GCSE Drama I've had the confidence to audition for the school show where I got a lead role"



What will I learn?

Unit 1 (30%): You will use Drama techniques to **explore** different **stimulus** materials. You will then use what you know to **devise** and **perform** your own piece. You will also evidence your ideas in a **portfolio**. You could choose to be a **designer** instead of performer in this unit.

Unit 2 (30%): You will **perform** two extracts from a **play**. You will also produce a short document about your intentions. You could choose to be a **designer** instead of performer in this unit.

Unit 3 (40%): You will study a **play** and see a **live performance**. You will answer questions on these in a **written exam**.

How will I be assessed?

For **Unit 1** you are assessed by your teacher and **Unit 2** you are assessed by an examiner. You will be assessed on a **performance or designs** of your own devised work for Unit 1 and part of a play for Unit 2. You will need to show your knowledge of drama conventions and characterisation. Your **coursework** has a focus on your **evaluation** of what you have done and why you have done it.

Unit 3 (the exam) is assessed on your **creative** and **evaluative** skills.

DRAMA

What skills will I develop?

Drama is highly valued by **employers** because it teaches you skills that can apply to any job:

- communication
- presentation skills
- confidence to speak in front of groups of people
- working as a team
- working well under pressure
- meeting deadlines
- problem solving
- creativity

Will: "I've chosen to do a mixture of acting and lighting design for my assessments. I like that I get to do both things that I enjoy in

Zoe: "By doing GCSE Drama it is helping me develop my communication and team work *skills*. I want to be involved in performance when I'm older but these skills will help with any career."



Design Option:

If you are interested in the design elements of Drama, rather than being on the stage, you can choose to follow the Design Option instead of Performance. Here you will still work creatively with a performance group, but you will design the **costume, set, sound or lighting** for the performance and be assessed on your creative ideas and the final designs being used in the final performance.

This course would suit students who:

- Can work independently
- Are creative
- Can work with a range of people
- Can focus in a group task

This course might not be right for students who:

- Find it hard to stay on task when working with others
- Find analysis and evaluation difficult
- Are shy about performing in front of others

MUSIC - OCR

What is the course about?

The OCR GCSE in Music builds upon **knowledge** and **skills** acquired in Key Stage 3 music. Students study music through the combined disciplines of **performing** (30%), **composing** (30%), **listening** and **evaluating** (40%).

This subject will suit students who...

- Are able to work independently
- Are open to understanding multiple interpretations
- Creative
- Enjoy problem solving

What will I learn?

To become a self-starter and develop emotional intelligence

You will be required to think independently not just learn facts, you will need to be self-critical and required to act on this in a positive way.

To be stretched

Studying music is a challenge as you develop skills to pay attention to detail and to improve your own work.

To develop qualities sought by employers

GCSE Music helps you develop discipline, confidence and the ability to accept criticism making you an ideal candidate for a job in the future.

What will I have to do?

60% of marks are for performing and composing:

4 minutes of performance on your instrument/voice/Dj-ing/Sequencing and 3 minutes of composition across two pieces of work. This is Non examined assessment.

40% The Listening paper will encompass a wide range of Areas of Study featuring the best of British and greatest of global music. Externally assessed through an exam.

This subject might not be right for students who...

- Struggle to listen
- Are not willing to create their own ideas
- Do not like taking risks

What next...?

Steve Jobs said *'my success was due to having hired artists and musicians fascinated by technology rather than computer geeks'*

A GCSE in Music opens many doors to a number of careers, not just those in music.

Engineering (innovation and creativity)

Law (communication skills)

Management (self-motivation).

Any questions? See **MRS HENTON** or **MRS WINDEBANK**

MEDIA STUDIES - AQA

What is the course about?

GCSE Media Studies will appeal to people who enjoy ‘reading’ the media. The course encourages students to be critical of the media products they see. Assessment is through a combination of practical skills, knowledge of media institutions and analysis of media products.

What will I learn?

You will study a range of different media institutions including; film, advertising, newspapers, pop music, magazines.

You will also be required to undertake a practical production creating media products of your own and analysing them.

The examination will be based on your understanding from a range of Close Study Products which you will explore throughout the course.

The course is designed to widen your understanding of how media companies work, the types of jobs people perform within them and the ways in which audiences are influenced by them.

How will I be assessed?

You will be assessed through written coursework with a practical production (30%), and two examinations (70%).

Further Education/Career Opportunities

A GCSE in Media Studies can lead to a variety of careers or courses of further study. It is possible to continue onto AS/A Level Media Studies. There are also opportunities to undertake vocational qualifications in the media or communication. These courses can lead to further university studies and careers in television, journalism, radio presentation, advertising, film and in the teaching profession.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Have good analytical skills • Have the ability to be creative • Work well independently as well as in groups 	<ul style="list-style-type: none"> • Don't like writing analytical essays • Don't enjoy approaching texts in critical ways

Any questions? See **MS L FERGUSON**

Cambridge Nationals Creative iMedia

Media and ICT are relevant in both business and education and many students are interested in a course that allows them to explore more practically than theoretically in order to show their skills. Creative iMedia will appeal to people who are hands on, computer literate and enjoy being practical and creative. It is essentially a practical course for the development of practical skills to enable students to develop a solid foundation for future studies. The course will equip students with a variety of rich and creative media skills and will enable learners to produce their own range of media products. Assessment is through a combination of practical skills, including research, pre-production planning and making products to match a brief.

What will I learn?

You will learn how to use a range of Industry standard software such as Photoshop and Final Cut to produce high quality and creative Media Products such as posters, advertisements, websites, videos, magazines etc. You will also learn how to meet the specific needs of a client brief such as how to target specific audience sectors, how to conduct market research, how to use visual and digital appeal. The course is also designed to provide you with a practical experience and understanding of the Media Industry as a whole and what potential employers require from Media and Computer literate young people.

What you study in iMedia

This is a GCSE-equivalent course offered via the OCR examination board. The course has 4 units:-

R081: Pre-Production Skills: This is where we study the pre-production skills used in the creative and digital media. It will develop your understanding of client brief, time frames, deadlines and preparation techniques emphasizing the significance of planning and is an essential tool in the remaining units. It is assessed via a *written paper* which tests your understanding of analysis and evaluation within given contexts.

R082: Creating Digital Graphics: In this unit we study the importance of digital graphics when communicating a message, but the emphasis is definitely on the practical skills of learning what techniques are used when creating and editing digital images which meet the client brief, time frames, and deadlines, and also how to critically review your completed work. Your work is assessed within the centre.

R087: Creating Interactive Multimedia products: In this unit we study the many places that interactive multimedia products are used (including computer games, apps for phones and business environments). As previously, you will produce a suitable interactive multimedia product which meets the client brief, time frames, and deadlines, and you will be critically reviewing it when you have completed the work.

R091: Designing a game concept: In this unit we study the basics of planning and designing digital games for the creative digital media sector. You will investigate the capabilities and limitations of different platforms, and identify core features of digital games in order to create a games design concept proposal for presentation to a client for critical review.

Summary of Assessments

Component	How it is assessed	Length of Assessment
R081	Written paper (25%)	1¼ hours
	The centre assessed tasks each have to be completed by working through a client brief to produce a piece of work. Samples of the completed portfolios of work are submitted to OCR for moderation	
R082	Centre assessed task (25%)	10 hours
R087	Centre assessed task (25%)	10 hours
R091	Centre assessed task (25%)	10 hours

Further Education/Career Opportunities

This course makes an excellent preparation for people who want to study or work in areas that need a broad range of both creative and technical skills. It can lead you to further vocational qualifications to become a Creative and Digital Media IT Practitioner, or onwards to Cambridge Technical qualifications in IT or Media. It could be very useful when planning the next steps in the Apprenticeship Framework.

A Certificate in Creative iMedia can lead to a variety of careers or courses of further study. For example, the course can lead to A Levels in Media Studies, IT, Art Photography, Design and Technology as well as further university studies and careers in television, journalism, radio presentation, advertising, film and in the teaching profession.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Enjoy, and are good at, working with digital images • Enjoy creating visually appealing theme-based work • Enjoy working on computers • Like to work independently • Can manage their own time when given a target • Like finding out things about software and technology • Have good self-discipline • Want to make things more than study them 	<ul style="list-style-type: none"> • Hate computers • See computers as an opportunity to play games • Prefer to analyse texts and are strong at written essays • Prefer exams • Prefer to choose what they produce rather than follow someone else's requirements • Want to be led rather than to explore independently • Find time management a challenge • Struggle to get to the end of a project without being pushed

Any questions? See **MS L FERGUSON**

PHYSICAL EDUCATION - OCR

How I will be assessed?

OCR GCSE PE is divided into three parts:

1. **Practical Performance = 30% (60 marks)**
2. **Theoretical Knowledge = 60% (120 marks)**
3. **Coursework = 10% (20 marks)**

Practical Performance:

The practical element of the course is worth **30%** of the overall mark and you will have to submit three practical activities. Each practical activity is marked out of **20**, giving you a total of **60** marks for the Practical area of the course.

Performance of three activities is taken from the two approved lists. These lists can be found at <http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf> or ask Miss Sykes. Also in this document you will find the 'Assessment Criteria' for each activity. You have to show core skills, advanced skills, physical attributes that contribute to your performance and evidence of decision making.

The two lists of activities are either 'individual' or 'team' activities. One activity has to be taken from the 'individual' list and one from the 'team' list. The third activity can come from either list. Please look carefully at the list of activities, as these have been dramatically reduced from the previous specification. The marking of the practical activities has become far more stringent over the last two years.

Theoretical Knowledge:

The theory element of the course is worth **60%** of the overall grade. There are **two examinations**: Component one and Component two. Each examination is **1 hour** long and worth **30%** of the total GCSE. The examination consists of multiple choice questions and short answer questions that range from **2 – 6 marks**. There is a total of **60 marks** for each examination. Both examinations will take place in the summer of Year 11.

What will I Learn?

Component One: Physical factors affecting performance, 30% (60 marks)

<ul style="list-style-type: none"> • Skeletal System • Bones (names and types) • Types of Movement • Joints Structure and Function • Movement Analysis, types of levers and planes of movement • Muscular System (Movement and Function) • The Cardiovascular System (Structure and function) 	<ul style="list-style-type: none"> • The Respiratory System (structure and function) • Short and Long Term Effects of Exercise on the Body • Principles of Training • Training Methods • Injuries and Injury Prevention • Components of Fitness • Methods of Exercise Training
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Component Two: Socio-cultural issues and sports psychology, 30% (60 marks)

<ul style="list-style-type: none"> • Mental Preparation • Media in Sport • Ethics in Sport • Characteristics of Skilful Movement • Skill Classification • Goal Setting 	<ul style="list-style-type: none"> • Types of Guidance • Types of Feedback • Health Fitness and Well-Being • Diet and Nutrition • Government Initiatives and Trends in Participation
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There is a wide range of topics covered, with all of the topics having the emphasis on leading a healthy and balanced lifestyle. There is an expectation that students will be able to collect and analyse data throughout the course.

Coursework

The coursework element is worth **10% (20 marks)** of your grade. There is one course work task where you will have to **analyse and evaluate performance**. This will be done once the content from Component One and Component Two of the course have been covered. This work is done under controlled assessment conditions.

What skills will I develop?

<ul style="list-style-type: none"> • Practical skills across different sports • Written communication • ICT skills • Working independently • Working in groups 	<ul style="list-style-type: none"> • Debating/discussion skills • Problem solving • Verbal communication • Analysis and interpretation of data
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Further Education/Career Opportunities

Students who successfully complete this GCSE will have a large number of choices open to them.

- Access to A Level PE and University courses
- Vocational BTEC or HND courses
- Work in the leisure industry
- Sports Development
- Sports Coaching

The study of Physical Education can also lead to careers in Sports Science, Coaching, Education and Physiotherapy to name a few.

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Are passionate about PE, sport and performing • Are willing to work hard practically and in theory lessons • Have a strong practical ability • Might be considering PE as a pathway into further education 	<ul style="list-style-type: none"> • Are not strong practical performers • Do not have a strong interest in learning about the theoretical side of PE • Are not willing to work hard in theory and practical settings

Any questions? See **MISS N SYKES**

BUSINESS STUDIES - AQA

Why take Business Studies?

We all come into contact with businesses every day – when we buy things, use goods and services, or even just observe adverts. The vast majority of us have to work for some kind of business organisation. This course will help you to understand how businesses work and what influences their decisions; it will also prepare you for the world of work.

What will I learn?

The course is divided into two units:

1. Influences of operations and HRM on business activity
2. Influences of marketing and finance on business activity

Each unit covers these themes:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

How will I be assessed?

At the end of the course, there are two exams of 1hour 45mins. They are equally weighted.

What skills will I develop?

- The ability to evaluate the effectiveness and success of a business
- An understanding of the role of different stakeholders within a business
- The ability to evaluate the societal factors impacting on the growth of a business

Further Education/Career Opportunities

- GCSE Business Studies provides you with an awareness and understanding of a wide range of business concepts and enables you to make an informed choice with regard to selecting your future career or education pathways
- Students successfully completing the course have the opportunity to pursue a range of vocational or academic opportunities including A Level Business Studies or A Level Economics

This subject would suit students who	This subject might not be right for students who
<ul style="list-style-type: none"> • Have an interest in the theory of business growth and development • Are interested in engaging with real life business case studies • Are Alan Sugar's potential Young Apprentices! 	<ul style="list-style-type: none"> • Are not interested in theoretical work • Don't enjoy developing the skills of evaluating and analysing • Don't like revising for exams

Any questions? See **MS L FERGUSON**



Year 9 Options 2020 - School Copy

Choose **one subject** from the pink *Choice 1* box and **three subjects** from the blue *Choice 2* box.

Choice 1

You need to choose **one only** of the following subjects to study. Use a tick to mark your choice.

History	
Geography	
French	
German	
Spanish	
Computer Science	

Choice 2

Now choose **three** further subjects to study from the list below. You must mark them by preference 1, 2, 3.

Art	
Art Photography	
Business Studies	
Computer Science	
Design Btec	
Drama	
Food & Nutrition	
French	
Geography	
German	

Health & Social Care	
History	
Creative iMedia	
Media Studies	
Music	
PE	
Product Design	
Spanish	
Separate Sciences	



Name:

Tutor Group:

Year 9 Options 2020 - Student Copy

Choose **one subject** from the pink *Choice 1* box and **three subjects** from the blue *Choice 2* box.

Choice 1

You need to choose **one only** of the following subjects to study. Use a tick to mark your choice.

History	
Geography	
French	
German	
Spanish	
Computer Science	

Choice 2

Now choose **three** further subjects to study from the list below. You must mark them by preference 1, 2, 3.

Art	
Art Photography	
Business Studies	
Computer Science	
Design Btec	
Drama	
Food & Nutrition	
French	
Geography	
German	

Health & Social Care	
History	
Creative iMedia	
Media Studies	
Music	
PE	
Product Design	
Spanish	
Separate Sciences	

Keep this **STUDENT COPY** for your reference.