



Kesteven and Sleaford High School

Key Stage 4 Curriculum and
Options Information 2022



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Dear Parent/Carer

The time has come for your child to make some important choices about the GCSE subjects that they will be studying in Year 10 and 11.

This booklet is designed to inform you about the Key Stage 4 curriculum and help you and your child make informed decisions about the options available. There will be an online Parent's Evening on Thursday 20 January where you could discuss suitability for the GCSE course with current teachers.

Subject Leaders have given as much information as practicable in the booklet but we are also offering the opportunity to book online appointments with Subject Leaders, myself or Progress Leads on Thursday 27 January where you can raise any remaining queries.

The options form will need to be returned to school by Wednesday 23 February.

National guidelines stipulate that certain subjects have to be studied but there are then four choices that your child can make for themselves. Within these four choices all students must study at least one Modern Language and at least one Humanities subject – either History or Geography.

If you have any questions about the process please do not hesitate to contact me.

Yours faithfully

A handwritten signature in black ink, appearing to read 'G White', with a horizontal line underneath.

Mrs G White
Assistant Headteacher (Curriculum)

NOTES ON COURSES IN YEAR TEN Key Stage 4

We hope that this booklet will provide the information required on the subjects offered in this school for GCSE so that students, in consultation with their parents and teachers, can make individual and appropriate choices.

It is important that the students choose their subjects wisely, so in addition to reading this booklet, they can seek guidance from their:

- Form Tutor
- Subject Teachers
- Head of Year (Mrs M Watts)
- Careers Lead (Mrs P Hunter)

A broad, well balanced curriculum is vital preparation for the future. All students will therefore study the following subjects:

- English Language and Literature
- Mathematics
- Science
- A Foreign Language (French or German)
- History or Geography

as well as P.E. and P.S.H.E. (Personal, Social & Health Education), which will include aspects of careers guidance. They will also study Ethics, Philosophy and Religion which will lead towards a qualification at GCSE level.

Students will choose **four** options. They must select a modern foreign language and they must select a humanities subject, History or Geography. The two remaining choices should be selected from the final list. Students should select a first and second choice and a reserve. Please be aware that it is possible to select both languages or both humanities as they are also in the final list.

PLEASE NOTE:

To timetable lessons options will be built into 'blocks'. Option Blocks are designed each year to meet the preferences of the year group determined by a dry options run. We cannot guarantee that all students will be able to study their first two choices, but we do our best to meet the desired options for the majority of students. Last year for example, all students were able to study their first and second choice subjects.

Language Choice	Humanities	Other Options
French	Geography	Art (Fine Art)
German	History	Art (Graphic Communication)
		Business Studies
		Computer Science
		Drama
		DT Textiles
		Food Preparation & Nutrition
		French
		Geography
		German
		History
		Music
		Physical Education

We guide students carefully in their choices, so that options at Post 16 remain wide open to them. Universities have outlined facilitating subjects which are a requirement for some degree courses and we are careful that Key Stage 4 choices do not limit students' future options.

This is the first time students have had some choice in what they study at school so they should choose wisely and carefully.

Students must consider:

- which subjects they enjoy most
- which subjects they are best at
- what they want to study post GCSE

After students have made their option choices have been made various decisions have to be made in school about the size and viability of groups. Whilst we endeavour to provide every student with their choices, this may not always be possible. When this is the case, we interview those concerned and make sure that we can provide them with a curriculum which is both appropriate and enjoyable. Each year some students change their mind about option choices. When students are unhappy, we will work with them to look at other possible combinations with availability. Once courses have commenced, we would urge students to talk quickly with their Head of Year if they remain uncertain about their option choices. The final date for any option swaps to be considered will be in the last week of the first term in Year 10.

Controlled Assessment / NEA (Non-Examined Assessment)

As indicated in the subject descriptions in this booklet some subjects still require an element of coursework which under current regulations has to be done under controlled conditions (teacher supervision). The level of control is defined by the examination board and it is the Subject Leader's responsibility to ensure that appropriate level of control is applied. Your child will always be informed about the controlled assessment and its contribution to the overall assessed grade. If you require any further information about controlled assessments, please contact the relevant Subject Leader.

CAREERS SUPPORT

As part of the Careers programme at KSHS, we subscribe to a Careers information website called **UNIFROG** which can be accessed either in school or at home. It provides a wealth of information for all age groups and can help with subject choices for GCSE. Your child will already have their personal Log-in.

Another useful website for information at times of Transition is www.nationalcareersservice.direct.gov.uk. This is a good all-round website for careers information, course and job searches, skills tests and personalised help from careers advisors via email or telephone.

Tips for Choosing GCSEs

- Most university degree courses require 5 GCSE grades 9-4 which must include Maths and English. Some universities may specify grade 5 in English and Maths, you will need to check the exact course requirements.
- Some academic A level subjects require a specific GCSE as a pre-requisite, for example, French and Art. Other subjects such as Maths and Physics require a minimum Grade 6+ to study at A level. Do check any Career ideas you may have now in order to keep your options open.
- Choose GCSE subjects that interest you and those that will help develop new, useful and transferable skills.
- Research what types of careers specific subjects can offer, and what skills are involved; could that skill be used in other career sectors? For example a language.
- Don't choose a subject because your friend is going to or because you don't know what to else to do.
- Don't choose a subject just because it sounds good; research the course content thoroughly and think about where it could lead.
- The jobs market is changing all the time. Labour Market Information is a good way of assessing whether your chosen career has a future. The LMI For All website can help with this information. Go to <https://www.lmiforall.org.uk/>

Students may ask for careers advice from Mrs Hunter our Careers Lead at any time, by visiting the Sixth Form Office or by email pauline.hunter@kshs.uk

KSHS students also have access to a careers guidance professional for unbiased guidance, available by prior appointment only. All Year 11 students will have an appointment but an appointment can be made in Year 9 via Mrs Hunter.

ENGLISH AND ENGLISH LITERATURE

Why take this course?	These are not optional subjects at GCSE as a good pass in English is required in virtually all areas of employment and to proceed to higher education. All students, in this school, work towards two GCSEs: AQA GCSE English Language and AQA GCSE English Literature.
Course Content	<p>The GCSE courses continue to enhance the skills that students are developing in the first three years of the English curriculum.</p> <p>The aim of GCSE Language is for students to become highly competent in the three key skills of reading for understanding, writing for a variety of purposes and registers, and effective spoken communication.</p> <p>The aim of GCSE Literature is for students to gain an appreciation of the aesthetic qualities of Literature through works from our cultural heritage. Students will develop a personal appreciation of these texts which will allow them to experience different worlds and human behaviours vicariously.</p> <p>Lessons will involve a variety of teaching and learning strategies including teacher-directed activities, open discussion, small group discussion, individual presentations and individual engagement with texts and issues.</p>
Assessment	<p>English Language:</p> <p>Paper 1: Explorations in Creative Reading and Writing: 1 hr 45 mins 80 marks 50% of the GCSE</p> <p>Paper 2: Writers' Viewpoints and Perspectives: 1 hr 45 mins 80 marks 50% of the GCSE</p> <p>Non – examination Assessment: Spoken Language: Teacher marked throughout the course</p> <p>English Literature:</p> <p>Paper 1: Shakespeare and the 19th Century Novel: 1 hr 45 mins 64 marks 40% of the GCSE</p> <p>Paper 2: Modern Texts and Poetry and Unseen Poetry: 2 hrs 15 mins 96 marks 60% of the GCSE</p>

MATHEMATICS

<p>Why take this course?</p>	<p>This qualification in Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. The course gives students the opportunity to develop the ability to:</p> <ul style="list-style-type: none"> • Acquire and use problem-solving strategies • Select and apply mathematical techniques and methods in mathematical, every day and real-world situations • Reason mathematically, make deductions and inferences and draw conclusions • Interpret and communicate mathematical information in a variety of forms appropriate to the information and context 						
<p>Course Content</p>	<p>Students have already met the main branches of mathematics in Key Stage 3 and their knowledge, skills and understanding of mathematical methods and concepts are developed further in:</p> <ol style="list-style-type: none"> 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics <p>Topics are usually studied via interactive whiteboard resources and whole class teaching. When a unit of work is completed a formative assessment is conducted with teachers providing comments to improve a student's understanding of the work. All formative assessments are given a GCSE grade. After several topics have been studied a whole school test is conducted to assess learning over a range of questions.</p>						
<p>Level of Entry</p>	<p>This qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade. Individual papers are not graded. All students at this school study for the Higher tier leading to grades 4 to 9 (grade 3 allowed). Some students eventually sit the Foundation tier (Grades 1-5).</p>						
<p>Assessment</p>	<p>The GCSE course followed by students in this school is the AQA GCSE Mathematics (8300) This course will be assessed by three equally-weighted written examination papers.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Paper 1</td> <td>Non-Calculator 1hr 30mins 80 marks available</td> </tr> <tr> <td>Paper 2</td> <td>Calculator 1hr 30mins 80 marks available</td> </tr> <tr> <td>Paper 3</td> <td>Calculator 1hr 30mins 80 marks available</td> </tr> </table>	Paper 1	Non-Calculator 1hr 30mins 80 marks available	Paper 2	Calculator 1hr 30mins 80 marks available	Paper 3	Calculator 1hr 30mins 80 marks available
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SCIENCE

<p>Why take this course?</p>	<p>Science is part of the core curriculum which all students have to study. Students follow AQA Science which is designed to suit students of all abilities and all aspirations.</p> <p>Students will have started the course in September of Year 9 and will complete approximately 3 modules by the end of the year. In Year 10 and 11, they will be taught in sets and the path followed will depend on which set they are in. However, all students study the same modules up to Christmas of Year 10.</p> <p>In January of Year 10 students will either study a course leading to the award of three separate GCSEs commonly called 'Triple Science' or a 'Combined Science' course with two GCSEs awarded at the end of Year 11. The 'Combined Science' course covers aspects of Biology, Chemistry and Physics. (See later for full details of the modules covered).</p>
<p>Course Content</p>	<p>Years 10 and 11 have different teachers for Biology, Chemistry and Physics. The lessons will involve discussions, group work, role play and practical work. Some other activities to expect include watching demonstrations and videos, using ICT, solving problems and researching topics.</p> <p>All of the courses are linear.</p>
<p>Level of Entry</p>	<p>Students will be entered for the appropriate level, foundation or higher following the Year 11 November assessments.</p>
<p>Assessment</p>	<p>All Combined Award students complete 23 taught modules culminating in six external examinations of 1 hour 15 minutes each. All Triple Award students complete 24 taught modules, to a slightly greater depth, and take six external examinations of 1 hour 45 minutes each. Students following the Triple Award course will complete twenty-four required practical lessons. Students following the Combined Award course will complete sixteen required practical lessons. There will be regular internal tests within each module to assess progress and feedback will be given to show students how to improve.</p>

Biology modules	<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
Chemistry modules	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
Physics modules	<ol style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (physics only)

FINE ART

<p>Why take this course?</p>	<p>Students choosing this area of art and design will have an interest and enjoyment in making and looking at art and its many disciplines. This general art A course will cover painting, drawing, artist study and printmaking.</p> <p>The course in Fine Art concentrates on:</p> <ul style="list-style-type: none"> • Working with mixed media, paint, print, drawing, collage and 3d medias, pursuing a range of art techniques and medias. • Developing students' confidence in making practical work, exploring media and taking risks with the creative process. • Allowing students to make their own decisions and make informed choices about the direction of their own ideas and artwork in response to the given themes. • Experimentation and exploration of a variety of media and their properties, reviewing and refining their work as it progresses creating a final outcome.
<p>Course Content and Assessment</p>	<p>There are two parts of the AQA course:</p> <p>1. The Personal Portfolio</p> <p>During the course students will need to produce a portfolio of artwork in sketchbooks, mixed media and large-scale work. This work is made from a variety of projects that explore a range of Fine Art techniques and starting points. Students will be given specific instruction with skills, techniques and processes enabling them to develop their own work from the given themes. It is worth 60% of the total mark.</p> <p>2. The externally set assignment (exam)</p> <p>The Externally Set Assignment provides the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Students are given a starting point to generate their work from. The duration of the preparatory period is 20 hours with the end examination being 10 hours. The externally set assignment is 40% of the overall grade.</p> <p>Students will have the opportunity to visit major galleries in London, local art galleries and participate in off-site drawing activities allowing them to respond to and experience artworks of different times and cultures. They will also have the opportunity to display their work in local and school exhibitions/competitions.</p> <p>A voluntary contribution of £20.00 towards materials and equipment is requested at the start of each year which will supply students with materials throughout the year. All Art work will be available to be taken home post assessment.</p>
<p>Career Opportunities</p>	<p>The Fine Art course will equip students with a broad range of creative skills which can easily be applied across other subjects or careers. Some specific Arts careers include: Fine artist – Painter, Sculptor, Printmaker, Art historian / gallery work, Photography, Graphic Design - Print, web or moving image, Filmmaking- video, animation, Advertising, Fashion & Textiles, Interior Design 3D and Sculpture, Games Design, Illustration, Architecture, Art educator.</p>

GRAPHIC COMMUNICATION (ART)

<p>Why take this course?</p>	<p>Students choosing this area of art and design will have an interest and enjoyment in creating, making and looking at visual communication and multimedia. The Graphic Communication course will cover painting, drawing, print, artist study and skills within digital media – Adobe Photoshop, Illustrator animation software.</p>
<p>Course Content and Assessment</p>	<p>The AQA course in Graphic Communication (Art) concentrates on:</p> <ul style="list-style-type: none"> • Teaching the practical skills, techniques and processes to develop ideas, thoughts and feelings in visual form through drawing, idea development, design with industry standard software applications. • Developing students' confidence in making practical work, exploring media and taking risks with the creative process. • Informing the students of the diverse and exciting world of art and visual language, how to respond to it and how to use it in their development. Developing an educated opinion and appreciation of art and graphic forms. • Experimentation and exploration of a variety of media and their properties, reviewing and refining their work as it progresses, creating a final outcome. <p>There are two parts to the course:</p> <ol style="list-style-type: none"> 1. The Personal Portfolio During the course students will need to produce a portfolio of artwork in sketchbooks, mixed media and large-scale work. This work is made from a variety of projects that explore a range of graphic design media and starting points such as designs for book jackets, cd covers, posters and promotions. Students will be given specific instruction with skills, techniques and processes enabling them to develop their own work from the given themes. It is worth 60% of the total mark. 2. The externally set assignment (exam) The Externally Set Assignment is the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Students are given a starting point to generate their work from. The duration of the preparatory period is 20 hours with the end examination being 10 hours. The externally set assignment is 40% of the overall grade. <p>Students will have the opportunity to visit major galleries in London, local art galleries and off-site drawing activities allowing them to respond to and experience artworks of different times and cultures. They will also have the opportunity to display their work in local and school exhibitions/competitions and contribute to the promotional material of the school and school events. A voluntary contribution of £20.00 towards materials and equipment is requested at the start of each year which will supply students with materials throughout the year.</p>
<p>Career Opportunities</p>	<p>The Graphic Communication course will equip students with a broad range of creative skills which can easily be applied across other subjects or careers. Some specific Arts careers include: Fine artist – Painter, Sculptor, Printmaker, Art historian / gallery work, Photography, Graphic Design - Print, web or moving image, Filmmaking- video, animation, Advertising, Fashion & Textiles, Interior Design 3D and Sculpture, Games Design, Illustration, Architecture, Art educator.</p>

BUSINESS STUDIES

<p>Why take this course?</p>	<p>The course will give students the opportunity to explore real business issues and how businesses work. The clear and straightforward structure of the specification will support a variety of teaching strategies to enable students' learning. Students will consider the practical application of business concepts. The units in the course provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide students with a firm foundation for further study. The course follows the specification produced by AQA.</p>
<p>Course Content</p>	<p>The study of Business is broken down in to six main areas, all of which have an impact on the operation of business activity.</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources • Marketing • Finance
<p>Assessment</p>	<p>2 written exam papers:</p> <ul style="list-style-type: none"> • Paper 1: 1 hour 45 minutes (90 marks 50% of GCSE) • Paper 2: 1 hour 45 minutes (90 marks 50% of GCSE) <p>Paper 1 – Influences of Operations and HRM (Human Resource Management) on business activity What's assessed?</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Operations • Human resource management <p>Paper 2 – Influences of Marketing and Finance on business activity What's assessed?</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance <p>Structure for both papers:</p> <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.
<p>Career Opportunities</p>	<p>GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers, including:</p> <ul style="list-style-type: none"> • Investment banking • Retail banking • Consulting • Teaching • Advertising • Retail management • Sales & Marketing • Human resource management • Operational management

COMPUTER SCIENCE

<p>Why take this course?</p>	<p>Computer Science is the study of how computers work and how to program them, alongside the problem solving and logical thinking skills that are essential in many aspects of modern life. The OCR course will develop students' understanding of components, networking, security, and emerging technologies. It will also develop their awareness of the legal, moral, and ethical issues associated with the use of technology.</p> <p>Much of the course will be practical in nature, teaching students how to design, code and test a range of solutions to computational problems. The course content provides a solid foundation in core programming techniques including selection, iteration, common algorithms, and data structures. The primary programming language will be Python, a widely used high-level, general purpose programming language.</p> <p>Computer Science is an academic EBACC subject and contains a significant amount of Mathematics.</p>
<p>Course Content</p>	<p>The major topics covered are:</p> <ul style="list-style-type: none"> • How to program a computer using the Python language • Computational thinking, problem solving and algorithms • Wired and wireless networks and the Internet • System security and cyber security • Ethics and Legislation
<p>Assessment</p>	<p>Unit 1 – Computer Systems is assessed by a 1.5 hour examination worth 50% of the overall qualification</p> <p>Unit 2 – Computational Thinking, Algorithms and Programming is assessed by a 1.5 hour examination worth 50% of the overall qualification.</p> <p>Students must also complete a range of programming challenges including an independent programming project at the end of Year 10.</p>
<p>Career Opportunities</p>	<ul style="list-style-type: none"> • The worldwide £300 billion commercial software industry needs Computer Scientists to develop the next generation of software that will shape tomorrow's world • Computer Scientists are working in just about every field of Science and Engineering, helping to solve problems in fields as diverse as molecular biology and high energy physics • Computer Scientists are involved in creating the latest consumer electronics products and software • Computer Science develops the ability to solve problems and think logically - vital skills in the modern world • Computer Scientists are increasingly involved in national security, defence, and policing

FOOD PREPARATION AND NUTRITION

<p>Why take this course?</p>	<p>Food Preparation and Nutrition is an exciting and up to date qualification that is relevant to the world of food today. The food & drink industry is the largest employer in the UK and is a truly interesting sector to become involved in.</p> <p>The course teaches the development of strong practical skills and techniques as well as a good understanding and application of nutrition. Food Science is a key area of the course and allows for learning through practical investigation.</p> <p>The provenance of food around the world, environmental issues and the sustainable sources of food are all covered.</p> <p>The school follows the OCR specification as supported by Heston Blumenthal which provides for an engaging and exciting learning experience.</p>
<p>Course Content</p>	<p>The Syllabus consists of:</p> <p>Nutrition and Health – an understanding of nutritional guidelines and the practical application of knowledge.</p> <p>Food: Food Provenance and food choice-developing knowledge and understanding of food from around the world; environmental and food security issues along with an understanding of food production processes.</p> <p>Cooking and Food preparation – a key focus upon the senses, cooking methods, processes and preservation.</p> <p>Skills requirement: preparation and cooking techniques - a range of practical skills to produce dishes to meet the needs of many special diets and dietary demands in today's society.</p>
<p>Assessment</p>	<p>This specification requires:</p> <ul style="list-style-type: none"> • Theory Examination – contributing to 50% of the overall mark scheme • Food Investigation Task – 15% of the total • Food Preparation Task – 35% of the total
<p>Career Opportunities</p>	<p>Opportunities are endless. The UK's largest employer networks are those of Food & Drink. Practical and academic courses lead into catering, Food Science, Dietetics, Nutrition, Product Development, Chefs, catering plus many others.</p>

DESIGN & TECHNOLOGY: TEXTILES

Why take this course?	GCSE Design and Technology Textiles will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The AQA GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study a range of textiles applications in greater depth.
Course Content	The GCSE enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. Students will use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The GCSE also provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities. Students build on their knowledge and understanding of different materials and manufacturing processes from Key Stage 3, in order to design and make prototypes in response to issues, needs, problems and opportunities in a wide range of real-world situations.
Coursework (Non-Examined Assessment)	Non-Exam Assessment (NEA) approximately 35 hours which constitutes 50% of the qualification. Students are required to produce a substantial design and make task in textiles based on a design brief which they develop in response to a contextual challenge set by the examination board. The NEA is assessed on: Investigating; designing; making; analysing and evaluating. Students will produce a working prototype and a portfolio of evidence which will be marked by teachers and moderated by the examination board.
Assessment	The knowledge, understanding and skills that students develop have been separated into: <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles All three areas are tested in a written examination which constitutes 50% of the qualification. These include: New and emerging technologies; energy storage and generation; modern and smart materials; systems approach to designing; mechanical devices; materials and their working properties (paper and boards, timber, metal, polymers, textiles and composites). Within Textiles students will cover specialist technical principles including: The selection of materials and components; the ecological and social footprint of textiles; scales of production; sources and origins of fabrics and fibres; using and working with materials; specialist textile techniques; surface treatments and finishes.
Career Opportunities	The textiles industry is the UK's sixth largest manufacturing sector, the market value reaching over £170 billion and is growing with the renewed interest in UK manufacturing. Supporting this sector requires a steady supply of creative individuals who can design and develop new fashion and interior products. Careers: Fashion Design and Engineering, Surface Pattern, Woven, Knitted and Printed Textile Design, Clothing Production Management, Product Design, Interior Design, Fashion Journalism, Fashion Forecasting, Fashion Marketing and Promotion, Fashion Illustration, Medical Textiles, textile engineering, Sports textiles, Fashion Photography and Styling and any career linked to the Textiles Industry such as: Retail Management, Buying, Merchandising, Textiles Technologist, Pattern Cutter.

DRAMA

<p>Why take this course?</p>	<p>Students who want to study a subject which is both practical and creative will enjoy this course. They may have done some acting before or helped out backstage on a production. They may have wanted to have a go at making a play, performing, designing costumes, or operating the lights and sound but never had the chance.</p> <p>GCSE Drama will give students a chance to develop improvisation and acting skills and to learn some of the technical skills used in theatre work. They will have the opportunity to create their own work as well as looking at plays written by other people and at different ways of bringing a script alive on stage.</p> <p>They will need to be able to work independently but also in co-operation with others. There is a strong emphasis on group work and participation, which requires both discipline and motivation.</p>
<p>Subject Content and Assessment</p>	<p>The AQA specification is split into three components:</p> <p><u>Component 1: Understanding Drama</u></p> <p>Students will study one set play which they will write about in an examination lasting 1 hour and 45 minutes. In addition, they will write an evaluative response to a theatre production they have seen during their course. This unit is worth 40% of the GCSE</p> <p><u>Component 2: Devising Drama (practical)</u></p> <p>Students will create a piece of devised drama, working as either performers or designers. The component is assessed via a devising log book and through the final performance of the piece. This unit is worth 40% of the GCSE</p> <p><u>Component 3: Texts in practice (practical)</u></p> <p>Students perform two extracts from one play (students may contribute as performer or designer) This unit is worth 20% of the GCSE</p>
<p>Career Opportunities</p>	<p>GCSE Drama provides a very good foundation for further study in AS/A level Drama and Theatre Studies and develops skills of direct use in careers such as TV, film & theatre and media work. The study of Drama can also help develop transferable skills which can be taken into any career or job which involves meeting people face to face, such as retail, travel and tourism, sales and marketing or teaching. Students will find that Drama will help them feel more self-confident and prepared to deal with a range of different situations and people.</p>

ETHICS, PHILOSOPHY AND RELIGION

<p>Ethics, Philosophy and Religion is part of the core curriculum</p>	<p>Examination board: AQA (Spec A)</p> <p>Raising questions is one of the most important activities in Ethics, Philosophy and Religion, but students shouldn't expect lessons to provide all the answers! Responding to a question with another question is not a new technique. Raising appropriate questions is a way of getting people to think more deeply about an issue – and students will probably leave a lesson with more questions than when they arrived.</p> <p>The specification is accessible to students of any religious persuasion, or none.</p>
<p>Course Content and Assessment</p>	<p>Students must take assessments in the following two components:</p> <ul style="list-style-type: none"> • Component 1: The study of religions: beliefs, teachings and practices • Component 2: Thematic studies <p>Component 1: The study of religions: beliefs, teachings and practices</p> <p>What is assessed Beliefs, teachings and practices from the following religions:</p> <ul style="list-style-type: none"> • Christianity and Islam <p>How it is assessed</p> <ul style="list-style-type: none"> • Written examination: 1 hour 45 minutes • 96 marks (plus 6 marks for spelling, punctuation and grammar (SPaG)) • 50% of the GCSE <p>Component 2: Thematic studies</p> <p>What is assessed 4 Ethical, Philosophical and Religious themes: The 4 themes selected are:</p> <ul style="list-style-type: none"> • Theme A: Relationships and families • Theme B: Religion and life • Theme D: Religion, Conflict and Peace • Theme F: Human Rights and Social Justice <p>Written examination: 1 hour 45 minutes</p> <ul style="list-style-type: none"> • 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG)) • 50% of the GCSE <p>Students will be required to use evidence and reasoned argument to express and evaluate their personal responses, informed insights and differing viewpoints. Discussion is an important part of this course. There is no coursework/controlled assessment in this subject.</p>
<p>Career Opportunities</p>	<p>Careers relates to this subject are varied. These include: civil service, local government, personnel work, teaching, journalism, health service, medicine, law, psychology, probation service, social work, police force (forensic), armed forces, advertising and public relations.</p>

FRENCH

<p>Why take this course?</p>	<p>By studying French at GCSE, you will have invaluable skills beyond the ability to communicate in another language such as interpersonal, intercultural, and public speaking skills - otherwise known as 'soft skills' that will be applicable to almost everything you do. When you take French, you do not just learn the language or focus purely on France; you get to find out about the many varied Francophone people, cultures and countries that exist all over the world. More than 300 million people speak French on the five continents. French is both a working language and an official language of the United Nations, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Some universities require a Modern Foreign Language GCSE for entry across all of its degree programmes and so you will have all doors open to you with a GCSE in a language.</p>
<p>Course Content</p>	<p>The AQA GCSE course is intended to develop the four skills of reading, speaking, listening and writing French to a level which enables students to communicate within a French-speaking community. It builds on the skills developed and topics studied in Years 7, 8 and 9.</p> <p>The three themes of the French GCSE are:</p> <ol style="list-style-type: none"> 1. Identity and Culture 2. Local, National, International and Global Areas of Interest 3. Current and Future Study and Employment
<p>Assessment</p>	<p>The skills of Listening, Speaking, Reading and Writing are equally weighted. The listening exam (45 minutes), the speaking exam (between 10 and 12 minutes, consisting of a role play, photo card description and conversation), the reading exam (1 hour) and the written exam (75 minutes) all take place at the end of the course in Year 11.</p>
<p>Career Opportunities</p>	<p>A large variety of careers are increasingly including GCSE MFL as a pre-requisite. There are, of course, lots of jobs which require you to use a language every day, but more and more jobs are diversifying and becoming international.</p> <p>Here is a short list of some careers which you will need GCSE MFL to get into:</p> <ul style="list-style-type: none"> • Diplomat • International journalist • Teacher • Translator • Travel Blogger • International Researcher (science, engineering, computing)

GEOGRAPHY

<p>Why take this course?</p>	<p>This exciting AQA GCSE course offers the opportunity for students to investigate the relationships between people and their environments in a variety of contexts. It aims to instil curiosity and raise awareness and interest in a wide range of geographical issues. The world in which we live is dynamic and always changing. Geography helps to explain why and helps us to prepare for those changes. Students will 'travel the world' from the classroom exploring case studies in the UK, newly emerging economies and low-income countries. We tackle the big issues of climate change, resource management, environmental sustainability and inequality. To support their learning, students share opinions through debate and participate in role play. They are encouraged to watch relevant television documentaries and read newspaper and magazine articles to help widen their knowledge of global events. We encourage our students to become passionate Geographers who show appreciation, empathy and understanding of the dynamic world in which we live.</p>
<p>Course Content</p>	<p>Living with the physical environment</p> <ul style="list-style-type: none"> • The challenge of natural hazards (earthquakes and volcanoes), climatic hazards (tropical storms) and climate change • Physical landscapes in the UK (coast and river landscapes) • The living world including tropical rainforest and hot desert environments <p>Challenges in the human environment</p> <ul style="list-style-type: none"> • Urban issues and challenges including case studies of Rio de Janeiro and Birmingham • The changing economic world including a case study of Nigeria • The challenge of resource management (food, water and energy) <p>Fieldwork Students collect data on two occasions to answer contrasting enquiry questions. Back in the classroom they present, analyse and evaluate this data.</p>
<p>Assessment</p>	<p>Paper 1: Living with the physical environment Written exam: 1 hour 30 minutes, 35% of marks</p> <p>Paper 2: Challenges in the human environment Written exam: 1 hour 30 minutes, 35% of marks</p> <p>Paper 3: Geographical applications Written exam: 1 hour, 15 minutes, 30% of marks</p> <p>The requirement for students on this paper is to answer questions about a relevant issue by applying skills of problem-solving and critical thinking. This paper also tests knowledge and understanding of familiar and unfamiliar fieldwork and skills.</p>
<p>Career Opportunities</p>	<p>Geography combines well with many other subjects at GCSE and beyond. It is useful in careers related to business and finance, travel, public administration, the Armed Forces, journalism, surveying, environmental sciences, oceanography as well as teaching at a range of levels.</p>

GERMAN

<p>Why take this course?</p>	<p>German is the mother tongue of more people in Europe than any other language and is widely spoken in Western and Eastern Europe. Studying a foreign language gives you the chance to explore another culture and to also learn more about your own. This country wishes to develop trade with its European neighbours and studying German will enable you to contribute towards both this aim and the wider European community. Languages are useful in all kinds of work as an additional skill which any employer will find attractive. Increasingly, employers are looking for people who have studied a foreign language to at least GCSE level. This is reflected in the number of University and College courses now offering a language with, for example, Law, Business Administration or Engineering. The careers available for people with language skills are usually better paid and offer a wider range of opportunities for personal development. The study of German at GSCE will enable you to take this subject at A-Level and once familiar with the process of learning a language, other languages will be easier to learn in the future.</p>
<p>Course Content</p>	<p>The AQA GCSE course gives you the opportunity to build on what you have learnt in Key Stage 3. The three broad themes of the GCSE are: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment. Knowledge and skills are developed through a variety of activities at GCSE, all of which will enable you to achieve a high grade at the end of Year 11 and be able to communicate ideas and needs within a German speaking community.</p>
<p>Assessment</p>	<p>The skills of Listening, Speaking, Reading and Writing are equally weighted. The listening exam (45 minutes), the speaking exam (between 10 and 12 minutes, consisting of a role play, photo card description and conversation), the reading exam (1 hour) and the written exam (75 minutes) all take place at the end of the course in Year 11.</p>
<p>Career Opportunities</p>	<p>A large variety of careers are increasingly including GCSE MFL as a pre-requisite. There are, of course, lots of jobs which require you to use a language every day, but more and more jobs are diversifying and becoming international. Here is a short list of some careers which you will need GCSE MFL to get into:</p> <ul style="list-style-type: none"> • Diplomat • International journalist • Teacher • Translator • Travel Blogger • International Researcher (science, engineering, computing)

HISTORY

<p>Why take this course?</p>	<p>History is a popular option subject that allows you to delve into the past and see how it has created the world we live in today. Researching and analysing remarkable events and personalities of the past can teach you extremely important skills that will prove invaluable whatever students go on to study, or wherever they choose to work. Historians are found in all sorts of careers from teachers to politicians, bankers, lawyers, businessmen and women, novelists, librarians, curators and journalists.</p> <p>People who have history degrees include Jonathan Ross, Melvyn Bragg, Sacha Baron Cohn, Gordon Brown, John Prescott, QC Michael Mansfield, Salman Rushdie, Alan Bennett and Lord Sainsbury.</p>								
<p>Course Content and Assessment</p>	<p>We will be studying the OCR History B: Schools History Project specification.</p> <p>Students will study the following topics:</p> <table border="1" data-bbox="502 748 1369 1126"> <tr> <td data-bbox="502 748 971 815">The People's Health – Medicine c.1250 to the present day</td> <td data-bbox="971 748 1369 815" rowspan="2">Paper 1 – 1hr 45 mins (40% of final grade)</td> </tr> <tr> <td data-bbox="502 815 971 882">The Elizabethans, 1580-1603</td> </tr> <tr> <td data-bbox="502 882 971 981">History Around Us – Lincoln Castle</td> <td data-bbox="971 882 1369 981">Paper 2 – 1hr (20% of final grade)</td> </tr> <tr> <td data-bbox="502 981 971 1057">Living Under Nazi Rule, 1933-1945</td> <td data-bbox="971 981 1369 1057" rowspan="2">Paper 3 – 1hr 45 mins (40% of final grade)</td> </tr> <tr> <td data-bbox="502 1057 971 1126">The Making of America, 1789-1900</td> </tr> </table> <p>In lessons we will focus on examining the events through use of text books, teacher notes and presentations, discussion, video, artefacts, a range of primary evidence and then learning how to use this knowledge to answer examination questions.</p> <p>This work will be done through whole class, group, pair and individual work and students will naturally be responsible for building up a well organised and detailed folder of notes. Trips take place which are designed to support the learning in the classroom linked to the new specification are being explored.</p> <p>Students will gain the ability to:</p> <ul style="list-style-type: none"> • Select relevant knowledge and communicate it clearly. • Explain causes, consequences, changes, similarities and differences as well as analyse key features of the periods and people studied. • Comprehend and evaluate interpretations of events and a wide range of sources of information. • Reach clear judgements that are supported by evidence. 	The People's Health – Medicine c.1250 to the present day	Paper 1 – 1hr 45 mins (40% of final grade)	The Elizabethans, 1580-1603	History Around Us – Lincoln Castle	Paper 2 – 1hr (20% of final grade)	Living Under Nazi Rule, 1933-1945	Paper 3 – 1hr 45 mins (40% of final grade)	The Making of America, 1789-1900
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<p>Career Opportunities</p>	<p>History combines well with many other subjects at GCSE and beyond. It is useful in careers related to research, conservation, teaching and education services, libraries, museums services, cultural heritage, politics and law, police force, journalism and the Armed Forces.</p>								

MUSIC

<p>Why take this course?</p>	<p>Music is all around us. It influences our moods and emotions and stimulates us in many ways. Following a GCSE Music course will develop your understanding of Music, with a focus on Instrumental, Vocal, Stage and Screen and Fusion Music. During the course you will learn how to compose Music and you will further develop your skills in performing as a soloist and as part of an ensemble.</p> <p>Music offers the opportunity for you to develop valuable transferrable life skills and to explore a variety of different music.</p> <p>GCSE Music is an interesting and valuable course in its' own right or may lead to further study at A level and beyond. Students will study the Edexcel course.</p>		
<p>Course Content and Assessment</p>	<p>Component</p>	<p>Weighting (% of total marks)</p>	<p>Assessment</p>
<p>Performing music</p> <p><i>For their performance coursework students will perform one solo and one ensemble piece</i></p>		<p>30%</p>	<p>Internally assessed, externally moderated</p>
<p>Composing music</p> <p><i>During the course students will be taught how to compose and will submit two pieces; one piece to a brief set by the exam board and one piece to a brief set by students</i></p>		<p>30%</p>	<p>Internally assessed, externally moderated</p>
<p>Appraising music (Examination)</p> <p><i>At the end of the course students will sit a listening examination based on the topics studied. This will test their knowledge and understanding of music and their ability to listen to and appraise music</i></p>		<p>40%</p>	<p>Externally marked</p>
<p>Career Opportunities</p>	<p>There are a variety of different career paths that you could follow, here are a few suggestions:</p> <ul style="list-style-type: none"> • RAF Musician • Sound engineer • Recording artist • Composer • Teacher • Music Journalism • Festival Director <p>Please be aware that studying Music requires dedication, team skills, organisation skills and communication skills to name a few – these skills are favoured by many employees.</p>		

PHYSICAL EDUCATION

<p>Why take this course?</p>	<p>Physical Education is more than just playing sport. Although students with an interest in performing may be drawn to the subject the diversity and breadth of the content gives an insight into one of the biggest sectors in industry today.</p> <p>The course covers practical development but has a large focus on theoretical understanding of the body, how it produces movement and how we can maximise its potential through training. We also consider the psychology behind performance, the impact of societal pressure and how technology has changed sport.</p> <p>The varied content really does enable students to explore the vast world of sport and consider the many career paths available.</p>
<p>Course Content and Assessment</p>	<p>The AQA course consists of Practical Performance and Theory content. There will be 3 areas of assessment:</p> <p>Assessment 1: The human body and movement in physical activity and sport Assessment is in the form of a written examination lasting 1 hour 15 minutes and is worth 30% of GCSE grade. Content includes: Applied anatomy and physiology; Movement analysis; Physical training and Use of data.</p> <p>Assessment 2: Socio-cultural influences and well-being in physical activity and sport Assessment is again in the form of a written examination lasting 1 hour 15 minutes and is worth 30% of GCSE grade. Content includes; Sports psychology; Socio-cultural influences; Health, fitness and well-being and Use of data. The 2 written papers will be taken at the end of the course in Year 11.</p> <p>Assessment 3: Practical performance in physical activity and sport. Internally assessed with external moderation; candidates select three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Alongside the practical performance a written analysis and evaluation of performance to bring about improvement in one activity will be included as part of the assessment. This area of assessment is worth 40% of the final grade.</p> <p>Throughout the course the school provides students with the opportunity to develop their practical performance in a variety of sporting activities as part of a team or as an individual. Students are also permitted to include a sport they participate in outside curriculum time if they are able to meet the demands of the criteria set by the examination board.</p>
<p>Career opportunities</p>	<p>Following the GCSE Physical Education course is an ideal preparation for A level study and BTEC courses. It develops some of the key skills that are required for employment in Teaching, Recreation Management, Professional Sports Coaching, Armed Forces, Police, Fire Brigade, Paramedic, Sports Science, Physiotherapy, Nursing and Medicine.</p> <p>Please note: This course is recommended to students who enjoy physical activity and regularly participate in sport both in and out of school.</p>

Programme of Events

w/c 11 October 2021	Progress grades to parents
w/c 10 January 2022	Options booklet sent to parents
w/c 10 January 2022	Assembly Introduction
w/c 17 January 2022	Progress grades to parents
Thursday 20 January 2022	Year 9 Virtual Parents Evening
Thursday 27 January 2022	Online - Options and Curriculum Evening
w/c 7 February 2022	Options form issued to students (also available on the website)
Wednesday 23 February 2022	Deadline for option choices. Must be submitted on or before Wednesday 23rd February

