



THE CORBET SCHOOL  
INSPIRE • ACHIEVE • SUCCEED

# OPTIONS BOOKLET

# 2020

Courses of study for years 10 and 11

Name:

Tutor Group:

# **KEY DATES TO REMEMBER**

## **Key Stage 4 Curriculum & Options Evening**

Thursday 5th March 2020

Times provided via invitation letters

## **Year 9 Reports to Parents**

Thursday 5th March 2020

## **Year 9 Parents' Evening**

Thursday 12th March 2020

4.30pm - 7.30pm

## **Submission of option choices**

Friday 20th March 2020

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# THE CORBET SCHOOL

*Headteacher Dr Jane Tinker BSc MA(Ed) EdD NPQH*

Dear Parent / Guardian

During years 10 and 11, pupils will pursue a broad and balanced timetable, according to the requirements of the school and the National Curriculum. Most subjects are compulsory but there is some element of choice.

The purpose of this booklet is to provide details regarding the courses on offer and the options process in general. Once you and your son / daughter have gathered all relevant information, there is a form provided at the back of this booklet to indicate the choices he / she wish to make. These must be returned to **Mr Simms (via the school office post box) by Friday 20<sup>th</sup> March 2020.**

We try to cater for all pupils and their preferences; however, as I hope you will appreciate, it is sometimes difficult to place everyone exactly according to choice. For this reason, reserve choices need to be given careful consideration as they may become very important. We hope that disappointment will be kept to a minimum, **but ultimately the final decision regarding pupil curriculum rests with the school. If a particular subject is oversubscribed, pupils will be selected to study the course based on their attitude and effort shown up to the present time.**

We look forward to seeing you at our Key Stage 4 Curriculum & Options Evening on **Thursday 5<sup>th</sup> March 2020** in order to get additional information and clarity. You will receive an invitation letter to the evening providing you with specific details regarding times for the event. Please attend Parents' Evening on **Thursday 12<sup>th</sup> March 2020** in order to see how your child has progressed so far this year.

Should you require further information, do not hesitate to contact me at school.

Yours sincerely

Mr G Simms  
Assistant Head – Teaching & Learning

# SUBJECT LIST

Subjects to be studied can be split into three groups, as follows:

## COMPULSORY CORE SUBJECTS:

English	: GCSE
Mathematics	: GCSE
Science	: GCSE

## COMPULSORY FOUNDATION SUBJECTS:

Careers	: Non-Examination
French	: GCSE
Physical Education	: Non-Examination
PSHEE and Citizenship	: Non-Examination
Spanish	: GCSE

## OPTIONAL SUBJECTS:

Art & Design	: GCSE
Computer Science	: GCSE
Design and Technology (Product Design focus)	: GCSE
Drama	: GCSE
Engineering	: Cambridge National Certificate
Geography	: GCSE
Health and Social Care	: Cambridge National Certificate
History	: GCSE
Hospitality and Catering	: Vocational Award
Information Communication Technology	: Cambridge National Certificate
Music	: GCSE
Physical Education	: GCSE
Religious Studies	: GCSE
Triple science	: GCSE

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## CORE SUBJECTS

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**All three subjects are compulsory**

**English** **6/7**

**Mathematics** **8**

**Science** **9**

# ENGLISH

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**LEVEL: GCSE    AQA English Language 8700 & AQA English Literature 8702**

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All pupils will have the opportunity to study English Language and English Literature, leading to examination at GCSE using the AQA syllabi. Both GCSEs are examined at the end of year 11 and all pupils sit the same paper.

The English Language GCSE course assesses descriptive or narrative writing and pupils will have to write to present a specific viewpoint. Pupils will have to write about a range of different texts including one literature fiction text, one non-fiction text and one literary non-fiction that will be taken from different periods in time. The Spoken Language aspect of the course will be assessed within class and involves the pupils presenting ideas and responding to questions.

In Literature, pupils will study a range of texts including a play by Shakespeare, a 19<sup>th</sup> century novel, a modern play or novel and a range of different poetry.

The course is very demanding with high expectations placed on students in terms of class and homework.

# GCSE English Language and Literature

## Exam Board: AQA

English Language		
<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Non-examination Assessment: Spoken Language</b>
<b>What's assessed?</b>  <b>Section A: Reading</b> one literature fiction text  <b>Section B: Writing</b> descriptive or narrative writing	<b>What's assessed?</b>  <b>Section A: Reading</b> one non-fiction text and one literary non-fiction text  <b>Section B: Writing</b> writing to present a viewpoint	<b>What's assessed?</b>  <ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> <li>• use of Standard English</li> </ul>
<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• teacher set throughout course</li> <li>• marked by teacher</li> <li>• 0% weighting of GCSE</li> </ul>
<b>**All texts in the examination will be unseen**</b>		

English Literature	
<b>Paper 1: Shakespeare and the 19<sup>th</sup>-century novel</b>	<b>Paper 2: Modern texts and poetry</b>
<b>What's assessed?</b>  <b>Shakespeare</b> Students will answer one question on one Shakespeare play. They will be required to write in detail about an extract and then the play as a whole. <u>'Macbeth'</u>  <b>19<sup>th</sup>-century novel</b> Students will answer one question on one novel. They will be required to write in detail about an extract and then the story as a whole. <u>'A Christmas Carol'</u>	<b>What's assessed?</b>  <b>Modern texts</b> Students will answer one essay question from a choice of two on their studied modern prose or drama text. <u>'Blood Brothers'</u>  <b>Poetry</b> Students will answer one comparative question on poems they have studied from the anthology.  <b>Unseen poetry</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 64marks</li> <li>• 40% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 2 hour 15 minutes</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>
<b>**Assessments are closed book – stimulus materials, in the form of extracts, will be provided in the examinations**</b>	



# MATHEMATICS

**LEVEL: GCSE**

**BOARD: AQA**

**EXAM:**

**100%**

All pupils in year 10 will begin a course leading to examination at GCSE using the National Curriculum Mathematics Syllabus 8300.

Each pupil will study at one of two levels:

Level in Syllabus	Target Grades
Foundation	1, 2, 3, 4, 5
Higher	4, 5, 6, 7, 8, 9

Pupils will be working towards an appropriate level of entry in one of six sets during years 10 and 11. Movement of pupils between sets can be made so that maximum progress is made by each individual.

Students will take three question papers at the same tier at the end of year 11.

## Paper 1

Non calculator      worth  $33\frac{1}{3}\%$       Duration: 1 hour 30 mins

## Paper 2

Calculator      worth  $33\frac{1}{3}\%$       Duration: 1 hour 30 mins

## Paper 3

Calculator      worth  $33\frac{1}{3}\%$       Duration: 1 hour 30 mins

The approximate weighting for the topic areas assessed are:

Topic	Foundation %	Higher %
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & Statistics	15	15

The approximate overall weighting of the assessment objectives are:

Assessment objective	Foundation %	Higher %
Use and apply standard techniques	50	40
Reason, interpret and communicate mathematically	25	30
Solve problems within mathematics and other contexts	25	30

# SCIENCE

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**LEVEL: GCSE**     **BOARD: AQA**  
Combined Science Trilogy 8464

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**EXAM: 100%**

The information is taken from the revised specification.

Most pupils will work towards a double GCSE qualification in science as follows:

There will be 6 exams (two for each science); each exam will be 1 hour and 15 minutes and out of 70 marks. Each paper will contribute 16.6% to overall award of two GCSE.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures

There are two tiers of assessment:

The qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5. Students who fail to reach the minimum standard for grade 1–1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9. A student sitting the Higher Tier who just fails to achieve grade 4–4 will be awarded an allowed grade 4–3. Students who fail to reach the minimum standard for the allowed grade 4–3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## Separate Sciences

Some pupils may follow a course leading to GCSEs in the 3 separate sciences, biology, chemistry and physics. Pupils following this course will need to have attained the highest levels in KS3 science and maths, and opted to take the separate science subjects.

Assessment for each separate science is as follows:

- Two written exam papers both 1 hour 45 minutes and out of 100 marks. Each paper will be worth 50% towards the single GCSE. Students must study all 3 sciences and therefore will have a total of 6 exams leading to the award of 3 separate GCSE. Foundation and Higher Tiers will be available just like the double award, but each science will have a separate score from 1-9, (1-5 Foundation and 4-9 for Higher)

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## FOUNDATION SUBJECTS

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<b>Careers</b>	<b>11</b>
<b>French</b>	<b>12</b>
<b>Physical Education</b>	<b>13</b>
<b>PSHEE &amp; Citizenship</b>	<b>14</b>
<b>Spanish</b>	<b>15</b>

# CAREERS

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Careers education and guidance is seen as a continuing process beginning with aspects of self-awareness and self-assessment in KS3. This is further enhanced by using the Cascaid programme to determine possible career routes, linking support agencies and making it accessible at home also.

In Years 10 and 11 pupils are encouraged to use resources in the Careers Area and will be identified by the Careers Co-ordinator for a careers interview.

Careers Education and Guidance is delivered within the PSHEE programme. Activities include Work Experience preparation, Post 16 Opportunities and Application Form preparation that include personal statements of achievement by pupils. The use of 'Cascaid' as a web based careers decision-making activity is also used. There is also an opportunity for pupils to visit a Further Education College to experience Workshops and Taster Days.

# FRENCH

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**LEVEL: GCSE      BOARD: AQA (Scheme A)**

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Pupils follow a two year French course leading to entry for the full GCSE. The course covers and assesses the four skills of Listening, Reading, Speaking and Writing. The GCSE course builds on the topics, skills and grammar rules which have been learned in years 7 and 8. In year 9 pupils have the opportunity of developing their language skills in different contexts and they are able to build up a more extensive knowledge of linguistic structures and vocabulary.

The emphasis of the GCSE course is to enable candidates to use French for successful communication. A pass at GCSE grade 6 or above also provides a sound basis for continued language learning to Advanced Level French. The GCSE offers a choice of interesting topic areas for the writing and speaking examinations and topics are taught using a range of methods to engage pupils in their language learning. All four skills of Writing, Speaking, Listening and Reading are assessed via summative examinations at the end of the three year GCSE course, in the Summer Term of Year 11.

## **Subject content**

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

## **Assessments**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### **Paper 1: Listening: Understanding and responding to different types of spoken language**

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

### **Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes**

Non-exam assessment

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

### **Paper 3: Reading: Understanding and responding to different types of written language**

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

### **Paper 4: Writing: Communicating effectively in writing for a variety of purposes**

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

# PHYSICAL EDUCATION

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## **What does Physical Education in years 10 & 11 involve?**

In a similar format to Years 7 to 9, you will follow a balanced programme of sporting activities. You will have the opportunity to concentrate on performing, competing, improving your fitness and developing your leadership skills.

You will often be given more responsibility for your own learning and development.

## **What modules will be available to me in years 10 and 11?**

These are some of the areas which we aim to offer:

- Badminton
- Boxercise
- Cricket
- Dance
- Fitness
- Football
- Netball
- Rounders
- Rugby
- Table Tennis
- Tennis
- Volleyball

## **What is expected of me in Physical Education lessons during years 10 & 11?**

As in Key Stage 3, you will be expected to bring and change into correct Physical Education kit for each of your lessons – whether you are actively participating or not.

You should put maximum effort and concentration into each of your Physical Education lessons and good behaviour is expected throughout.

It is essential that you take part in every possible Physical Education lesson.

If for any genuine reason you are unable to do so, you will be expected to participate in the lesson by taking on another role such as referee or coach. (See above information about bringing and changing into your PE kit).

# PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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PSHEE and Citizenship is a means of delivering a number of cross-curricular themes, under the National Curriculum; i.e.

- Developing as a citizen
- Personal, social, health & economic education
- Economic wellbeing
- Financial capability
- Careers education & guidance

The PSHEE & Citizenship course in years 10 & 11 has been devised with six broad aims in mind:

1. To support the growth of self-awareness, self-confidence and a positive self-image.
2. To provide pupils with access to information and guidance relevant to their personal and working lives.
3. To help pupils to communicate with others about their concerns, needs and views.
4. To help pupils appreciate the concerns, needs and views of others.
5. To develop understanding of effective decision-making and planning.
6. To assist pupils in making the transition from school to adult life.

In seeking to meet these aims the course provides opportunities for pupils to consider decisions of significance in their lives concerned with health, relationships, careers and leisure, and to enable them to understand more about the social, economic, legal, financial, political, technological and environmental contexts in which decisions are made.

During years 10 and 11, there is one lesson a week dedicated to PSHEE and Citizenship. There will also be a number of 'focus events' organised, when the normal school timetable will be suspended and pupils will focus their attention on particular issues. It is intended to use as many outside support agencies as possible thus having 'experts' to deliver certain topics; where appropriate visits will be arranged to further support the programme. Preparation for, or follow-up to, these themes will be within normal PSHEE lessons.

## **Personal, Social, Health & Economic Education**

This is divided into three main areas:

1. **Personal Wellbeing - understanding yourself and handling relationships** units cover: developing identity and image, managing emotions, relationships, coping with crisis, challenging offensive behaviour, managing study time, developing own values, marriage and commitment, parenthood and parenting.
2. **Personal Wellbeing – keeping healthy** units cover: healthy eating, safer sex and contraception, drinking, smoking, health matters, managing stress and dealing with depression, drugs, emergency first aid.
3. **Economic Wellbeing & Financial Capability** units cover: thinking ahead, planning your future, managing your money, financing businesses, enterprise challenge, the UK economy, the global economy.

## **Citizenship**

**Developing as a citizen.** Aim: To help understand how to play a full part as a citizen in British Society and as a citizen of the world. This is divided into topics: Britain – a diverse society, human rights, rights and responsibilities, the law, crime and punishment, government, media matters, working for change, global challenges (environmental, war, terrorism, poverty, health and education) and community projects.

# SPANISH

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**LEVEL: GCSE      BOARD: AQA (Scheme A)**

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Pupils follow a two year Spanish course leading to entry for the full GCSE. The course covers and assesses the four skills of Listening, Reading, Speaking and Writing. The GCSE course builds on the topics, skills and grammar rules which have been learned in years 7 and 8. In year 9 pupils have the opportunity of developing their language skills in different contexts and they are able to build up a more extensive knowledge of linguistic structures and vocabulary.

The emphasis of the GCSE course is to enable candidates to use Spanish for successful communication. A pass at GCSE grade 6 or above also provides a sound basis for continued language learning to Advanced Level Spanish. The GCSE offers a choice of interesting topic areas for the writing and speaking examinations and topics are taught using a range of methods to engage pupils in their language learning. All four skills of Writing, Speaking, Listening and Reading are assessed via summative examinations at the end of the three year GCSE course, in the Summer Term of Year 11.

## **Subject content**

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

## **Assessments**

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

**Paper 1: Listening:** Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

**Paper 2: Speaking:** Communicating and interacting effectively in speech for a variety of purposes.

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

**Paper 3: Reading:** Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

**Paper 4: Writing:** Communicating effectively in writing for a variety of purposes

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier: 25% of GCSE.



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## **OPTIONAL SUBJECTS**

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<b>Art &amp; Design</b>	<b>17</b>
<b>Computer Science</b>	<b>18</b>
<b>Design and Technology</b>	<b>19</b>
<b>Drama</b>	<b>20</b>
<b>Engineering</b>	<b>21</b>
<b>Geography</b>	<b>22</b>
<b>Health and Social Care</b>	<b>23</b>
<b>History</b>	<b>24</b>
<b>Hospitality and Catering</b>	<b>25</b>
<b>Information Communication Technology</b>	<b>26</b>
<b>Music</b>	<b>27</b>
<b>Physical Education</b>	<b>28</b>
<b>Religious Studies</b>	<b>29</b>

# ART & DESIGN

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**LEVEL: GCSE    BOARD: OCR**

**COURSEWORK    60%**  
**EXAM:            40%**

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This is an exciting course which leads to a GCSE in Art and Design.

GCSE Art and Design is a valuable examination for all pupils of all abilities but requires a positive attitude, self-discipline, motivation and a commitment to hard work. Clearly a drawing ability is an advantage. Pupils will build on the experience and skills developed in KS3 Art and Design.

The coursework element is made up of one portfolio with the resultant practical work completed during the course; this is then submitted for final assessment. This accounts for 60% of the final grade.

The portfolio content may include the use of:

- Painting and drawing
- Graphic design
- Textiles/batik
- 3D work (including clay and card sculpture)
- Print making

The portfolio theme are -

- Mini project – DISTORTION
- Portfolio theme 1 – ‘CHANGE’
- Portfolio theme 2 – Choice of starting point from the previous year’s exam paper.

Within year 10, pupils usually have an opportunity to take part in a portrait workshop and complete large scale chalk pastel portraits. In year 11 they have a clay workshop day creating a large scale piece of work that feeds directly into the portfolio.

When necessary, year 10 or 11 pupils visit a gallery in order to broaden their experience and see at first hand the work of other artists; previous trips have included visits to the National Portrait Gallery and the Tate, Liverpool.

The exam set task is chosen from a selection of 5 topics set by the examination board and is completed within a 10-hour examination period. This accounts for 40% of the final grade and is given to the pupils in January.

Pupils wishing to follow a wide range of design as well as specific art and design courses at Higher and Further Education should seriously consider this course. In particular BTEC and ‘A’ level courses will require a good portfolio of work that can be built up over the two years.

It is important that pupils are able to draw quite well; they are able to sustain independent study and are self-motivated.

# COMPUTER SCIENCE

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**LEVEL: GCSE**

**BOARD: OCR**

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GCSE Computer Science is a course designed for those pupils who wish to investigate how computers work. This is not an Information Technology course – pupils will be required to develop a technical understanding of computer systems and programming. *This course will count towards the English Baccalaureate qualification.*

Topics covered by the course will include -

<b>Computer Hardware –</b> <ul style="list-style-type: none"><li>• CPU</li><li>• Memory</li><li>• Input / Output devices</li><li>• Networking</li></ul>	<b>Representation of Data –</b> <ul style="list-style-type: none"><li>• Binary numbers</li><li>• Hexadecimal numbers</li><li>• Terms such as byte and kilobyte</li></ul>
<b>Software –</b> <ul style="list-style-type: none"><li>• Operating systems</li><li>• Utility programs</li><li>• Databases</li></ul>	<b>Programming –</b> <ul style="list-style-type: none"><li>• Programming languages</li><li>• Solving problems</li><li>• Testing solutions</li></ul>

## How will I be assessed?

Assessment will consist of 2 written examination papers, worth 50% each.

- Computer systems - 1 hour 30 minutes
- Computational thinking , programming and algorithms – 1 hour 30 minutes

Pupils in this cohort will be required to complete a piece of programming coursework over a 20 hour period. However this will not count towards their assessment.

## Who is it for?

- Pupils who wish to take the programming aspect from KS3 to a higher level.
- Pupils who enjoy the technical aspects of computing.
- Pupils who are thinking of taking an A level computing course.

# DESIGN AND TECHNOLOGY

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**LEVEL: GCSE**

**Board: AQA**

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## **What is GCSE Design and Technology all about?**

The GCSE Design and Technology course is all about designing and making products that solve real and relevant problems. Students will learn about modern and new technologies, materials and processes.

You may choose to study just one material area or you may make products that combine a range of different materials.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that: Involves using your imagination and creativity to design products.

- involves learning about the properties of different materials.
- involves learning how to select, shape and combine materials to make useful products.
- gives you the opportunity to investigate how existing products and technologies work.
- gives you the opportunity to be innovative and try out different ideas to meet the needs of a client.

## **What about exams?**

2 hour written exam  
100 marks  
50% of GCSE

A mixture of short and extended answer questions. (15% of the marks will be for questions that assess students' ability to apply their mathematical knowledge to solve design problems)

## **Is there any coursework?**

Yes, 50% of the course is coursework or non-examined assessment and this must be undertaken in year 11.

A choice of project titles, which are set by the exam board, will be available for students to choose from.

## **What could I do with GCSE Design and Technology?**

GCSE Design and Technology is a great course for developing students' communication and problem solving skills which are valued by employers within all professions and industries. It is particularly useful for students who may be considering a career in design and engineering, specific examples include: product design, design engineering, architecture, automotive design and furniture design.

# DRAMA

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**LEVEL: GCSE**

**BOARD: OCR**

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Our GCSE drama qualification will equip you with a range of skills much sought after in the wider world of work and education. It will:

- Develop ways of communicating confidently and creatively
- Encourage co-operation and the understanding of others
- Provide the skills of working with others – learners work in pairs or in a group of up to six for both units
- Introduce the tools and the language of drama
- Look at actions and their consequences in a dramatic setting
- Explore the creative work of the designer, deviser and director... as well as the performer

**What does the course involve?** There are three parts to the course:

**Devising drama** Learners will research and explore a stimulus, work collaboratively and create their own devised drama. (01/02) 60 marks Non-exam assessment 30% of total GCSE

**Presenting and performing texts** Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. (03/04) 60 marks Non-exam assessment (Visiting examination) 30% of total GCSE

**Drama: performance and response** (Written exam) Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance. (05) 80 marks Exam assessment 1 hour 30 minutes (Written paper) 40% of total GCSE

**How Will I Be Assessed?** The most important element in your assessment for your coursework will be the quality of your performances in front of your chosen audiences. These will be supported by a written log or record that you will complete during the rehearsal process together with a final evaluation. These are marked in an overall balance of 50% performance/50% portfolio. The performances will be recorded on DVD to help with moderation. You will also perform to a visiting examiner. You will usually work on your performances in a small group, but may work with one other person (the minimum group size is two). As you can see above, there will also be a written examination at the end of the course which will be worth 40% of your final grade.

**Will I Like It?** This is a performance based qualification and so if you don't like getting up in front of an audience to perform, this is certainly NOT the course for you. If, however, you enjoy acting as a skill and want to learn more about it, to find out about possible careers in acting (or in the theatre generally) or simply to improve your levels of confidence when dealing with people, this could be just the thing you are looking for!

**Do I Have To Be Able To Sing?** Absolutely not! This is an acting based course and taking part in musical performances is not necessary. That does not mean of course that you CAN'T introduce a musical element to your work if you so choose. One of the great things about the course is its *flexibility*. Whatever kind of acting you are interested in; there should be something to suit you.

# ENGINEERING

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**LEVEL: Level 2 – Cambridge National Certificate**

**Board: OCR**

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## What is Level 2 engineering all about?

The level 2 Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and making skills. They will also learn how to communicate design ideas effectively.

## Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- Will give you plenty of opportunities to develop your practical and making skills.
- Allows you to take products apart and investigate how they work.
- Involves learning about computer aided design and the use of computers in engineering.

## What about exams?

There is a 1 hour exam that assesses student's knowledge of engineering principles and design.

25% of total grade. Exam board set and marked.

## Structure of assessment?

There are four units of assessment:

1. Design briefs, design specifications and user requirements (25% exam)
2. Product analysis and research (25% portfolio)
3. Developing and presenting engineering designs (25% portfolio)
4. Design realisation (making) (25% portfolio)

Students will learn the important engineering principles of design and develop their making skills throughout the course in a practical hands on way. As well as traditional 2D and 3D technical drawing skills, students will learn computer aided design skills using industry standard CAD systems.

## What could I do with Level 2 Engineering?

A *level 2* qualification in *engineering* can help you take your first steps towards a career in design and engineering. It can lead to a more specialised *level 3* vocational or academic *engineering* course or an apprenticeship. The UK engineering sector is rapidly growing and there is an increasing need for qualified engineers in all fields within the industry.

# GEOGRAPHY

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**LEVEL: GCSE      BOARD: AQA specification 8035**

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**This is a linear course which means all assessment takes place at the end of the course.**

## **New grading and assessment structure**

Previously, a grade A\* represents the highest grade and G is the lowest. For GCSE, there will be a new grading system to report achievement:

Grades 1 – 9

New Grade 4 roughly equivalent to current Grade C

New Grade 7 roughly equivalent to current Grade A.

## **Subject content**

### **1. Living with the physical environment**

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

#### How it's assessed

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology)

35% of GCSE

### **2. Challenges in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

#### How it's assessed

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPGST)

35% of GCSE

### **3. Geographical applications**

**There will be two field trips one to study an urban environment and one to study a rural environment.**

Section A: Issue evaluation

Section B: Fieldwork

#### How it's assessed

Written exam: 1 hour and 15 minutes

76 marks (including 6 marks for SPGST)

30% of GCSE

Pre-release resources made available from 15 March in the year of the exam

### **4. Geographical skills**

Geographical skills will be tested in all three exams.

# HEALTH AND SOCIAL CARE

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**LEVEL:** Level 2 – Cambridge National Certificate      **Board:** OCR

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## **What is Level 2 health and social care all about?**

It's all about learning the skills and knowledge to help people. Careers in healthcare are about helping people who are having problems with their physical health. Careers in social care are concerned with helping vulnerable people in the community and providing them with support so that they can benefit from a much more improved way of life.

Students will learn how high standards of care are achieved in health and social care settings. It not only looks at the practicalities of providing care for people at all stages of life but also the care values and legislation involved in doing so.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:

- Will allow you to learn about an incredibly broad and varied career sector.
- Allows you to gain a qualification through continuous assessment. This means that from start to finish the work you produce counts towards your final grade and not just the exam you sit at the end of the course.

## **What about exams?**

There is a 1 hour exam that assesses students' knowledge and understanding of the values of care for use with people in care settings. 25% of total grade. Exam board set and marked.

## **Structure of assessment?**

There are a total of 4 units of work to complete.

The following units are mandatory:

- Essential values of care for use with individuals in care settings (1 hour exam)
- Communicating and working with individuals in health, social care and early years settings

Students are then required to complete a further 2 units from those shown below:

- Understanding body systems and disorders
- Understanding life stages
- Planning for employment in health, social care and children and young people's workforce
- Creative activities to support individuals in health, social care and early years settings
- Understanding the development and protection of young children in an early years setting
- Understanding the nutrients needed for good health
- Using basic first aid procedures

## **What could I do with Level 2 Health and Social Care?**

A level 2 qualification in this subject can help you take your first steps towards a career in health and social care. It can lead to a more specialised level 3 vocational or academic course. There are many different specialist careers available within the healthcare system, including: clinical support staff, such as donor carers and new-born hearing screeners; allied health professionals, such as radiographers and orthoptists; and specialist therapy staff, such as occupational therapists and art therapists. Social care work can be done in a variety of different environments: in people's own homes, in residential care units, in shelters for the homeless, and in young offender institutes. However, people tend to specialise in one area, which is defined by the kind of service users they work with and their specific type of social problems, such as domestic violence, asylum, or mental health.



# HISTORY

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**LEVEL: GCSE BOARD: PEARSON**

**EXAM**

**100%**

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## **Paper 1: Thematic study and historic environment**

Written examination: 1 hour and 15 minutes 30% of the qualification

Content overview: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

Assessment overview Section A: historic environment Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

Section B: thematic study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

## **Paper 2: Period study and British depth study**

Written examination: 1 hour and 45 minutes 40% of the qualification

Content overview:

- Section A: Superpower relations and the Cold War, 1941–91
- Section B: Early Elizabethan England, 1558-88

**Assessment overview:**

**Section A:** Period study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

**Section B:** British depth study Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two

## **Paper 3: Modern depth study**

Written examination: 1 hour and 20 minutes 30% of the qualification

Content overview a modern depth study: Weimar and Nazi Germany, 1918–39

Assessment overview Section A: Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

Section B Students answer a single four-part question, based on two provided sources and two provided interpretations.

# HOSPITALITY AND CATERING

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**LEVEL: Level 2 - Vocational Award in Hospitality and Catering**

**(Level 2 qualification – equivalent to GCSE)**

**Board: WJEC**

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## **What is Level 2 hospitality and catering all about?**

It's all about developing students' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the needs of the client. It will provide students with essential knowledge and understanding of the hospitality and catering industry.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:

- allows you to develop your ability to plan, prepare and cook dishes.
- will equip you with the skills required for working within the catering industry.
- allows you to develop your passion for food and work in a practical way.

## **What about exams?**

There is a 90 minute exam that assesses student's knowledge and understanding of the hospitality and catering industry.  
40% of the overall grade.

## **Structure of assessment?**

There are 2 mandatory units of work to complete.

- Unit 1: The hospitality and catering industry (90 minute exam)  
In this unit students will learn about:
  - the different types of providers within the hospitality and catering industry
  - the legislation that needs to be adhered to
  - the personal safety of all of those involved in the business
  - the operation of hospitality and catering establishments and the factors affecting their success
- Unit 2: Hospitality and catering in action (coursework)  
In this unit, students will gain knowledge of the needs of a range of customers in order to plan nutritional dishes to go on a menu. This culminates in an assessed piece of work where students plan and prepare dishes according to a set brief. Students research the task, and propose dishes using their knowledge of menu planning, customers' needs, and nutrition and food safety. After producing a detailed time plan, students undertake a practical, showcasing their skills. The coursework task is worth 60% of the overall grade.

## **What could I do with Level 2 Hospitality and Catering?**

The Level 2 Vocational Award in Hospitality and Catering has been designed to support students in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The course provides students with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with most new roles falling within the 18-24 age group.

# INFORMATION COMMUNICATION TECHNOLOGY

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**LEVEL: Level 2 National Certificate (GCSE Equivalent)**

**Board: OCR**

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OCR Level 2 Cambridge National Certificate in ICT is a hands-on qualification for those looking to develop and hone ICT skills for life. Students will build upon skills they have learnt at Key Stage Three and be able to use software packages to produce products for set audience and purpose. Students will also investigate how ICT is used in the workplace.

The course is split into four units which include:

## **Unit 1: Understanding Computer Systems**

- ICT to meet business needs
- Information and Data for business
- Legal and Security issues

## **Unit 2: Using ICT to create Solutions for a Business Environment.**

- Software for business
  - Excel
  - Access
  - Email

## **Unit 3: Handling Data using Spreadsheets**

- Creating solutions to meet user requirements.
- Using data to support decisions

## **Unit 7: Creating Dynamic Products using Sound and Vision**

- Create and Edit sounds and videos

### **How will I be assessed?**

Assessment will consist of 4 Units. One written examination and three coursework units which are internally assessed and externally moderated.

**Unit 1: Understanding Computer Systems** (1 hour written exam)

**Unit 2: Using ICT to create Solutions for a Business Environment.**

**Unit 3: Handling Data using Spreadsheets**

**Unit 7: Creating Dynamic Products using Sound and Vision**

(Units 2, 3 and 7 are all coursework units, work is assessed in school and moderated by the exam board. Approximately 10 hours of work each, not including preparation work).

### **Who is it for?**

- Pupils who want to develop ICT skills for life and the workplace.
- Pupils who enjoy the creative side of using computer software to create products.
- Pupils who are interested in taking ICT and Media based courses at A-Level or BTEC Level 3.

# MUSIC

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**LEVEL: GCSE    BOARD: AQA**

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## **What is GCSE Music all about?**

GCSE Music is all about making and listening to music. It covers performing, composing and listening to a wide variety of musical styles including popular music, world music and classical music. There are opportunities to use music technology (Sibelius) to notate your own music.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:

- involves **performing** as a soloist and a group member
- involves **listening** to all kinds of music
- involves **composing** music

## **How does it follow on from what I have learned before?**

You will improve and expand on listening work you have completed in Y7-9 with a strong focus on the musical elements. You will study music history and learn more about how and why music was written and/or performed. You will continue to develop your instrumental skills throughout Y10 and Y11.

## **How will I be assessed?**

- There is a 1.5 hour written/listening exam in the summer of Year 11. You will listen to a CD and answer questions on different genres of music ranging dating from 1600AD - Present day from all around the world and write two essays on pieces of music you have studied (40%).
- You will be required to perform (sing or play) and record two pieces - one as a soloist and one as a group member (30%)
- You will also compose 2 pieces of your own music. One of these is free choice, the other is set by the examiners. You must produce a score and a recording of each of these.

## **Do I need to be able to play a musical instrument or read music?**

You need to be willing to play a musical instrument or sing in order to record the performance requirement. You do not need to have instrumental lessons to do this (though it does help), but you will need to practise your chosen instrument daily to be able to perform to a minimum of grade 1 standard by the end of Y11. For upper grades a grade 4-5 standard is expected.

You do not need to know how to read music to take GCSE music but you do need to be willing to learn. This is taught as part of the course in order to be able to answer questions on the written paper and to use the composition writing software Sibelius.

# PHYSICAL EDUCATION

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<b>LEVEL: GCSE</b>	<b>BOARD: AQA</b>	<b>COURSEWORK (Practical)</b>	<b>40%</b>
		<b>EXAM. (Written):</b>	<b>60%</b>

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## What is GCSE Physical Education all about?

- You will learn about:-
  - Applied anatomy and physiology
  - Movement analysis
  - Physical training
  - Use of data
  - Sports psychology
  - Socio-cultural influences
  - Health, fitness and well-being
- PE will offer you the opportunity to develop your skills, understanding and knowledge in sport and physical activities.
- It will help you to improve your own performance.

## What about exams?

- You will sit two exams at the end of year 11
- Both written papers will be 1 hour 15 minutes long
- The exams are 60% of GCSE

## What about coursework?

- You will be assessed in three different physical activities in a role of player/performer (one in a team activity, one in an individual activity and a third in either team or individual activity) (30% of GCSE)
- You will also complete an analysis and evaluation of a performance to bring about improvement in one activity (10% of GCSE)

## Will I enjoy this course?

If you are interested in fitness, health, sciences and want to learn more about the world of sport and develop your own performance then this could be the course for you! It would also be an advantage if you were involved in sport outside lessons, for example a school sports club.

## What could I do next with GCSE Physical Education?

- This is a full GCSE and a good grade would indicate that you were able to cope with the academic and practical demands of this stimulating course.
- It would prove an excellent foundation for any advanced Physical Education course or more vocationally related course such as leisure and recreation.
- Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, physiotherapy and teaching.

# RELIGIOUS STUDIES

**LEVEL: GCSE (Full Course)**

**BOARD: Eduqas**

**EXAM: 3 Written papers**

The GCSE Religious Studies qualification is designed to develop your knowledge of religious and non-religious beliefs, such as Christianity, Judaism, Atheism and Humanism. You will also develop the ability to construct well argued, well informed, balanced verbal and written responses. This course will challenge you to reflect upon your own beliefs and values and give you the opportunity to explore your own views which will help contribute to your preparation for adult life.

**What does the course involve? There are three areas of study as outlined below:**

**Area of study 1:** Religious, Philosophical and Ethical Studies in the Modern World

Written Examination: 2 hours      50% of qualification

Topics include:

- Issues of Relationships (including sex, contraception, cohabitation, marriage, divorce, homosexuality)
- Issues of Life and Death (including, abortion, euthanasia, creation, the environment, animal rights, the afterlife)
- Issues of Good and Evil (including crime and punishment, forgiveness, the death penalty, suffering)
- Matters of Life and Death (including human rights, social justice, prejudice and discrimination, poverty)

**Area of study 2:** The study of Christianity

Written Examination: 1 hour      25% of qualification

Topics include:

- Beliefs and teachings (including God, the life of Jesus, the afterlife, creation)
- Practices (including forms of worship, sacraments, pilgrimage and celebration, the worldwide church)

**Area of study 3:** The study of Judaism

Written Examination: 1 hour      25% of qualification

Topics include:

- Beliefs and teachings (including God, Messiah, the afterlife, creation, life on earth)
- Practices (including forms of worship in Britain and elsewhere, the synagogue, festivals, rituals, daily life)

**Who is it for?**

Religious Studies is about being able to look at an issue such as abortion from many different points of view. You need to be able to use non-religious as well as Christian and Jewish arguments to put forward a well-balanced argument. This course needs you to be able to use quotes from holy texts and scripture to reach the higher grades.

**Why choose Religious Studies?**

A qualification in Religious Studies is good preparation for further study in many AS/A level courses. It gives pupils the ability to critically think and respectfully debate. Religious studies is a widely recognised subject in the world of work as a valued subject in its own right due to the skills it develops. This subject lends itself to many vocations and careers such as Law, Social Care, Journalism, Politics, Primary and Secondary Education, Human Resources and Public Service to name a few.

# NOTES

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# NOTES

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# OPTIONS FORM 2020

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Select your first choice subject and a reserve choice subject from each block and write in the boxes provided:

## OPTION BLOCK A SUBJECTS

Art & Design History Hospitality & Catering Information Communication Technology Religious Studies Triple Science	First choice:
	Reserve choice:

## OPTION BLOCK B SUBJECTS

Art & Design Computer Science Drama Geography Physical Education Religious Studies	First choice:
	Reserve choice:

## OPTION BLOCK C SUBJECTS

Design and Technology Engineering Geography Health & Social Care History Hospitality & Catering Music	First choice:
	Reserve choice:

Signature of Parent/Guardian: \_\_\_\_\_

Signature of Pupil: \_\_\_\_\_

**Please return to Mr Simms (via the school office post box) by  
Friday 20th March 2020**

