

# **Marshland** High School

## Specialist Science College

Tel: 01945 584146 Fax: 01945 581275

email: [office@marshlandhigh.co.uk](mailto:office@marshlandhigh.co.uk) [www.marshlandhigh.co.uk](http://www.marshlandhigh.co.uk)



# **KS4 Choices Booklet**

**2017-2020**





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# Options Choices Timeline 2017

**Mid-January**

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

**Thursday 2nd February**

## **Options Evening 5.00 – 7.00pm**

- Talk for parents in Main Hall at 5.00pm
- A timetable is in the Options pack so you can plan which subject presentations to attend.

## **Year 8 key dates:**

**Thursday 19th January**

Year 8 Parents' evening

**Thursday 2nd February**

Options Evening 5.00 – 7.00pm

**Friday 3rd March**

Year 8 PRAISE reports to parents

**Tuesday 7th March**

Year 8 Options Deadline – forms put in the post box in the Library on, or before this date (just inside Library door, on right wall)

**Students are welcome to book an appointment to discuss their choices throughout this time—please speak to Mrs Tuck.**

# Subjects taken in Years 9, 10 and 11

The subjects that you take in Years 9, 10 and 11 are divided into **(A) a common core that everyone studies, and (B) selected subjects.**

## **(A) Core Subjects**

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

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

## **(B) Selected Subjects**

These subjects are described in Section B. You need to choose 4 additional subjects to complete your individual curriculum pathway, and one reserve.

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

- You are going to follow the course for three years, so you need to choose subjects which you enjoy and will excel at.
- It is in your best interest to choose subjects in which you are likely to get the highest grades.
- You must make sure that the subjects you choose are suitable for the career that you wish to pursue, and for the Sixth Form or Further Education course that you might wish to follow.
- It is extremely important that you research your choices very carefully, as it is very difficult to change subjects once you have started in September. No changes will be allowed after the first half term.
- Some subject combinations are not possible (for example you should only select one Technology subject, and one Art subject). Please check with your teachers if you are unsure.
- It can be good to have a variety of subjects if you are not sure what your future career will be.

## Choices you have, and key contacts

<b>(Section A) Core Subjects</b>	<b>For more info please see...</b>
GCSE English	Mr Mackett
GCSE Mathematics	Mrs Harrison
GCSE Science	Mrs Rushton

<b>(Section B) Selected Subjects</b>	<b>For more info please see...</b>
Art and Design	Mrs Harris
Art and Design: Photography	Mrs Harris
Business Studies	Mr Woodhouse
Computer Science	Mr Lucas
Design and Technology	Mrs Swinburn
Drama	Mrs Dix
Food and Nutrition	Mrs Swinburn
French	Ms Davey
Geography	Mr Moore
German	Ms Davey
Health and Social Care	Mrs Benson
History	Miss Dye
ICT: CIDA (Certificate in Digital Applications)	Mr Lucas
Music	Mr Wicks
Physical Education	Mr Swinburn

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

## Choices Checklist

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

- 1) Read the 'Choices Booklet'
- 2) Think about subjects which interest you
- 3) Think about subjects you enjoy
- 4) Look carefully at your last PRAISe report and your grades
- 5) Discuss your initial thoughts with your parents/carers
- 6) Start to think about what you want to do when you leave Marshland, or what areas interest you as a career
- 7) Think about the information you get from 'Fast Tomato'
- 8) Make sure the subjects you are considering are relevant to your skills and your future progression plan - Mrs Tuck is in the Library every day to help you
- 9) Talk to the teachers who teach each subject you are considering
- 10) Understand the skills needed for, and course demands of each subject you are considering
- 11) Discuss your thoughts with your parents/carers

**Well done! Now you are ready to make your choices.**

## **Section A—Core Subjects**

# **English Language and Literature**

The study of English is an essential and therefore compulsory part of the education of every student. Not only is competence in English vitally important as a qualification for future careers and pathways, but it is a basic necessity of everyday life.

### **The course:**

All students from September 2016 will be taking the reformed English Language and Literature GCSEs which means that students will be given an increased amount of unseen texts to read in their exams, including texts written before the twentieth century. In addition, the courses are only assessed by examinations so there is not any coursework. This presents students with new challenges: being word-rich and having a good vocabulary, as well as being well-read, are hugely important. It will really help students to be looking up new words and their definitions each week, as well as reading a variety of texts very regularly at home.

### **English Language – the new requirements**

- Spoken language (similar to what is currently called speaking and listening) will be compulsory, but assessed and certificated separately.
- 20% of the marks must be awarded for spelling, punctuation, grammar and sentence structure.
- Students must respond to texts from the 19th, 20th and 21st centuries, with at least two unseen texts and a comparative element.

### **English Literature – the new requirements**

- Students must respond to whole texts including a Shakespeare play and a 19th century novel, plus a selection of post 1789 poetry including ‘representative Romantic poetry’.
- Students must also respond to either a modern prose or a modern drama text; both must be by a British writer.
- Students must respond to at least two unseen texts and compare them.
- Exams will be ‘closed book’ (i.e. students will have to memorise quotes and will not be allowed copies of the texts in the exam hall).

### **Assessment**

Spoken language certified separately.

Spelling punctuation and grammar.

Terminal examinations: 2 x Language, 2 x Literature. Literature exam to include ‘closed book’.

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

Grades 1-9 with 9 being the highest.

### **Where next?:**

The course prepares you for A/AS level courses in English Language and English Literature.

With further training you could go into a job related to journalism, law, administration, teaching etc.



## Section A—Core Subjects

# Mathematics

### The course:

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

Virtually all employers will require a solid understanding of maths, and it is a prerequisite for numerous careers including medicine and allied subjects, the



### There are 5 main themes of study:

1. Number
2. Algebra
3. Geometry & measures
4. Ratio & proportion
5. Statistics & probability

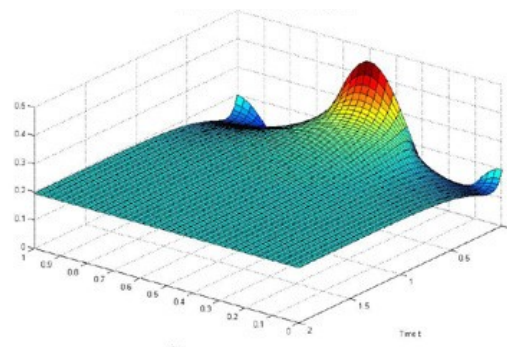
These all build upon the work studied during Key Stage 3.

### WHAT SKILLS WILL I DEVELOP?

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

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

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



### Assessment

Maths has two tiers of entry: higher and foundation.

- Higher tier awards grades from 4 to 9.
- Foundation tier awards grades from 1 to 5.

For both tiers there are 3 exams at the end of Year 11.

Each exam is 1hr 30 minutes long. Paper 1 is non-calculator, in papers 2 and 3 calculators are allowed.

### Where next

GCSE mathematics prepares you for A/AS level courses in mathematics.

Most colleges/sixth forms will require a higher-level pass in mathematics at GCSE.

All careers need a relevant level of mathematical skills.

## Section A—Core Subjects

# Combined Science

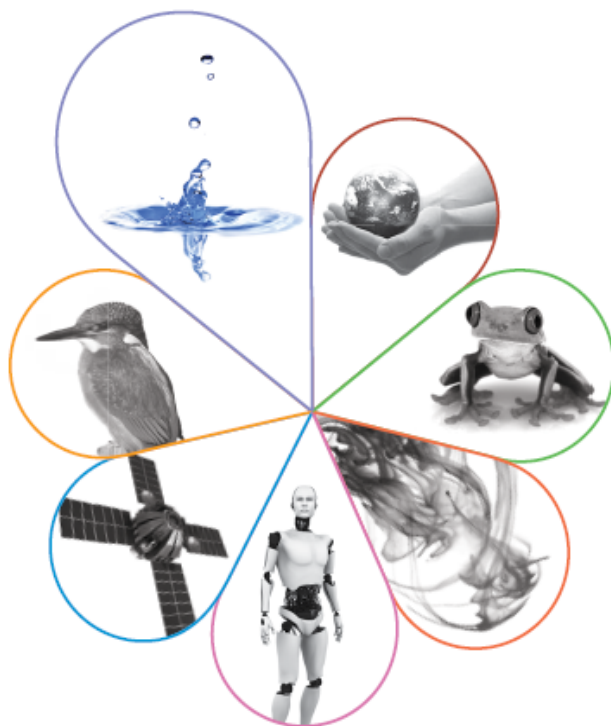
### GCSE Combined Science

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

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

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

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



### Assessment and Qualifications -

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



### The practical element

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

### Where next?:

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

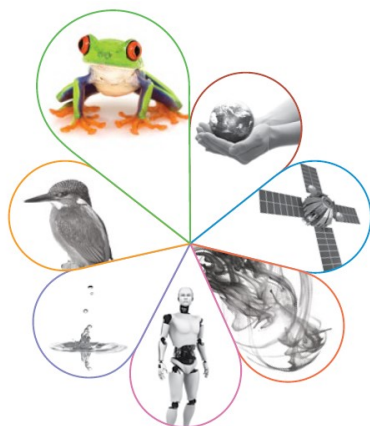


## Section A—Core Subjects

# Triple Science

### GCSE Triple Sciences

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



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

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



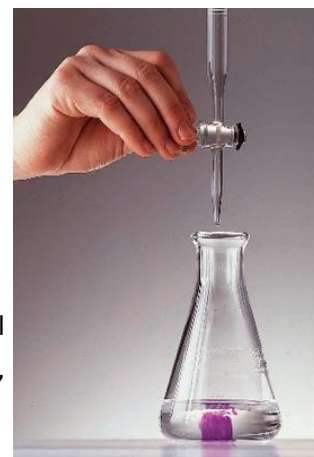
**Physics** - static charge, pressure in gases and liquids, nuclear fission and fusion, moments, levers, gears, changes in momentum, the national grid, the solar system and red shift.

### Assessment and Qualifications -

Each of the separate courses is assessed by two exams lasting 1hour 45minutes with equal weighting. The qualifications received at the end of the course are separate GCSEs in Biology, Chemistry and Physics which are graded 9-1, with 9 being the highest grade.

### The practical element

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



### Where next?:

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

## **Section A—Core Subjects**

### **Culture and Beliefs**

#### **The course**

In KS4 all students study core Culture and Beliefs. The aim of these lessons is to improve religious literacy, enable students to identify diverse religious beliefs, and explore their own position on faith through thinking about their experiences of life and the values of contemporary culture. The course will allow students to develop their moral reasoning skills, which they will be able to relate to one or more religious traditions.

#### **Some of the following topics will be studied in core Culture and Beliefs.**

- Beliefs about God
- Beliefs about the end of life
- Medical ethics
- Equality

The course will also allow students to develop and articulate their own points of view about religion and be able to apply these to everyday events.

#### **Where next?**

This course shows colleges and employers that students are able to consider and discuss issues on which there are no 'correct' answers and that they have knowledge of some of the views that can be held on these topics.

## **Skills for Life**

#### **The course**

This is a compulsory course which aims to prepare students for adult life and to help them to develop into responsible citizens. It is hoped that some pupils will go on to sit GCSE Citizenship Studies at the end of Year 10.

#### **The course includes work on the following:**

- Citizenship
- Decision making
- Health education
- Personal finance
- Self appraisal
- Sex education
- Drug education
- Study skills

Designed to instil a sense of personal accountability, Skills for Life lessons are stimulating and inclusive, with all students encouraged to take an active role in group and class discussions. Against a background of core topics, there is the flexibility to respond to events, so that –for example- decision making, finance or health education could be discussed in relation to a natural disaster.

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

In Year 10 or 11, students are seen by a careers advisor, either in groups or individually. The school holds visits to sixth forms, colleges and universities, and staff are always willing to answer any questions.

## Section B—Options Choice Subjects

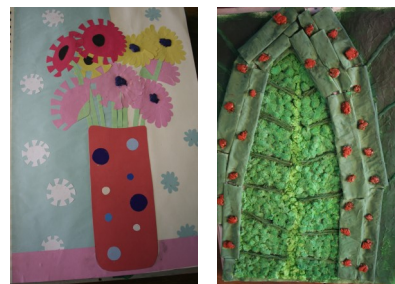
# Art and Design

### The course

Art and Design GCSE is an exciting and varied course engaging students in photography, drawing, painting, printmaking, sculpture, ceramics, ICT and other media as a response to broad themes. Coursework is completed throughout the course. For the final exam in April/May of Year 11, students are required to express themselves using a range of media, in both two and three dimensions, forming a personal response. They are also expected to keep a sketchbook for each assignment, to show evidence of the development of their ideas to its final outcome, responding to and analysing work of any artists and designers who have connections with their own personal work.

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

- Practical skills to enable more advanced creativity and expression
- Independent investigation and analytical skills
- Cultural knowledge and understanding of art, design, media and technology
- Self-confidence, perseverance, self-discipline and commitment.



Owing to the nature of the subject and the large coursework element, in order to excel, students need to be committed throughout, have good organisational skills and a personal interest in Art to excel in this course.

### Assessment

- Unit 1: coursework portfolio including two controlled assessments, sketchbook and sheets - 60%.
- Unit 2: completes the course with a controlled assessment in April/May Year 11. Final controlled assessment with sketchbook and/or sheets - 40%

Furthermore, throughout the course, students' work will regularly be given a mark by their teacher.

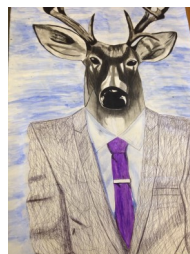
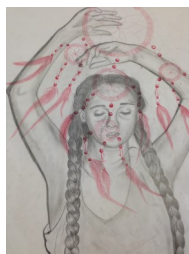
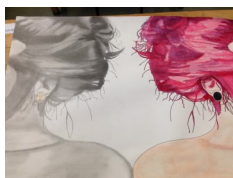
Marks will be given for the following: **collecting** ideas, **designing & making** artwork, **discussing, describing & assessing** your work, other students' work and the work of artists and designers; **developing** your work; **exploring and experimenting** with ideas and different materials; the use of **formal elements** line, colour, texture and shape.

Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.

### **EXAM BOARD: EDEXCEL**

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

9 8 7 6 5 4 3 2 1



### **Where next?**

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

Graphics, illustration, fashion, textiles, photography, advertising, printmaking, retail buying, architecture, beauty and make-up, hairdressing, theatrical support (technician), film and television, make-up artist, art teaching, art therapist, community arts worker, gallery and museum work.

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

## Section B—Options Choice Subjects

# Art and Design: Photography

### The course:

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

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



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

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



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

***Students wishing to follow this course will have an interview with the Head of Art, during which their passion for the subject will be explored. Students wishing to follow a broader curriculum in Art (which could still include aspects of Photography) should select the Art and Design GCSE instead.***

### Assessment

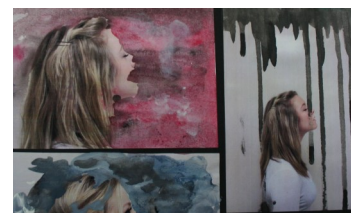
- Coursework portfolio including two controlled assessments and sketchbook and/or sheets - 60%
- A final controlled assessment with sketchbooks and/or sheets in April/May Year 11 - 40%

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

### **EXAM BOARD: EDEXCEL**

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

9 8 7 6 5 4 3 2 1



### Where next?:

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

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

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

## Section B—Options Choice Subjects

# Business Studies



### The course:

The Business Studies course has been designed to provide an engaging and stimulating introduction to the world of business. During Year 9 students will study the BTEC Level 1 in Business Administration to give a sound basis from which to progress. In Years 10 and 11 they will study the BTEC Level 2 First Award in Business which is equivalent to a GCSE but has the benefit of a larger coursework content.

### By studying this course students will;

- Gain personal development of knowledge and skills relevant to the business world and working life
- Develop a wider understanding and appreciation of the broad range of business specialisms
- Develop people, communication, planning and team working skills

### The course has two compulsory units;

- Unit 1: Enterprise in the Business World
- Unit 2: Finance for Business

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

### Two optional units will also be studied and these will be selected from;

Promoting a Brand  
Sales and Personal Selling  
Providing Business Support  
Principles of Customer Service  
Introducing Retail Business

### Assessment

Unit 1—Coursework—25%  
Unit 2—Written Exam—25%  
2 additional units—Coursework—25% each

### In order to succeed students will need:

- Commitment to work steadily throughout Years 9, 10 and 11
- To produce regular coursework and meet all deadlines
- An interest in the world of business and a desire to learn about how businesses work
- Sound basic mathematical skills

### The final award will be:

L2 Pass, Merit or Distinction. Equivalent to 1 GCSE.

### Where next?:

The Edexcel BTEC First Award in Business could provide a starting point of a route to employment in many of the diverse areas of business, including marketing, finance, customer service and human resources.

In addition it could lead on to further study of other Level 2 and Level 3 vocational qualifications such as BTEC Level 3 National in Business and A Level: Business Studies.



## Section B—Options Choice Subjects

# Computer Science

### The course:

This GCSE gives you an excellent opportunity to investigate how computers work, how they're used, and to develop computer programming skills. The course will help you learn about critical thinking, analysis and problem solving. For example, some of the current investigations look at writing algorithms, understanding encryption and understanding pseudocode language.

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

**Component 1 - Principles of Computer Science (written exam)** The unit teaches the theory of a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.

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

**Component 3 - Project (controlled assessment)** This is the programming aspect of the course where pupils design, implement and test a program written in Python to solve a problem. A written report on the program forms part of the assessment that is conducted in controlled conditions. (20 hours).

### Assessment

**Exam paper 1** - 2 Hours - 40%

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

**Programming project** - 20 Hours - 20% (controlled assessment)

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

- Commitment to work steadily throughout Key Stage 4 producing regular coursework and meeting all deadlines
- Interest in the use of IT in all aspects of life
- Sound basic knowledge of IT skills and techniques
- A good understanding of mathematical concepts and logic
- Desire to succeed in an interesting but demanding course

### The final award will be:

Grades 1-9 with 9 being the highest.

### Where next?:

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are starting the subject at these higher levels. The increasing importance of computer science means there'll be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.





## Section B—Options Choice Subjects

# Design and Technology

### The course:

GCSE Design and Technology is a new, inspiring and rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

Students must show willing to gain knowledge and skills across a range of technological areas including; Resistant Materials, Graphics and Textiles. The new course content suggests students will be assessed on these areas of technology (**However, we are still waiting on a certified specification from the exam boards**)

The new GCSE qualification has strong links with Maths and Science, encouraging students to apply their knowledge from these subjects in a practical way to design and make new products for an ever changing world. Students will study a range of materials including wood, metal, plastics, paper, textiles, smart, and modern materials.

They will be given the opportunity to select and use a range of appropriate materials to solve a range of design challenges which are in context to the world around us. Practical work will be used to encourage students to explore materials and processes, they will be encouraged to work independently and take creative risks to design and develop products and prototypes.

### Assessment

It has been proposed the qualification will be assessed as;

**50% Written Exam** – Based on theoretical knowledge

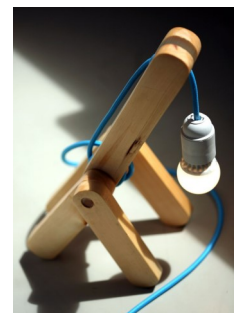
**50% Non-Examination Assessment** (Detailed Portfolio and 3D product)

It has been suggested that students will be assessed on the full range of material areas. Therefore during years 9 and 10 Textiles, Graphics and Resistant Materials will be studied. We are anticipating that students will be able to specialise in a preferred subject area for their Non-Examination Assessment.



### The final award will be:

9 8 7 6 5 4 3 2 1



### Where next?:

### Course Progression

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

### Careers associated with this qualification

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

## Section B—Options Choice Subjects

# Drama

### The course

The syllabus includes practical drama work, a written report, and a written exam at the end of the course. The practical work may involve:

- Acting
- Scripted performance
- Physical theatre
- Improvisation
- Theatre in education
- The study of theatre practitioners
- Masked theatre



There are written components throughout the examination period. The written coursework elements of the course will involve reports about the practical work you have undertaken during the devised and scripted performances. The final examination is a written paper on a study of a scripted play.

### Assessment

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

Unit 2 - 20%      Scripted performance  
Externally marked

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

### The final award will be:

Grades 1-9 with 9 being the highest.



### Where next?

This examination qualifies you for A/AS level courses in drama and theatre studies. It can also help you get into college to do a performing arts or acting course. With further training you could go on to study drama or performing arts at university / stage school. Drama can help you with confidence and teamwork, so even if you do not go on to take drama at college or sixth form it can help you in many ways.

This course provides you with many employment opportunities in the world of media, performing arts, teaching, stage management, arts administration, or theatre in education. It also shows employers that you have skills such as team work, communication, confidence and commitment.

## Section B—Options Choice Subjects

# Food and Nutrition

### The course:

Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition, and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously now and later in life.

We will follow the brand new EDUQAS GCSE Food Preparation and Nutrition syllabus, which is divided into six content areas:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation



### Assessment

In line with new Government guidelines, students will complete two Non-Examination Assessments (NEAs) worth 50% of their final qualification, with the other 50% of their final grade coming from the written examination.

#### Non-Examination Assessment (NEA)

##### ***Assessment 1 – Food Investigation Report (15%)***

Written report of 1,500 – 2,000 words completed during 8 hours of class time

##### ***Assessment 2 – Food Preparation Assessment (35%)***

12 hours in class work, including a 3 hour practical cooking exam-style session and written evidence contained in a 15 page folio.

#### Written Examination

The exam will take 1 hour 45 minutes and covers all the work completed during the course, including some from the NEAs. All formal assessment will be completed in Year 11.

#### The final award will be:

9 8 7 6 5 4 3 2 1, with 9 being the highest

### Where next?:

After students have completed this course they will be able to study AS/A2Level Food Technology , Home Economics or Hospitality and Catering BTEC National. Achievement in Food Technology will support students' employment in the Hospitality and Catering Industry.

## Section B—Options Choice Subjects

# French



### The course

In French, students will cover a range of studies including listening, reading, writing and speaking. The examining board is AQA.

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

- Speaking
- Writing
- Listening
- Reading

### Assessment

#### Unit 1

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

#### Unit 2

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

#### Unit 3

Reading : 25% of the final mark  
The exam is taken at the end of Year 11. There are 2 sections including a translation into English.  
Foundation tier: 45 minutes  
Higher tier: 1 hour

#### Unit 4

Writing: 25% of the final mark.  
The writing exam is taken at the end of Year 11. There are 4 sections, including a translation into French.  
Foundation tier: 1 hour 10 minutes  
Higher tier: 1 hour 20 minutes

### The final award will be:

Grades 1-9 with 9 being the highest.

### Where next?

You can progress to A/AS level in French.

Some universities put a modern language as an entry requirement.

UK companies are now realising that they need foreign languages to compete when trading internationally. There are many job opportunities, such as international lawyers, translators, exports, sales, broadcasting, armed forces, engineers and, of course, teaching, including at primary level.

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

## Section B—Options Choice Subjects

# Geography

### The course

The geography department currently studies AQA 8035. There are three many areas of study:

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

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

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

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

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

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

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

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

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

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

### Assessment

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

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

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

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

### Where next?

**Prepares you for** A/AS level geography, sociology, psychology, philosophy, law, business studies, economics, and BTEC Leisure and Tourism.

**Careers:** armed forces, education, social work, travel industry, journalism, surveying, architecture, environmental sector.

## Section B—Options Choice Subjects



# German

### The course

Students will follow the AQA GCSE course.

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

- Speaking
- Writing
- Listening
- Reading

### Assessment

#### Unit 1

Listening: 25% of the final mark  
The exam is taken at the end of Year 11. There are 2 sections.

Foundation tier: 35 minutes  
Higher tier : 45 minutes

#### Unit 2

Speaking: 25% of the final mark.  
The speaking exam is conducted by the teacher in Year 11. There are 3 sections, role play, picture based task and a conversation.

Foundation tier: 7-9 minutes  
Higher tier: 10-12 minutes

#### Unit 3

Reading : 25% of the final mark  
The exam is taken at the end of Year 11. There are 2 sections, including a translation into English.

Foundation tier: 45 minutes  
Higher tier: 1 hour

#### Unit 4

Writing: 25% of the final mark.  
The writing exam is taken at the end of Year 11. There are 4 sections, including a translation into German.

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

### The final award will be:

Grades 1-9 with 9 being the highest.

### Where next?

You can progress to A/AS level in German.

Some universities put a modern language as an entry requirement.

UK companies are now realising that they need foreign languages to compete when trading internationally. There are many job opportunities, such as international lawyers, translators, exports, sales, broadcasting, armed forces, engineers and, of course, teaching, including at primary level.

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

## Section B—Options Choice Subjects

# Health and Social Care

### The course

The BTEC Health and Social Care course gives students an underlying knowledge in:

- Understanding the structures of health, social care, and early years
- The care values of health, social care, and early years
- Health promotion
- Client needs and services available to all clients
- Barriers affecting individuals accessing services
- Safeguarding individuals
- Communication within the health, social care, and early years setting
- Human relationships, development and growth

### **Health and Social Care will enable students to develop skills in:**

- Teamwork
- Time management
- Study skills
- Organisational skills
- Insight into careers within health and social care
- Understanding the needs of others
- Assessment, planning and evaluation
- Practical application of knowledge gained



### Assessment

Core unit 1 - Human Lifespan Development  
Written exam

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

Plus 2 units from optional specialist block (to be confirmed)

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

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*

### Where next?

The first award is equivalent to 1 GCSE and provides a vocational platform to access level 3 qualifications, such as A levels or the diploma equivalent. This is a good foundation for anyone considering a career within the Health and Social Care industries.

## Section B—Options Choice Subjects

# History

### The course

GCSE History offers students the opportunity to develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources from a historical context. Students will also be able to see that their historical knowledge, understanding and skills can help them understand the present and the ever-changing world in which they live.

### **The course is motivating, interesting, varied and challenging, covering:**

1. Development study: crime and punishment through time, the medieval period to the twentieth century
2. Study of the environment: Whitechapel 1870-1900
3. Modern depth study: Weimar and Nazi Germany 1918-1939
4. British depth study: Anglo- Saxon and Norman England 1060-88
5. Period study: The American west 1835-1895

### Assessment

The course is assessed through 3 external exams.

Topics	Percentage of final grade
•Crime and punishment c1000–present •Whitechapel 1870–c1900	30%
•Anglo-Saxon and Norman England c1060–88 •American west c1835–c1895	40%
•Weimar and Nazi Germany, 1918–39	30%



### The final award will be:

Grades 1-9 with 9 being the highest.

### Where next?

This course prepares students for a range of Level 3 courses including AS/A Level History.

Employers value the research, analytical, teamwork, and communication skills that are developed by History students.

### Jobs directly related to History include:

Heritage manager  
Historic buildings inspector/conservation  
Museum education officer  
Museum/gallery curator  
Museum/gallery exhibitions officer  
Secondary school teacher

### Jobs where History qualifications would be useful include:

Academic librarian  
Archaeologist  
Archivist  
Broadcast journalist  
Civil Service administrator  
Editorial assistant  
Solicitor





## Section B—Options Choice Subjects

### Music (Year 9)

Students opting for Music will complete two qualifications over the three years.

#### **The Year 9 course:**

Rockschool Level 2 Certificate.

Students study a core unit from their chosen pathway and two additional supporting units.



#### **Pathway A: Level 2 Certificate in Music Performance**

Live Music Performance - Controlled Assessment

Music Style Development

Music Rehearsal Skills



#### **Pathway B: Level 2 Certificate in Music Technology**

Live Sound Recording - Controlled Assessment

Music Sequencing and Production

Remixing and Production

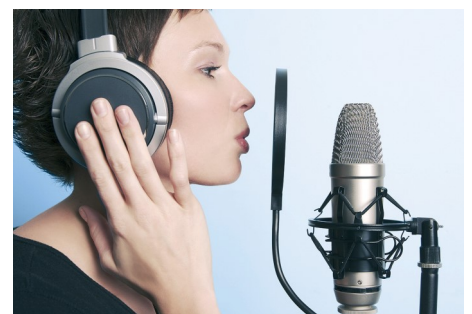
#### **Assessment**

Core units are assignments completed under Controlled Assessment conditions and are externally assessed. All supporting units are coursework based and internally assessed, then moderated by the awarding body. Progress is closely monitored during each lesson with a view to offering advice for improvement.

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

Level 2 Pass, Merit, Distinction or Distinction\*

Equivalent to 1 GCSE



#### **Where next?:**

Upon completion of the course, at the end of year 9, you will progress on to the Edexcel BTEC Level 2 First Award in Music, which will allow you to develop the skills you have learned.



## Section B—Options Choice Subjects

### Music (Year 10 and 11)

#### **The Year 10 and 11 course:**

Students will study two mandatory core units aimed at providing them with a broad range of the knowledge and understanding required for a successful career in the music industry.

Students will then study two specialist units designed to focus their learning on particular aspects of the music industry, such as becoming a performer or a sound technician.

There is a one hour exam based upon one of the core units. This is taken at the end of the two year course.

#### **Assessment**

Core Units - 50% (25% each)

Specialist Unit 1 - 25%

Specialist Unit 2 - 25%

Progress in each unit is assessed during each and every lesson with a view to offering advice for improvement. Final Assessment of each unit takes place at specified points during the course. 75% Coursework, 25% written exam.

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

L2 Pass, Merit or Distinction

Equivalent to 1 GCSE

#### **Where next?:**

You can progress to the full BTEC Level 2 Diploma in Music, A level courses in various aspects of music, e.g. music technology, or continue onto higher education music courses.

The skills learnt are relevant to musical careers such as becoming a performer, session musician, producer, band manager, marketer, venue planner or recording studio artist—working in any part of the performing arts or music industry.





## Section B—Options Choice Subjects

# Physical Education

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

### Introductory Unit

#### GCSE PE

#### BTEC PE

##### The course:

Students will study a range of sports including football, basketball, hockey, netball, table tennis, cricket, trampolining, athletics, swimming, continuous running and other fitness programmes. Other sports can be added to the list for consideration and verification by the examination board e.g. golf, horse riding, skiing etc.

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

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



##### The course:

The BTEC Sport course has been designed to provide an engaging, broad and stimulating introduction to the world of Sport and Fitness. Students will study the BTEC Level 2 First Award in Sport which is equivalent to a GCSE but has the benefit of a larger coursework and practical content.

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

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





## Physical Education

### GCSE PE

#### Assessment

**Written exam** - 60%

**Personal exercise plan** - 10%

**Practical assessment** - 30%

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

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

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

### BTEC PE

#### Assessment

Unit 1—Fitness for Sport and Exercise

**Written Exam**—25%

Unit 2—Practical Sports Performance

**Coursework**—25%

Unit 5—Training for Personal Fitness

**Coursework**—25%

Unit 6—Leading Sports Activities

**Coursework**—25%

#### The final award will be:

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



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

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

#### **Where next?:**

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

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

## Section C—Additional Guidance

### Sources of additional information and guidance

You should make use of a range of support to help inform you when you are making your options choices. Here are some examples.

#### **Support for you:**

- Discuss your options choices and thoughts with your form tutor
- Discuss your subjects with your subject teachers; what do they think?
- Talk to your friends and family
- Make an appointment to speak to our careers advisor, Mrs Tuck.

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

#### **Websites:**

- |   |  |
|---|--|
| • <a href="http://www.helpyouchoose.org">www.helpyouchoose.org</a>  | Norfolk's 14-19 careers information, advice and opportunities website for young people |
| • <a href="http://www.gov.uk/apprenticeships-guide">www.gov.uk/apprenticeships-guide</a>                  | Information about becoming an apprentice   |
| • <a href="http://www.icanbea.org.uk">www.icanbea.org.uk</a>  | Information for young people on career opportunities across Norfolk and Suffolk        |
| • <a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a>                              | Includes a parent's guide to apprenticeships   |
| • <a href="http://www.icould.com">www.icould.com</a>  | Career videos with information on choices  |
| • <a href="https://nationalcareersservice.direct.gov.uk">https://nationalcareersservice.direct.gov.uk</a> | Careers information with section for 13-19 year olds                                   |

#### **Examples of activities that might help you to decide:**

- Reading information on websites about different subjects
- Talking to older students, members of your family or friends
- Doing research online about careers, and what qualifications you need to work in that career
- Look online at Springwood 6th Form and other post-16 providers. What courses are on offer?
- Think about and mind-map out what jobs you might like to have.



## Section C—Additional Guidance

### Questions you might have

You may already know what you want to do after Year 11, or you may not. Use the spaces below to think of any questions you need to ask your teachers.

Subject	Question	Answer