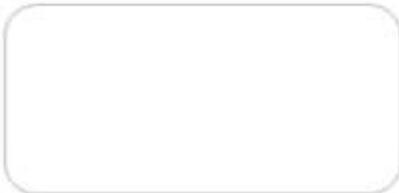




# Options Booklet

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Student guide for Key Stage 4  
courses starting in July 2020 (Y10)



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This booklet gives you information about the variety of courses available and lists the subjects, including compulsory courses and other options courses which offer students choice.

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# Welcome to your Key Stage 4 Options booklet

Dear Student,

In the next few weeks you will be asked to make your subject choices for Year 10 and Y11. You will be given careers information and guidance, and also opportunities to listen and talk to teachers and advisors. It is also important that you discuss your choices with your family.

Whether focussing on academic courses that fulfil all the requirements of the English Baccalaureate, or opting for our vocational subjects, (you can do both, of course, if it is appropriate), studying a range of subjects will help broaden your knowledge as well as keep your career options open. If you are already interested in a particular job, apprenticeship, or going on to study at a sixth form, college or university you should check that your choices help you to progress where you want to go. Careers advice will be available through our Careers Advisor and all our staff.

These are some of the first decisions you will make as a maturing, independent student, and they deserve your careful thought. But please remember, courses will only run if they recruit sufficient numbers. In allocating places on courses we aim to maximise individual choice. As well as this booklet and the information teachers will provide over the coming weeks, each student will have the opportunity to talk to teachers on our **Options Day on 14 February 2020**. Most students will study 9 GCSE or GCSE equivalent courses and we expect you to work equally hard in all of them.

We look forward to helping you achieve success in Years 10 and 11 as you become a member of the senior section of the school, having graduated successfully from Key Stage 3.

Make the most of your time at Hope Valley College and maximise your chances of a great start in adult life. Have fun choosing – it's a really exciting time.

Good luck!

**Mrs G Jones, Principal & Mr R Beeden, Assistant Principal.**

# The options process

This booklet provides information about the variety of courses available to study in Y10 and Y11 (Key Stage 4). In here, you will find a list of subjects available to you, including compulsory GCSE subjects (English Maths and Science), and other courses which offer you a choice.

Please read the booklet carefully, talk about your thoughts with your parents, and ask questions. Use the booklet in any discussions that take place with your tutor, subject teachers and careers adviser about your proposed choices.

There are two stages to the options process:

## 1. Preferences

The first stage is the College trying to find out from you what you would like to do. As well as the information in this booklet you will get opportunities to find out more about each of the subjects available, including visiting some Y10/11 lessons to see them in action. Then you have to tell us your **preferences**.

You are being asked to indicate which subjects you would **prefer** to study by ranking the subjects you think you would most like to study from 1 to 5, with 1 being your top **preference**. You should consider ranking highly those courses that you think you would enjoy and be successful in. **We cannot guarantee that we will be able to offer all of these courses**. We will construct an Options grid that reflects the **preferences** of as many students as possible. You will not automatically be able to study your top **preferences**.

We will use Microsoft Forms to collect preferences. A link will be sent out by email to all parents, and should be filled in and submitted by Friday 20 December 2019.

## 2. Choices

With the Year 9.2 report on **Thursday 13 February 2020**, you will get the Options Form, a grid that will give you the **choices** you can make for the next one/two years. Using this booklet, and the Options Form, you will have to choose which courses will work best for you.

On **Friday 14 February 2020** we will run an 'Options Day', trying to help you get all the information you need to inform your **choices**. We will also invite your parents to join you from mid-day so they can speak to subject teachers.

You will need to submit your options choices using an online form by **Monday 9 March 2020**, which is the Y9 Parents' Evening.

Once we have all the option choices submitted we will create a timetable that meets the choices of as many students as possible within staffing and budgetary constraints. We will then involve you and your parents in finalising the right combination of subjects for you.

Please follow the instructions on how to submit your preferences and option choices, and meet the deadline for returning them if you want your views to count.

## Important dates

Thursday 5 December	Y9 Options Evening
Thursday 12 December	Preferences on-line form emailed to parents
Friday 20 December	Deadline for completing preferences form
Monday 13 January – Friday 7 February 2020	Guidance interviews
Thursday 13 February 2020	Options form distributed with 9.2 report
Friday 14 February 2020	Year 9 Options Day Options on-line form emailed to parents
Monday 9 March 2020	Y9 Tutor Evening – deadline for submission of on-line options form
May 2020	Confirmed option choices emailed to parents
Thursday 18 June	9.3 data and student Timetable for 2020/21 sent home
Tuesday 30 June	Y10 starts, new timetables implemented

A copy of this booklet can be found on the Hope Valley College website at:  
[www.hopevalley-chorustrust.org/gcseoptions](http://www.hopevalley-chorustrust.org/gcseoptions)

## Post 16 choices and beyond

Students from HVC go on to full-time education in a very wide range of institutions Post 16. These include:

- As we are now part of Chorus Education Trust, our students get priority access into **Silverdale Sixth Form** – which once again achieved the highest A-level results across all state schools in Sheffield. This means that, as long as you achieve the entry requirements, you get allocated a place ahead of students from other schools – along with students from Silverdale and Westfield schools.
- Other Sixth Forms in Sheffield schools, to follow A Levels, such as Tapton, King Edwards, High Storrs, Notre Dame and King Ecgbert's Sixth Form. Hope Valley College students have equal access to Silverdale Sixth Form.
- Derbyshire School Sixth Forms, to follow A-levels, such as at Lady Manners and Buxton Community School
- Colleges in Stockport, to follow A Levels such as Aquinas, Marple and Loreto.
- Colleges that specialise in a range of vocational courses, such as Chesterfield, Buxton & Leek and Sheffield College
- Colleges that specialise in agricultural courses, such as Reaseheath and Askham Bryan.

Increasingly students have access to other opportunities like Apprenticeships and Traineeships, which may involve a mix of education and work.

In Years 10 and 11 we will offer advice to students to help them with this array of choices. We will also encourage students to consider their future Post 18 – whether that involves work, further training, higher apprenticeships or more traditional university study.

Students who are interested in medicine, dentistry, veterinary science and Oxbridge will need particular advice early on in Year 10 and should be starting to think about their future now. Their option choices now will not necessarily affect their futures, but they should understand the need for excellent GCSE results.

It is important to understand what the impact of option choices will be on the future choices available to you. I cannot emphasise enough that the GCSE outcomes in English, maths and science are more important than the particular subjects you choose in the options. There will be occasions where students need specific advice about the options they choose for a particular pathway they hope to follow, but the general advice is to try and choose a variety of subjects that you will enjoy, so you can do the best you can in them.

## Assessment in Key Stage 4

From 2017, new GCSE Specifications and grading have been implemented in all subject areas\*. In all subjects, there has been changes in content and breadth of study.

Grades G to A\* have been replaced by Grades 1 to 9. There is a clear expectation of increased demand in achieving threshold performance. Employers have stated that they will be looking for students to achieve at least a Grade 5. This will be above the existing Grade C.

The image shows a conversion grid from Ofqual for the new GCSE grading structure. It compares the new grading structure (Grades 9 to 1 and U) with the current grading structure (Grades A\* to G and U). The grid is as follows:

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

Additional information from the grid:

- Grade 6: GOOD PASS (DfE), 5 and above = top of C and above
- Grade 5: AWARDING, 4 and above = bottom of C and above

In the new system the same percentage will achieve a Grade 7 or above as currently reach Grade A, only 20% of A\* results will reach the new Grade 9 and most crucially the same percentage will reach at least Grade 4 as currently achieve a Grade C in each subject. The DfE have provided the conversion grid opposite to explain the equivalences.

To gain a place at Silverdale Sixth Form, students currently need to achieve a minimum of 5 subjects at Grades 4 to 9, including English and Maths, and the individual subject entry requirements as stipulated in our prospectus. See [www.silverdalesixthform.com](http://www.silverdalesixthform.com) for further details.

\*All GCSE Subjects follow the new grading system: Please see subject entries for grading in vocational awards.

By the word assessment we mean all the ways in which your progress is measured and your achievements recorded. This includes the way your final grades are worked out. In some subjects exams are tiered into Higher and Foundation papers.

For this Year-group there are no module exams – **all GCSE exams will be taken in the Summer at the end of the courses.** A few GCSE subjects still have coursework that count towards the final grade, such as Design and Technology, Engineering, Art and Textiles.

## BTECs, Awards and other qualifications

BTEC qualifications and other vocational Awards are based more on continuous assessment but will involve some element of an external 'exam'. Many vocational courses may use short exams along the way but are mostly assessed by a folder of evidence you build during the course. BTECs, Awards and other vocational qualifications are highly regarded in Further Education.

All courses studied can count at one of four levels: Foundation, Level 1, Level 2 and Level 3. Foundation courses are for students working below GCSE level. Level 1 courses achieve qualifications equivalent to 3-1 (D-G) grades at GCSE and Level 2 qualifications are equivalent to 9-4 (A\*-C) grades at GCSE. Most qualifications we offer other than GCSEs are studied at Level 2.

There are two important measures that are used to help employers, sixth forms, colleges (and eventually universities) decide who they should consider taking. One of these is the reference, which comments on things such as attendance, punctuality, contribution to College life and character.

The other is the results that a student achieves across all their courses, **particularly in English, maths and science.**

There are also a range of qualifications that go beyond GCSE/BTEC/Award results, and we have good examples at Hope Valley College of students who will enhance their overall results through a range of other activities, such as musical instrument Grades, Duke of Edinburgh Award etc.

# Courses offered in Years 10 and 11

Until now you have been taking a large number of subjects; from now on there will be the chance to study subjects in more depth and eventually to gain qualifications. There is not enough time to do this in all of the subjects that you now take and so you are given the opportunity to choose some of them and not study others. In order to match your abilities, interests and career hopes to the subjects on offer you will need to consider all the information available and get as much advice as possible.

The decisions that you make are probably the most important ones in your school life so far and they can have a dramatic effect upon the opportunities available to you when you leave Hope Valley College. In the past some students have not taken a particular subject which they later found to be helpful for a career or training opportunity in which they were interested. You should make careful use of the advice available to make sure that you don't make that mistake. If you are unsure about the requirements for a particular career please ask Mrs Petts where to check or check on-line.

All students must study the compulsory subjects. Your results in English, maths and science are the most important outcomes over the next two years.

You will also be able to select additional subjects from a broad range, with some restrictions that guarantee a balanced curriculum for each student. The following pages describe courses in more detail.

<b>Compulsory courses</b>	<b>Core Sport/P.E. Ethics &amp; Philosophy, PSHE etc.</b>	<b>English Language/English Literature</b> 4 hours in Y10, 4 hours in Y11
	2 hours in Y10, 2 hours in Y11	<b>Maths</b> 4 hours in Y10, 4 hours in Y11
	<b>Science</b> 5 hours in Y10, 5 hours in Y11  Combined Science students do this science only. Triple Science students will need to do extra science time, which will come from Options.	
<b>Optional courses</b>	<b>Courses from Block A</b> 2.5 hours in Y10 2.5 hours in Y11	<b>Courses from Block B</b> 2.5 hours in Y10 2.5 hours in Y11
	<b>Courses from Blocks C/D</b> One year full course in Y10, then a one year Full course in Y11 – 5 hours a week.	

## Compulsory subjects

Over 15 (out of 25) hours per week all students will study:

Exam courses in:

- **English** – including the new-style exams in GCSE English Language & GCSE English Literature, which are graded 9-1.
- **Mathematics** – including the new-style exams in GCSE maths for all students, which will also be graded 9-1.
- **Science** – All students are taught science by specialist teachers. The majority of students (here and nationally) will follow a Combined Science pathway, completing exams equivalent to two GCSEs, graded 9,9 to 1,1.
- Most students with an aptitude for A-level study in the sciences are encouraged by the staff in the science department to study for three GCSEs in Science (Triple science) which will use one of the options. Those studying Triple science take exams and are certificated in GCSE Biology, Chemistry and Physics, each graded 9 to 1.

A further compulsory programme is taught in General Studies and core PE/sport, this includes:

- **PSHE (Personal, Social and Health Education)** – including Citizenship, Health and Sex Education, Work Related Learning, and including Careers Education
- **Ethics & Philosophy** – meeting the need to consider moral, ethical and spiritual questions in society.
- **PE / Sport** – meeting the required compulsory Physical Education (and distinct from the GCSE course in PE), including an element of Sports Leadership and Outdoor Education.

## Options subjects

Studied over the remaining 10 (out of 25) hours. Students will have the opportunity to study up to FOUR additional courses. Not all combinations will be possible.

**These include GCSE options in subjects such as:** Art, Computer Science, Drama & Performing Arts, Spanish, Geography, German, History, Music, PE, Spanish, Design & Technology, Textiles Design and Triple Science (which will take one option in addition to the compulsory Science time).

**There are also alternative qualifications available in:** Hospitality & Catering, Childcare, Construction and Engineering.

## Option requirements

- All students study a science qualification, either combined or Triple Science (Biology, Chemistry and Physics – 3 GCSEs). Triple science replaces an option to accommodate the time required to teach it.
- Everybody have to study AT LEAST ONE of Triple Science, History, Geography, Spanish or German.
- If you're not sure what you might want to take at university, ensure that you have a good mix of GCSE subjects, you could follow the English Baccalaureate model (English, Maths, Double Science, History, Geography and a modern language)
- If you're already thinking about a course at college or an apprenticeship, make sure you know the entry requirements and work backwards from there.

# Independent Learning

In many subjects you will be asked to do a considerable amount of work at home, or independent learning. All the new GCSEs require you to learn more 'facts' than the old GCSEs. How you train your memory is probably the key to how well you will do. It is most important that you treat this independent learning – often revision – seriously and meet the deadlines set. We subscribe to GCSEPod, which has a wide range of podcasts to support most subjects – students can sign up to this following the link on the College website.

In some of the course descriptions that follow, a strong emphasis is placed upon the importance of coursework in the final assessment. Coursework is a means of assessing those skills, knowledge and understanding, which cannot easily be undertaken by means of a timed exam paper. Often the coursework will be done in College under controlled (exam-like) conditions, but you may have been able to prepare for the coursework beforehand, both in lessons and at home.

It can take many forms, for example individual projects, fieldwork reports, summaries of personal research and the making of three-dimensional models. Early in Year 10 in each subject students will be issued with a coursework schedule and timetable for the year. Regular updates will be provided through the newsletter and at Parents' consultation evenings. The staff will take great care to plan both the amount and timing of coursework tasks. Failure by a student to meet the set deadlines will result in a build-up of coursework and can lead to the loss of valuable marks.

The College will only enter students for examinations where they have completed at least the minimum coursework required by the external exam board.

## Plagiarism

Many students use the Internet or books to help with their work, particularly their independent learning. It is important for parents and students to realise that copying work (text or images) from other sources **WITHOUT ACKNOWLEDGING THIS** is plagiarism – cheating, but with a distinct legal status.

It is vital that students learn that it is perfectly acceptable to use other people's work providing they reference this with a suitable acknowledgement. This might be by copying and pasting the web address of the page used, or by putting the title of the book used. We hope that parents will support us in encouraging this habit and discouraging plagiarism.

There are penalties for plagiarism in public examinations, the most severe of which might result in students being disqualified from all public examinations in that year (not just the one where plagiarism is used).

Beyond College plagiarism and copyright infringement is becoming a huge issue. A number of high profile legal cases have been brought, and substantial fines imposed in some instances.

**Please Note:** the information contained in this booklet is correct at the time of going to press. In previous years some courses have not been finalised until the Summer term before they start.

## COMPULSORY SUBJECTS

<b>Subject and/or title of course</b>	<b>English Language and English Literature (Two GCSEs)</b>	
<b>Exam Board</b>	AQA	
<b>Who can I ask about this course?</b>	Subject Leader for English: Ms M Hayes	
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• You will read a wide range of non-fiction and fiction texts with understanding and insight.</li> <li>• You will develop an appreciation of literature through the close study of prose, poetry and drama texts.</li> <li>• You will learn to write skilfully to suit various audiences, purposes and forms.</li> <li>• You will speak with increasing confidence and fluency for a variety of purposes and audiences.</li> </ul>	
<b>How will this course be assessed?</b>	<p><b>English Language</b></p> <p>100% final examination. 50% Reading, 50% Writing.</p> <p>Two exam papers:</p> <ul style="list-style-type: none"> <li>• Paper 1: Explorations in Creative Reading and Writing.</li> <li>• Paper 2: Writers' Viewpoints and Perspectives.</li> <li>• Non assessment certification: 'Spoken Language' skills.</li> </ul>	<p><b>English Literature</b></p> <ul style="list-style-type: none"> <li>• 100% final examination.</li> <li>• Paper 1: Shakespeare and the 19th Century Novel (40%).</li> <li>• Paper 2: Modern Texts and Poetry (60%).</li> </ul>
<b>What skills do I need?</b>	<ul style="list-style-type: none"> <li>• Writing creatively, persuasively and accurately</li> <li>• Analysing what you read, in a range of fiction and non-fiction genres</li> <li>• Essay writing, interpreting literature from different time periods</li> </ul>	
<b>What is next for me after this course?</b>	A good GCSE in English is a requirement for many courses and jobs. Skills and techniques developed in English studies may be continued in a wide range of A-level courses including: English Language, English Literature, Combined Language & Literature, Media Studies, and Film Studies.	

## COMPULSORY SUBJECTS

<b>Subject and/or title of course</b>	<b>Maths (GCSE)</b>
<b>Exam Board</b>	Edexcel
<b>Who can I ask about this course?</b>	Your Maths teacher will also be able to discuss the GCSE course with you or alternatively:  Subject Leader for Mathematics: Mrs K Rumpel
<b>What will I learn?</b>	All students at Key Stage 4 study GCSE Mathematics. Many of the topic areas from Key Stage 3 are extended and there is more emphasis on algebra and formal skills, such as trigonometry and quadratic equations. There is also a larger emphasis on contextualised problem solving.  In GCSE Mathematics you will use and apply mathematics in practical tasks, in real life problems and within mathematics itself. You will: <ul style="list-style-type: none"> <li>• Develop and use a range of methods for working with numbers.</li> <li>• Focus on the various methods to apply different forms of ratio.</li> <li>• Use algebra to model real life situations and solve problems.</li> <li>• Explore shape and space.</li> <li>• Use data analysis to make judgements.</li> </ul>
<b>How will this course be assessed?</b>	The course will be assessed by:  <b>Examination:</b> 3 papers, each is 1 ½ hours long. The first paper will be non-calculator, the other two are calculator papers.  There is no coursework component to GCSE Mathematics.
<b>What skills do I need?</b>	You will need to be able to: <ul style="list-style-type: none"> <li>• Solve problems using mental, written and calculator methods.</li> <li>• Use fractions, decimals, percentages and ratios to solve problems.</li> <li>• Understand and apply algebraic and other mathematical skills to real life situations.</li> <li>• Present and analyse statistics.</li> <li>• Break larger problems down into smaller sections.</li> </ul>
<b>What is next for me after this course?</b>	The Mathematics GCSE has changed significantly since September 2015. There is more content and far more complexity is expected in the examination questions. Due to this, we may offer an additional course, such as Further Maths, as an extra-curricular activity during Year 11 instead of during curriculum time.  A good GCSE grade in Maths is an essential requirement for numerous future qualifications at sixth form, college or university, such as Maths, Engineering, Economics, the various scientific courses, and more. The course also provides skills that most employers will find extremely valuable, such as problem solving, thinking creatively, an understanding of units and measures, as well as crucial number skills.

## COMPULSORY SUBJECTS

<b>Subject and/or title of course</b>	<b>Separate Sciences ('Triple Science')</b> <b>Leads to 3 awards: Biology GCSE, Chemistry GCSE and Physics GCSE</b>
<b>Exam Board</b>	AQA
<b>Who can I ask about this course?</b>	Head of Science: Mr S Taylor  Or any of the Science teachers.
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• The content of the new 'Combined Science' will still be covered.</li> <li>• Extra topics will be studied in all three Sciences that will cover additional areas and skills.</li> <li>• These extra topics will provide the chance to enhance practical and investigative skills.</li> <li>• 'Triple Science' will build further on the understanding of 'Working Scientifically'.</li> </ul>
<b>How will this course be assessed?</b>	<ul style="list-style-type: none"> <li>• Two exam papers, each 1 hour and 45 minutes in length, will be taken in each subject.</li> <li>• All examinations are at the end of Year 11.</li> <li>• You will complete a number of required practicals; final exams will include questions about the techniques used in these practicals and so it is important that they are not missed.</li> </ul>
<b>What skills do I need?</b>	<ul style="list-style-type: none"> <li>• You will build on the skills that have been important at Key Stage 3 (see below).</li> <li>• You should have a high level of interest in Science.</li> <li>• The course is open to all students regardless of ability but if we feel that following the triple course might limit a student's future options then we will discuss this with you during the options process.</li> </ul>
<b>What is next for me after this course?</b>	You will have gained 3 GCSEs in Science and will be in a strong position should you wish to continue with Science subjects at BTEC, A-level or beyond. The skills refined during this course are also required by employers particularly planning, organisation and communication skills acquired in a scientific context.

## COMPULSORY SUBJECTS

<b>Subject and/or title of course</b>	<b>Combined Science</b> <b>Leads to 2 GCSEs equivalent.</b> <b>Course starts during Year 9.</b>
<b>Exam Board</b>	AQA
<b>Who can I ask about this course?</b>	Head of Science: Mr S Taylor  Or any of the Science teachers.
<b>What will I learn?</b>	<ul style="list-style-type: none"> <li>• Develop knowledge and understanding of 'Working Scientifically'.</li> <li>• Develop a wide range of practical and investigative skills.</li> <li>• See the relevance of Science in our daily and working lives.</li> <li>• Consider and interpret scientific data, evidence and ideas so that you can reach your own conclusions.</li> <li>• Develop knowledge and understanding of a broad selection of science topic areas.</li> </ul>
<b>How will this course be assessed?</b>	<ul style="list-style-type: none"> <li>• Two exam papers, each one hour and 15 minutes in length, will be taken in each of the three Science subjects. Making 6 exams in total.</li> <li>• All examinations will be taken at the end of Y11.</li> <li>• You will complete a number of 'Required Practicals', but these are not assessed at the time of completion. Final examinations will include questions about these 'Required Practicals' and so it is important that they are not missed.</li> </ul>
<b>What skills do I need?</b>	<p>You will build on the skills that have been important in Science at Key Stage 3.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Communication and ICT.</li> <li>• Designing investigations.</li> <li>• Observation skills.</li> <li>• Using and presenting data.</li> <li>• Working with others.</li> <li>• Handling apparatus.</li> <li>• Problem solving and research.</li> <li>• Analysis and evaluation.</li> </ul>
<b>What is next for me after this course?</b>	You will have gained 2 GCSEs in Science and will be in a strong position should you wish to continue with Science subjects at BTEC, A-level or beyond. The skills refined during this course are also sought after by employers particularly planning, organisation and communication skills acquired in a scientific context.

# Options Subjects

## How the blocks work and why we ask for preferences

Option blocks will be decided when we have your preferences submitted. You will help shape what subjects are offered and in what combinations you can study them. This is why it is important to return your preferences forms.

We know what COULD go into each of these blocks, but **we don't know which subjects to put in each in order to get the best match with this year group**. Each year group is different and we need to know what you would ideally like to do in order to create blocks that maximise choices for everyone.

We also need to know if certain subjects will run at all – we have had no takers for some courses in the past, so an indicative number of students wanting to follow a course is helpful at this stage. This also helps us determine whether we need extra groups in some subjects.

An extra factor is having Triple Science into the Options. We do not know what impact this will have on student choices, and only you completing the preferences form can help us plan for that.

*Possible* Block A – just to illustrate:

	Subjects
Block A	German, Spanish, Childcare, Construction, Music

*Possible* Block B – just to illustrate:

	Subjects
Block B	Triple Science, Geography, Engineering, Art

Blocks C/D can be combined to create one-year courses, which are available to the current Year 10 students when they are in Year 11, so some groups will be mixed age. This allows students a greater degree of flexibility over their courses and reduces the number of permutations that are impossible.

Some subjects are in Blocks C/D and in either A or B: for example, you could potentially study GCSE Geography in two different ways:

- Over two years (average 2.5 hrs a week) in Block A
- Over one year, 5 hrs a week, in Block C in Year 11 (2019-20), alongside Y10s.

Another advantage of the one-year block is that we can be responsive from year to year. For example, we might offer Computing this year but not offer it next. There may not be enough students in one year to make a course viable, but there could be in two year groups together. Again, **your preferences form will help us decide what to offer and in what combination**.

*Possible* Blocks C/D subjects over the next two years:

Block C	Computing, Drama, Engineering, Geography, History, Design & Technology, Textiles, Art, PE.
Block D	

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Art and Design (GCSE)</b>
<b>Exam Board</b>	AQA - 8201
<b>Who can I ask about this course?</b>	Subject Leader for Art: Miss A Nicklin Other teachers: Miss C Elliott, Mrs D Whitehall
<b>What will I learn?</b>	<p>The GCSE Art and Design course is project based and you will have some choice in deciding on the kind of work you want to do.</p> <p>There are two components to this course: <u>The Portfolio</u>, and <u>The Final Exam</u>.</p> <p><b>The Portfolio (60% of the final marks):</b></p> <p>This is a collection of your best work. Within this you will have to show that you can work in more than one area from the following: drawing and painting, textiles, printmaking, ceramics, sculpture, graphics, digital photography, and applied art, (working to a set design brief in the way a professional designer/illustrator, would be expected to).</p> <p><b>The Final Exam (40% of the final marks):</b></p> <p>This is a timed 10hr session (broken down into smaller chunks of time). You are given the final exam paper by the exam board (AQA) around January, you then choose which of the 7 topics most interests you.</p> <p>Between January and the exam in March / April time (depending on when the final exam sessions are set) you will research and prepare for the exam.</p> <p>In the 10 hr exam, you produce the final piece of work you have been researching and building up to in the weeks of preparation.</p>
<b>How will this course be assessed?</b>	<p>The award is 60% coursework based and 40% written exam</p> <p>Each project is assessed according to four assessment objectives:</p> <p>AO1 – Research AO2 – Development AO3 – Drawing &amp; Labels AO4 – Final Outcome</p> <p>You will be regularly assessed to help you to monitor your progress. Each piece of work will be DOT marked in line with the school reporting system This will enable you to make improvements during DIRT time if you need to before final marking.</p>
<b>What skills do I need?</b>	<p>An enthusiasm for the subject.</p> <p>An enthusiasm for developing work creatively.</p> <p>An ability to produce work regularly in the lesson and for homework to meet the project requirements by the deadlines.</p> <p><i>Art and Design is a demanding course and, if you choose to study it you will be expected to work hard. Artwork takes time to produce: sometimes it may take you most of the weekend to complete a piece of homework. Only opt for it if you are committed.</i></p>
<b>What is next for me after this course?</b>	<p>A-level Art and then onto Foundation or BA courses. This could lead to a career in fine art, product design, architecture, advertising, digital media, design, or graphic design to name just a few. It could also be a good skill for academic degrees after A-level, particularly regarding creative problem solving e.g. Engineering, or the Sciences. Universities appreciate Art as a valid qualification standard for most courses.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Technical Award in Child Development and Care Level 2</b>
<b>Exam Board</b>	NCFE / CACHE - 603/3293/1
<b>Who can I ask about this course?</b>	Miss S Topley
<b>What will I learn?</b>	<p><b>CACHE is the awarding body behind the most sought-after qualifications in childcare and we offer an introductory course at Level 2 to students with a genuine vocational interest in this area.</b></p> <p>The students will follow 3 Units in order to gain the qualification.</p> <p><b>Unit 1</b> - This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. The content also includes gaining understanding of individuals needs and how to treat children fairly. You will also gain an insight into your preferred learning style and develop your ability to study. In order for you to achieve this unit you will need to complete an assignment.</p> <p><b>Unit 2</b> - This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another. In order for you to achieve this unit you will need to complete an assignment.</p> <p><b>Unit 3</b> – This unit will assess your knowledge about all that you have learnt in unit 1 and 2.</p> <p>In order for you to complete this unit you will need to complete a question paper which counts towards the final grade.</p>
<b>How will this course be assessed?</b>	<p>The award is 60% coursework based and involves continual assessment and 40% exam.</p> <p>Grades awarded are 'old-style' GCSE grades – A*, A, B, C etc.</p>
<b>What skills do I need?</b>	<p>The course is a mixture of practical and theory, with some work undertaken in childcare settings. Students need to be inquisitive, able to read and research independently and patient.</p> <ul style="list-style-type: none"> <li>• Literacy, numeracy and ICT skills.</li> <li>• Ability to work in a group and individually.</li> <li>• Good organisation.</li> <li>• Good communication skills.</li> </ul>
<b>What is next for me after this course?</b>	<ul style="list-style-type: none"> <li>• This qualification will prepare you for work by equipping you with communication skills, organisational ability, and the ability to present your ideas clearly.</li> <li>• Further study in sixth form or college. Silverdale Sixth Form offers the Level 3 BTEC in Health and Social Care</li> <li>• Apprenticeships in Health and Social Care.</li> <li>• Courses in childcare and care of the elderly.</li> <li>• Preparation towards a nursing career.</li> </ul>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Computer Science (GCSE)</b>
<b>Exam Board</b>	OCR
<b>Who can I ask about this course?</b>	Computer Science Teachers: Mr. Hedar Rasool. Subject Leader for Computer Science: Mr Steven Taylor.
<b>What will I learn?</b>	In Computer Science you will learn: <ul style="list-style-type: none"> <li>▪ About current and emerging technologies.</li> <li>▪ How to write computer programs in Python.</li> <li>▪ Creative and technical skills.</li> <li>▪ The impact and issues relating to computer technology.</li> </ul>
<b>How will this course be assessed?</b>	<p>Students are required to complete one 'Programming' task as part of the course. The Programming Project (N.E.A.) is set by the exam board and will cover areas on analysis, design, development, testing, evaluation and conclusions. This will teach skills that are tested in the exams.</p> <p><b>01 Written paper:</b></p> <ul style="list-style-type: none"> <li>▪ Questions on modern computer systems.</li> <li>▪ 1 hour 30 mins.</li> <li>▪ 50% of qualification.</li> </ul> <p><b>02 Written paper:</b></p> <ul style="list-style-type: none"> <li>▪ Questions on computational thinking, algorithms and programming.</li> <li>▪ 1 hour 30 mins.</li> <li>▪ 50% of qualification.</li> </ul> <p><b>03 Controlled Assessment:</b></p> <p>Controlled assessment (programming project): taking approx. 20 hours, worth 40 marks. This is 20% of the qualification. Candidates create solutions to computing tasks from a range of assessment tasks issued by the exam board, in a suitable programming language.</p>
<b>What skills do I need?</b>	It helps to have good mathematical and logical skills but it most important that you enjoy working with computers and creating technical things with computers. Some experience of programming is useful but not essential.
<b>What is next for me after this course?</b>	There are lucrative opportunities to use computer science skills to help society in really interesting and rewarding careers. Computer scientists work in a vast number of areas from programming formula one race cars to designing artificial organ systems that train medics. With the knowledge that you've really enjoyed this course you would be in a great position to take a whole range of A-levels before following a degree course, alternatively you could seek out apprenticeships or vocational courses that develop your computing skills.

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Award in Constructing the Built Environment (Level 2)</b>
<b>Exam Board</b>	WJEC
<b>Who can I ask about this course?</b>	Mr Streets
<b>What will I learn?</b>	<p><b>Unit 1: Safety and Security in construction</b></p> <p>Construction activities take place in many contexts. Through this unit learners will gain the knowledge to plan how to minimise risk to their own and other's health and safety.</p> <p><b>Unit 2: Developing Construction Projects</b></p> <p>In this unit you will learn to interpret technical information in order to identify materials, tools and equipment needed to complete construction tasks. You will develop a range of construction skills that can be used during construction processes, ensuring you take account of any health and safety issues.</p> <p><b>Unit 3: Planning Construction Projects</b></p> <p>In this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with planning skills developed through this unit, so that you can plan construction projects.</p>
<b>How will this course be assessed?</b>	<p>Examination: 2 online exams:</p> <p>Unit 1 - 1 hour, 25%</p> <p>Unit 3 – 2 hours, 25%</p> <p>Controlled Assessment - 50%</p> <p>Students produce a supporting portfolio to demonstrate their understanding of the subject matter in Unit 2.</p>
<b>What skills do I need?</b>	<p>You will need to be able to :</p> <ul style="list-style-type: none"> <li>• Work independently and safely</li> <li>• Be creative</li> <li>• Follow instructions carefully</li> <li>• Work in a team</li> </ul>
<b>What is next for me after this course?</b>	<p>Working in a construction trade or craft is what most people think of as construction work. Trades and crafts include bricklaying, stonemasonry, carpentry, joinery, demolition work, electrical work, painting and decorating, plumbing, scaffolding and wall and floor work. However, it is also a useful starting point for careers in architecture, building services, building surveying, civil, structural and geotechnical engineering, landscape architecture, Quantity surveying and site management.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Design and Technology (GCSE)</b>
<b>Exam Board</b>	AQA
<b>Who can I ask about this course?</b>	Mr Beeden
<b>What will I learn?</b>	<p>The course is split into 3 core areas:</p> <p><b>Core Technical Principles</b></p> <p>Students will learn about industry, enterprise, sustainability and production techniques, energy generation and storage, and smart/modern materials. This is also the section in which all material areas are covered, as well as control systems.</p> <p><b>Specialist Technical Principles</b></p> <p>In this section we will study one of the material areas in greater depth – this year this will be timber based materials. This will involve studying material selection, properties, sources and origins, forces and stresses and ecological factors.</p> <p><b>Designing and Making Principles</b></p> <p>This unit involves the students designing and making a product. They will investigate the work of other designers, and design and manufacture a product based on different design strategies. Students will be able to use a range of materials and processes, and be creative and imaginative in their approach to solving design and manufacturing problems. The use of CAD and CAM technologies, including our 3D printers and other state of the art equipment, is a fundamental part of this unit and something that our students always enjoy.</p>
<b>How will this course be assessed?</b>	<p>Examination: 1 exam, 2hours – 50%</p> <p>Controlled Assessment: Students design and develop a prototype - 50%.</p>
<b>What skills do I need?</b>	<p>You will need to be able to :</p> <ul style="list-style-type: none"> <li>▪ solve problems in a creative way using a variety of materials and techniques</li> <li>▪ design and make a prototype that meets a set design brief</li> <li>▪ use a combination of wood, metal, plastic and smart materials</li> <li>▪ use CAD/CAM</li> <li>▪ Learn all about the different material areas in Design and Technology.</li> </ul>
<b>What is next for me after this course?</b>	<p>By studying design and technology, you will be able to build up your creativity, problem solving, planning, and evaluation skills. Since many projects are done via group work, you'll also gain communication and teamwork skills. Design and technology can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology, careers in hospitality, and even education.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Drama (GCSE)</b>
<b>Exam Board</b>	Edexcel
<b>Who can I ask about this course?</b>	Subject Teacher for Drama: Miss Starbuck.
<b>What will I learn?</b>	<p>The course is predominantly delivered through practical lessons but there is also a written element.</p> <p>We are currently studying the Edexcel Drama GCSE. Throughout the course students are expected to:</p> <ul style="list-style-type: none"> <li>▪ apply knowledge and understanding when making, performing and responding to drama:</li> <li>▪ explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> <li>▪ develop a range of theatrical skills and apply them to create performances</li> <li>▪ work collaboratively to generate, develop and communicate ideas</li> <li>▪ develop as creative, effective, independent and reflective learners able to make informed choices in process and performance</li> <li>▪ contribute as an individual to a theatrical performance</li> <li>▪ reflect on and evaluate their own work and that of others</li> <li>▪ develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>▪ adopt safe working practices.</li> </ul>
<b>How will this course be assessed?</b>	<ul style="list-style-type: none"> <li>• 40% devising as a performer or designer to create an original piece of theatre in response to a stimulus (assessed portfolio 25% and practical 15%).</li> <li>• 20% performance from a text or a designer – 2 extracts.</li> <li>• 40% Written exam:             <ol style="list-style-type: none"> <li>a) Study of DNA by Dennis Kelly.</li> <li>b) Live theatre evaluation.</li> </ol> </li> </ul>
<b>What skills do I need?</b>	<ul style="list-style-type: none"> <li>• Ability to explore ideas creatively.</li> <li>• An open mind to different artistic approaches.</li> <li>• Positive attitude when working with others.</li> <li>• Analytical skills.</li> <li>• Most of all you need to be passionate about theatre and enjoy the subject.</li> </ul>
<b>What is next for me after this course?</b>	<p>A love for the theatre and developing a greater cultural appreciation, with a refined understanding of the industry. This course leads directly into the A-level Theatre Studies and is specifically designed to facilitate Post-16 study of Drama. The GCSE is equally valuable as a subject that complements other GCSE studies. It is recognised as being beneficial to further study of academic subjects; research has found that at Cambridge University ‘Drama helps students get into law’.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Award in Engineering (Level 2)</b>
<b>Exam Board</b>	WJEC
<b>Who can I ask about this course?</b>	Mr Streets or Mr Beeden
<b>What will I learn?</b>	<p>Advanced manufacturing is at the heart of the growth economy and WJEC Engineering is a great foundation for learning in this area. The area of advanced engineering is one in which there are many opportunities for career progression via university or technical college. Course structure:</p> <p><b>Unit 1 Engineering Design</b></p> <p>In this unit, you will learn about that design process. You will learn how to analyse a product so you can see what features make it work and how it meets certain requirements. You will learn how to take ideas from different products in order to produce a design specification for a product.</p> <p><b>Unit 2 Producing Engineering Products</b></p> <p>Through this unit, you will learn to interpret different types of engineering information in order to plan how to make engineered products. You will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, you will learn to make a range of engineered processes that are fit for purpose.</p> <p><b>Unit 3 Solving Engineering Problems</b></p> <p>Problem solving is critical to working in engineering. In this unit you will learn about how engineers in the past have found solutions to problems and how other engineers use their ideas to solve problems today. You will learn about materials, processes and maths that engineers use and how they are used to solve problems. In solving problems, you will learn to follow a process and develop drawing skills to communicate your solutions.</p>
<b>How will this course be assessed?</b>	<p><b>Examination:</b> 1 exam, 90 mins, 25% (Unit 3)</p> <p><b>Controlled Assessment:</b></p> <p>Students produce a supporting portfolio to demonstrate their understanding of the subject matter in unit 1 (25%) and unit 2 (50%).</p> <p>Grades awarded are in the range: Distinction*, Distinction, Merit, Pass, L1 Pass.</p>
<b>What skills do I need?</b>	<p>You will need to be able to :</p> <ul style="list-style-type: none"> <li>• Work safely and independently.</li> <li>• Develop accurate working products using a range of processes.</li> <li>• Use Computer Aided Design.</li> <li>• Analyse existing products, develop specifications and design ideas.</li> </ul>
<b>What is next for me after this course?</b>	<p>The UK engineering industry is vast, with more than 6,000 organisations employing around 800,000 engineers. Career opportunities exist across a broad spectrum of sectors, from aerospace and Defence to renewable energy and transportation and many of these sectors have a shortage of qualified engineers.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Geography</b> <b>(GCSE - C112QS)</b>
<b>Exam Board</b>	EDUQAS (Specification B)
<b>Who can I ask about this course?</b>	Teachers of Geography: Mr M Fitton and Mr E Hill.
<b>What will I learn?</b>	Our course is extremely varied giving you the chance to learn about many of the world's major human and physical features. The physical geography includes topics as varied as <b>rivers</b> and <b>coasts</b> , <b>hurricanes</b> and <b>ecosystems</b> . Human topics range from <b>urban change and regeneration</b> to looking at issues of the changing <b>global economy</b> . Human and physical geography comes together when we take a long term look at topics like <b>climate change and desertification</b> . We will study the causes of these changes, how they affect different people in different places and how we are responding to them. Students will travel the world from the classroom, exploring case studies like <b>sustainable housing</b> in Sheffield, London and the Middle East.
<b>How will this course be assessed?</b>	<p>Y9 Students can choose between the 2 year or 1 year course in Y10/Y11. Both of these are EDUQAS Specification B.</p> <p><b>Theme 1</b> will be worth 40% of the GCSE and is assessed through a 1 hour 45 minute final exam. Topics will include...</p> <ul style="list-style-type: none"> <li>▪ Changes to where people live and changes to how people work.</li> <li>▪ How the environment is changing, including rivers, coasts, weather and global climate.</li> <li>▪ Environmental challenges, including pollution, ecosystems, water shortage and desertification.</li> </ul> <p><b>Theme 2</b> will be worth 40% of the GCSE and is assessed through a 1 hour 30 minute final exam. It will set an issue in a global context, explore solutions and give students the opportunity to justify a response.</p> <p><b>Theme 3</b> will be worth 30% of the GCSE and is assessed through a 1 hour 30 minute final exam. It is an applied fieldwork enquiry and will involve practising data collection, analysis of results and application across all geographical topics.</p>
<b>What skills do I need?</b>	The skills you have built up in Key Stage 3 are designed to help you with your GCSEs. By doing geography GCSE you will develop a wider range of skills, some specifically geographical (like using a range of maps and fieldwork skills), others mathematical (like simple statistics) together with graphical, literacy and data presentation skills. All these are valuable transferable skills.
<b>What is next for me after this course?</b>	<p>A GCSE in Geography is an excellent stepping stone to a wide range of careers and Post-16 Opportunities. A good grade will allow you to take any A-level course, including continuing with Geography. However, the discussion skills and ability to understand people's actions will help you if you want to follow a career in social sciences or the arts, like education, media or law.</p> <p>Some of the content of GCSE Geography can be a good introduction to new subjects (at A-level) like Business Studies and Sociology.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>History &amp; Ancient History</b> <b>(GCSE 1 year/2 year)</b>
<b>Exam Board</b>	AQA/OCR
<b>Who can I ask about this course?</b>	Subject Leader for History: Mr C Young
<b>What will I learn?</b>	<p>In GCSE History you will study :</p> <ul style="list-style-type: none"> <li>• Germany, 1890–1945: Democracy and dictatorship</li> <li>• Conflict and tension between East and West, 1945–1972</li> <li>• Britain: Migration, empires and the people: c790 to the present day</li> <li>• Elizabethan England, c1568–1603</li> </ul> <p>In GCSE Ancient History you will study :</p> <ul style="list-style-type: none"> <li>• The Persian Empire, 559–465 BC</li> <li>• Alexander the Great, 356–323 BC</li> <li>• The foundations of Rome: from kingship to republic, 753–440 BC</li> <li>• Britannia: from conquest to province, AD 43–c.84</li> </ul>
<b>How will this course be assessed?</b>	<p>There are <b>2 exam</b> papers taken at the end of the both GCSE courses. These are <b>not</b> tiered.</p> <p>Students are required to answer source-based questions alongside questions that assess their knowledge and understanding.</p>
<b>What skills do I need?</b>	<p>Why study history? Everyone considering GCSE History should think about this question. It is reasonable to expect that anyone studying history has an interest in the past – but that should not be the only reason. In today’s world, where the focus is on today and tomorrow, the value of history is often questioned. Some people are sceptical about the practical worth of history. These people are wrong, history is great. Below are a few reasons why you should study history:</p> <ul style="list-style-type: none"> <li>• History requires a complex range of skills</li> <li>• History teaches lessons about past, present and future</li> <li>• History teaches you to research and interpret</li> <li>• History teaches you to think and problem-solve</li> <li>• History teaches you to communicate</li> <li>• History prepares you for many professions</li> </ul>
<b>What is next for me after this course?</b>	<p>A GCSE in History or Ancient History is useful for a range of opportunities at Post-16. A good grade will allow you to take any A-level courses including History, Politics, English and Social Science courses. It is also useful for students considering a career in medical sciences. The skills you have gained will also be valued by vocational courses and by employers. Many students who wish to go in to law use history to show that they can interpret evidence and present a substantiated conclusion from it.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Award in Hospitality and Catering (Level 2)</b>
<b>Exam Board</b>	WJEC - 5569QA
<b>Who can I ask about this course?</b>	Subject Lead: Mrs D Whitehall Other Teachers: Mrs L Beeden
<b>What will I learn?</b>	<p>The Level 1/2 Award in Hospitality and Catering (specification A) is a qualification designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.</p> <p><b>The objectives of this qualification are to help learners to understand:</b></p> <ul style="list-style-type: none"> <li>• How to prepare and cook using basic skills.</li> <li>• To understand food and its functions in the body and in recipes.</li> <li>• The sources of ingredients, including the environmental influence.</li> <li>• All aspects of diet, food needs and health</li> <li>• A thorough understanding and application of food hygiene and safety</li> <li>• Develop and apply a wide range of practical cooking skills, using appropriate equipment to meet specific needs.</li> </ul> <p>Students will progress through 2 mandatory units during the course:</p> <p><b>Unit 1: The Hospitality and Catering Industry.</b> Students are expected to understand all the learning objectives taught. They will learn about: the environment in which hospitality and catering providers operate, how hospitality and catering provision operates, how hospitality and catering provision meet health and safety requirements how food can cause ill health and finally students should be able to propose a hospitality and catering provision to meet specific requirements. This unit is assessed through a <b>written examination worth 40% of the final grade.</b></p> <p><b>Unit 2: Hospitality and Catering in Action.</b> Students are expected to safely plan, prepare and present a 2-course nutritional meal based on a live brief given by the exam board. Within their controlled assessment they will be expected to show their understanding of the importance of nutrition when planning a menu, understand menu planning, be able to prepare, cook and present their 2 dishes. This is an <b>internally assessed unit worth 60%</b> of their final grade.</p>
<b>How will this course be assessed?</b>	The award is 60% controlled assessment and 40% written exam. Grades awarded are in the range: Distinction*, Distinction, Merit, L2 Pass, L1, Pass
<b>What skills do I need?</b>	<ul style="list-style-type: none"> <li>• An enjoyment and enthusiasm of working with food.</li> <li>• Literacy, numeracy and ICT skills.</li> <li>• Ability to work in a group and individually.</li> <li>• Research and design skills.</li> </ul>
<b>What is next for me after this course?</b>	The course will help you to understand how food preparation and nutrition affects our everyday lives. You will acquire practical skills which will be of benefit to you in the future. The course provides a good foundation for related vocational courses and college courses such as hotel management and hospitality. It is a good preparation for A-level Food Technology and future university courses e.g. Health and Nutrition, Food Science and Hotel Management.

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Modern Foreign Languages (GCSE): German / Spanish</b>
<b>Exam Board</b>	Eduqas / AQA
<b>Who can I ask about this course?</b>	<b>German:</b> Mrs L Bower <b>Spanish:</b> Miss R Bradley
<b>What will I learn?</b>	<p>The GCSE course is divided into 3 main themes: <i>Identity and Culture; Local, National, International and Global Areas of Interest; and Current and Future Study and Employment</i>. You learn the grammar and vocabulary necessary to enable you to talk and write about these themes confidently and to communicate in German/Spanish effectively.</p> <ul style="list-style-type: none"> <li>• To listen to and understand short conversations, messages and dialogues in German/Spanish.</li> <li>• To speak German/Spanish by taking part in conversations in class with your teacher and your peers, and by giving short presentations.</li> <li>• To read and understand short notices and adverts, and longer items from letters, magazines, brochures and websites in German/Spanish.</li> <li>• To produce written German/Spanish for class and homework in German/Spanish culminating in a final written exam.</li> <li>• To translate from and into German/Spanish.</li> <li>• To appreciate the fascinating cultures and traditions associated with each language.</li> </ul>
<b>How will this course be assessed?</b>	<p>You will have four final exams at the end of Year 11 – Listening, Reading, Speaking and Writing (each worth 25%).</p> <p>You must be entered at either Higher or Foundation level in all four skills.</p>
<b>What skills do I need?</b>	<ul style="list-style-type: none"> <li>• To be able to listen carefully to help with understanding spoken German/Spanish.</li> <li>• To be able to learn vocabulary and structures.</li> <li>• To be able to communicate with others either by speaking or writing in German/Spanish.</li> <li>• To be able to read and identify details, opinions and preferences from written texts.</li> <li>• To be able to improve your own learning and performance by revising vocabulary and structures to use them effectively.</li> <li>• To be able to work co-operatively with others to communicate in class.</li> <li>• To be able to use ICT to access German/Spanish websites and use word processing packages.</li> </ul>
<b>What is next for me after this course?</b>	<p>Your studies will help you to communicate with people who speak German/ Spanish at home and abroad. You will be able to email, talk and write to young people from all over the world. Many employers are looking for people who can communicate with others and use foreign languages. You will find that speaking a foreign language will make your holidays more enjoyable. A GCSE qualification in a language may become the deciding factor in gaining a place at university. With a GCSE Grade 5/6 or above you will be able to continue with your language studies to A-level and this GCSE will also help you to get into the top universities.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Music (GCSE)</b>
<b>Exam Board</b>	OCR
<b>Who can I ask about this course?</b>	Miss K Craven
<b>What will I learn?</b>	<p>In GCSE Music you will learn to:</p> <ul style="list-style-type: none"> <li>• Compose your own music in a variety of different styles, using your instruments and music technology. You will be able to use recording equipment, microphones, midi keyboards and other equipment to create your own music.</li> <li>• Perform by playing any instrument, singing or rapping, beatboxing or DJing. Improve your performance skills by playing in groups and learning your own solo pieces.</li> <li>• Listen to and begin to understand music in different styles, from different countries and cultures including Pop, Rock, Jazz, Classical, Film, Game and World Music.</li> </ul>
<b>How will this course be assessed?</b>	<p>The course is divided into 3 components:</p> <ul style="list-style-type: none"> <li>• Listening and Appraising Music (40%). Listen to a wide array of music and describe it using keywords.</li> <li>• Performing Music (30%). Two performances that are recorded in the recording studio.</li> <li>• Composing Music (30%). Two pieces composed over the two years. One piece is in any style you wish e.g. Pop, Film etc. The other piece is based round a brief set by the exam board around the different areas of music.</li> </ul>
<b>What skills do I need?</b>	<p>It is important to have:</p> <ul style="list-style-type: none"> <li>• An interest and enthusiasm for music.</li> <li>• An open mind and creative imagination.</li> <li>• An ability to enjoy making music by either using an instrument, your voice or music technology such as sequencing and recording software.</li> <li>• An ability to work independently and with others.</li> <li>• A real interest in listening and appraising different styles of music.</li> <li>• A committed approach to attending and actively participating in the department's extended-curricular programme.</li> </ul>
<b>What is next for me after this course?</b>	<p>GCSE Music is a required preparation for further musical study, such as A-level/BTEC Music and Music Technology. It is also studied at the majority of universities.</p> <p>Music is useful for all vocations and career pathways as it encourages confidence, creative thinking and team work. It also allows students to use analytical thinking skills and develops their cultural awareness. Music does not limit you, it actually allows you to grow creatively.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Physical Education (GCSE)</b>
<b>Exam Board</b>	Edexcel
<b>Who can I ask about this course?</b>	Subject Leader for PE: Miss A Astbury Subject Teacher: Mr A Jenkinson
<b>What will I learn?</b>	<p><b>Units 1 &amp; 2:</b></p> <p>Both units are externally assessed through TWO written examination papers</p> <ul style="list-style-type: none"> <li>▪ Fitness and Body systems - written exam 1 hour 45 minutes worth 36%</li> <li>▪ Health and Performance - written exam 1 hour 15 minutes worth 24%</li> </ul> <p>This will contribute a maximum of 60% towards your total marks.</p> <p><b>Unit 3:</b></p> <p>The assessment consists of students completing THREE practical activities from a set list:</p> <ul style="list-style-type: none"> <li>▪ A team activity</li> <li>▪ An individual activity</li> <li>▪ The third activity can be either team or individual.</li> </ul> <p>This will contribute to 30% towards the total mark.</p> <p><b>Unit 4:</b></p> <p>The assessment consists of students completing a Personal Exercise Plan.</p> <p>This will contribute to 10% towards the total mark.</p>
<b>How will this course be assessed?</b>	External assessment: 2x written examination. Internal assessment: 3 x practical assessment; 1 performance analysis task.
<b>What skills do I need?</b>	<ul style="list-style-type: none"> <li>• You will need to enjoy participating in a variety of sports.</li> <li>• You will need to be enthusiastic and be prepared to work hard.</li> <li>• You will need to participate in sport regularly (in and out of school).</li> <li>• You will need to work towards being a competent performer in three activities.</li> <li>• You will need to umpire, coach, officiate and be able to analyse and improve performance.</li> <li>• Be prepared to work hard at school and at home on the theoretical aspects of the course.</li> </ul>
<b>What is next for me after this course?</b>	<p>The course will help you develop your confidence, self-esteem and team building skills.</p> <p>It will help you to understand activities in more detail and how to stay fit and healthy.</p> <p>The course provides a good base for A-level Physical Education and BTEC Sport.</p>

## OPTIONS SUBJECTS

<b>Subject and/or title of course</b>	<b>Textiles Design (GCSE)</b>
<b>Exam Board</b>	AQA
<b>Who can I ask about this course?</b>	Miss A Nicklin
<b>What will I learn?</b>	<p>Students will pick one or more area(s) of textile design to work in: art textiles fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, installed textiles. surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles.</p> <p><b>The Coursework (60% of the final mark):</b></p> <p>Each student will create a portfolio which will include both: <b>1. A selection of work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits. This will be recorded in an A3 folder / journal. <b>2. A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions (making the item). This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across Textiles design in its' many forms.</p> <p><b>The Exam (40% of the final mark):</b></p> <p>AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point that inspires them.</p> <p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p> <p>Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives; research, design, experimental work / making and evaluation as well as evidence of drawing activity and written annotation. Externally set assignments will be available to students and teachers from 2 January. A preparation period from January through to March / April will be given for students to research, and practise what they wish to make for their final exam piece.</p>
<b>How will this course be assessed?</b>	<p>The award is 60% coursework based and 40% written exam.</p> <p>Each project is assessed according to four assessment objectives:</p> <p>AO1 – Research AO2 – Development AO3 – Drawing &amp; Labels AO4 – Final Outcome</p> <p>You will be regularly assessed to help you to monitor your progress. Each piece of work will be DOT marked in line with the school reporting system This will enable you to make improvements during DIRT time if you need to before final marking.</p>
<b>What skills do I need?</b>	Time and effort / drive / completing homework's are essential to complete the Textiles course, but with that comes the satisfaction of realising your ideas and creating a final piece you can feel proud of.
<b>What is next for me after this course?</b>	A-level D&T Textiles, Art Textiles and then onto Foundation, BA or BSc courses. This could lead to a career in design, garment technology, fabric testing, manufacturing, buyers, marketing, interior design to name just a few. It could also be a good skill for academic degrees after A-level, particularly regarding creative problem solving. Universities appreciate Art/Textiles as a valid qualification standard for most courses.

# Alternative Curriculum Pathways

We recognise that for many students, they have a wide range of interests and talents. Instead, students who fit this mould may benefit from an alternative pathway. The sessions would involve students completing a course of 'Guided Self-Study' on a suitable qualification to match their capabilities.

Due to the nature of the self-study course, learners would have to be motivated enough to do the work and have a level of self-organisation. Any course agreed will be resourced and resources personalised for the learner.

**Questions to Mr R Griffin**

## Information, Advice and Guidance

There are many sources for information, advice and guidance, and the choices young people have to make are increasingly complex.

Information can be found from this booklet, from visiting taster sessions, from discussing with older students or asking teachers. In addition, there are numerous sources of information available on the Internet, probably too many. No student should feel that they do not have the information they need to base decisions on.

Advice is also easy to come by, but good advice is less common. Remember though that these are relatively low risk decisions: **your English, maths and science grades will be more important than any of your Options, so you need to make sure that you do your best in these subjects.**

The College's main advice would be that you need to make sure you pick options you will enjoy, so that you are more likely to succeed in them. You should also consider what you are good at already, and what combination of subjects would give you a broad balance of skills to show to a sixth-form or future employer. You might, for example, take construction and a modern foreign language to ensure you have the skills to work abroad in the future.

Guidance is where you rely on your teachers and parents to help you consider what would be best for you. This may take into account your learning style, your ability in exams, your prior achievements. You may want to follow GCSE PE but have you ever shown the aptitude you need to make a success of it in the past? If not, then what will be different next year?

## Careers Advice

We currently work closely with our Independent Personal Adviser, Kevin Lennox, who can be contacted via Mrs Petts or via a sign-up sheet.

If individuals feel that they would like the opportunity to discuss their plans with Kevin there is a self-referral process – students should sign the appropriate sheet outside the staff-room. An interview will then be scheduled within 3 working weeks.

## UCAS Progress

Students will also be introduced to a careers site called UCAS Progress:

[www.ucas.com/ucas/after-gcses](http://www.ucas.com/ucas/after-gcses)

This has links to up-to-date careers information and uses psychometric profiling to suggest possible careers to explore. There is a search facility for courses based on location and subject area, and introduces students to using UCAS for Post 18 study and beyond.

# Consultation over Options

There are three reports home and two parent consultations in Year 9.

The first report home, 9.1, is a datasheet containing National Curriculum Levels and APR grades. This was issued earlier in November.

The second datasheet, 9.2 and Tutor comment sheet will come home on **Thursday 13 February 2020**, along with the final copy of the Options Grid for courses in Years 10/11, so that students can begin to make choices about what they will study.

As part of the second data sheet we will suggest target levels for new style GCSEs. The target levels will be set based on a range of different data, including KS2 results and CAT tests, as well as progress in KS3. The key thing to be clear on (with the target levels) is that they give the students an idea about possible performance. Many students decide that they will beat their target level and this sort of positive determination should be heartily encouraged as it is often a key contributor to success!

The first Parent Consultation is built around the Options, with an opportunity for parents to find out more followed by a subject-based afternoon on **Friday 14 February 2020**. College will be closed on this day to other students. Parents can join their children from 12.00 until 3.30.

The aim for this day is to give Year 9 students and their parents as much help and information as they need to make informed choices. This will **NOT** be a normal school day.

In the morning session Year 9 students will work with their tutors on Options, including spending some time on UCAS Progress. There will be opportunities to research career and Post-16 interests.

During an early lunch for Year 9, **parents are invited to join us for a brief talk at 12.00**, followed by two sessions:

The first, 12.30 – 2.30pm, will give students and parents the opportunity to attend up to five Options Talks. In each talk the subject teacher will explain and display examples of the work involved in that option and answer questions about the course. We will ask you to 'sign up' for talks, so that we can balance numbers.

At 2.30pm we will allow those students whose parents are not attending to go home. We will then run a session where parents, with their children, can see the subject teachers they wish, either to discuss compulsory subjects (English, Maths, Science) or options.

Please bear in mind that it will not be possible to have every teacher available, and that **the session will end promptly at 3.30pm**.

We recognise that it is not ideal for some parents for this to be during the day, but feedback from parents in previous years has been positive and we could not cover the range of areas we do in an evening.

A further Parent Consultation follows this report on Monday 9 March 2020. This is tutor-based, by appointment. This is the deadline for submitting Options choices.

A final report will come home at the end of the year, with Year 10 starting on **Tuesday 30 June 2020**, three weeks before the Summer holiday.

# Year 10/11 Subject Preferences Form

## For courses beginning July 2020

Here is a copy of the Preferences form for you to keep and use as a rough draft: please submit your choices using the online form that will be emailed to all parents.

NB: we will not be able to run all of these courses: the only way your voice can count in deciding what we run is by completing the online form and returning it by 20 December 2019.

### Science pathway – please select one

Triple (3 GCSEs - Biology, Chemistry, Physics)	
Combined (2 GCSEs)	

Other options – use NUMBERS below to indicate your preferences for the other options, starting with 1 (for your top preference) and going down to 5.

GCSE Art	
GCSE Computer Science	
Award in Child Development & Care	
Award in Constructing the Built Environment	
GCSE Design & Technology	
GCSE Drama	
Award in Engineering	
GCSE German	
GCSE Spanish	
GCSE Geography	
GCSE History	
Award in Hospitality & Catering	
GCSE Music	
GCSE PE	
GCSE Textiles Design	