



KS4 Options



Your choices for your future
2018/19

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Dear Parent/Carer(s)

As your child approaches this important stage in his/her school career, it is crucial that we help them to make informed choices about the subjects they wish to study at KS4. The aim of this booklet is to provide you and your child with the information needed to help this process.

All students have the opportunity to study up to 9 GCSEs or equivalent qualifications. This includes core subjects, which every child must study to meet the requirements of the National Curriculum, and a choice of up to three optional subjects that we offer.

Students are already receiving guidance via their Personal Development lessons, Options Assemblies as well as further input from subject teachers, their Director of Learning and Standards and their tutor, as well as one-to-one interviews with members of the school leadership team. It is important that when working out the right courses to follow, the decision is informed by their achievements and their aspirations. It is also important that your child enjoys the subject. If they do, then they are more likely to be motivated and therefore much more likely to succeed.

I hope that by reading this booklet you will find the information you need to explain the differences between qualifications, which subjects are core or optional, important dates and deadlines, and the particular details about content and assessment for all the subjects we offer at Key Stage 4. It is important to note that some of the qualifications are currently under reform by the Department for Education and the exam boards and therefore some of the information presented at this stage may be subject to change.

Finally, we cannot guarantee the availability of all subjects. Alterations may have to be made depending on student choices and the availability of staff. Sadly, we have to keep an eye on our curriculum costs so we cannot guarantee to offer a course if too few students select it. We will endeavour to meet the requirements of every student but it is important that students carefully consider at least one reserve subject when they make their option choices.

Regards

Mr M D Savidge
Headteacher



Dear Students

This is an important and exciting time for you, as the end of Year 9 marks the closure of your Key Stage 3 curriculum. Up until now you have all studied the same subjects and as you will be aware you now have some choice, and therefore some control, over which subjects you wish to study. It is important that you think carefully before making your decisions. This Options Booklet will help you plan your next two years at Millom School. It contains detailed information about all of the courses we offer and explains the choices that you have.

There are some subjects that you will have to study. These include Mathematics, English Language and English Literature, Combined Science, Computer Science or ICT, Personal Development and PE/Games. After that you have up to 3 choices and this depends on whether you have selected Combined Science (2 GCSEs) or Triple Science (3 GCSEs). ***Please also note that you cannot take both Art and Art Photography.***

When making your choices you will be asked to list a first choice and a reserve choice. Please think carefully about this as, although we will endeavour to provide all students with all of their preferred choices, this is impossible to guarantee. Collective decisions determine how next year's timetable is constructed. Some students may find two of their choices end up in the same block and so are taught at the same time. We will always try to ensure you get your first choice option. This is why we ask all of you to specify a reserve option subject. Any students who find themselves in this position will be interviewed to discuss any changes. It is worth noting that some subjects will not run if too few students select it as an option.

When making your choices find out as much as you can about the subjects you are considering. Talk to the teachers of the different subjects. Your tutor, Mrs Drage, Mr Olliver and Mrs Vance are all available to help. Sometimes making a decision like this is not easy and so there are three important questions to ask yourself:

- What am I good at?
- What do I enjoy?
- What do I need for future job or college placements?

This Options Booklet contains information about each subject, however, it is important that you come along to the Year 9 Options Evening on **Wednesday 17 January 2018** to find out more about each subject and to understand more about Key Stage 4. The deadline for your options form to be handed in is **Monday 5 February 2018.**

My best wishes for your success in the future.

Mr M D Savidge
Headteacher



About the qualifications

Qualifications are governed by a number of exam boards. Millom School uses AQA (Assessment and Qualifications Alliance), Edexcel/Pearson, OCR (Oxford and Cambridge & RSA Examinations), WJEC (Welsh Joint Education Committee)

New GCSE 2015 (General Certification of Secondary Education)

From September 2015 students began to study the new GCSE qualifications in English Language, English Literature and Mathematics. These courses are graded using a new 9-1 methodology, 9 being the highest grade the students can achieve. Assessment is by external examination.

New GCSE 2016 (General Certification of Secondary Education)

From September 2016 Year 10 students have been studying new GCSE qualifications in Geography, History, Fine Art, Art Photography Science, Computer Science, French and Music. These courses will also be graded using the new 9-1 methodology, 9 being the highest grade the students can achieve. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.

New GCSE 2017

For first teaching from 2017, the once separate GCSE qualifications of Technology such as Resistant Materials for instance, has changed to a single GCSE covering all aspects of design and technology. This will be graded 9-1. Media Studies has also changed, from September 2017, and again will be graded on the new 9-1 system. Assessment in both qualifications is by external examination and/or controlled assessment.

Vocational qualifications/National Certificates (BTEC/BTEC Tech Awards/ Level 1/2 Awards and National Certificates).

These are Level 2 qualifications equivalent to GCSE. They are broad, high-quality qualifications that equip students with applied knowledge and associated practical skills. Some qualifications (e.g. Hospitality and Catering as well as IT) have the option of awarding a Level 1 Pass, in cases where the Level 2 Pass criteria are not met.

Making the right choices...

‘I have a specific career in mind’

Make sure you do some research to find out if there are specific subjects that you need to take OR that would be beneficial. For example, if you want to be a doctor then Triple Science is an important option for you or if you are interested in Computer Programming then Computer Science would be the best option.

‘I would like an apprenticeship at 16’

Make sure you find out if there any specific subjects that are a requirement when applying for the apprenticeship you are interested in.

‘I have no idea what I want to do in the future’

Don't worry—you will not be on your own! Make sure you choose the subjects you enjoy as you will be more likely to find a job you enjoy by studying these subjects.



‘I know which A Levels I would like to study’

Speak to your teachers and make sure that you make the best choices at GCSE to enable you to go onto the A Level qualification you are interested in.

‘I would like an apprenticeship at 18’

Some apprenticeships require specific A Level qualifications, check and make sure your GCSE choices enable you to continue on this career path.

‘I find exams stressful’

There are some subjects that are 100% examination. You may want to choose a subject that is assessed through some form of internal assessment to reduce the pressure at examination time. Ask your teachers about how each subject is assessed.

WJEC Eduqas GCSE English Language and English Literature (2 GCSEs)

Course Outline

GCSE English Language - this allows students to demonstrate their use of English in real life contexts. Texts and themes include reading to analyse non-fiction texts, writing to express ideas, the study of written language, creative writing and spoken language.

GCSE English Literature - this requires candidates to explore texts from a personal perspective. The course includes a study of prose, poetry and drama, as well as a study of literary heritage and contemporary texts.

Assessment

Students will sit the following examinations:

English Language:

- Component 1: 20th Century Literature Reading and Creative Prose Writing (1 hour 45 minutes) 40%
- Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (2 hours) 60%

Spoken Language:

- Component 3: English Language (Non-exam assessment): One presentation/speech, including responses to questions and feedback.

Achievement in Spoken Language will be reported as part of the English Language qualification, but will not form part of final mark or grade.

English Literature:

- Component 1: Shakespeare and Poetry Anthology Analysis (2 hours) 40%
- Component 2: Prose, Unseen Poetry and Drama Analysis (2 hours 30 minutes) 60%

Links

A Level English Language and Literature
A Level Media

Careers

- Journalist
- Teacher
- Editorial assistant
- Librarian
- Writer
- Publishing copy-editor / proof-reader
- Digital copywriter
- Advertising executive
- Marketing executive
- Public relations officer

Edexcel GCSE Mathematics

Course Outline

Students will study topics including Number, Algebra, Geometry, Ratio, Probability and Statistics.

Students will be expected to develop fluent knowledge, skills and understanding of mathematical methods and concepts.

They will need to acquire, select and apply mathematical techniques to solve problems. An emphasis will be placed on problem-solving, communication, proof and interpretation.

Assessment

Assessment is 100% examination.

Two tiers are available, Foundation and Higher. The qualification will consist of 3 equally weighted examinations. Each paper will be 1 hour 30 minutes and cover all assessment objectives. Paper 1 will be a non-calculator exam whilst papers 2 and 3 will be calculator exams.

There are two tiers of entry:

Foundation Tier: Grades 5 to 1

Higher Tier: Grades 9 to 4

Links

A Level Mathematics

A Level Sciences - Physics, Chemistry, Biology

Careers

- Engineer
- Scientist
- Actuary
- Teacher
- Statistician
- Stockbroker
- Business analyst
- Chartered accountant
- Investment banker
- Insurance underwriter
- Quantity surveyor

AQA GCSE Science

All students will study Combined Science which is worth 2 GCSEs, unless they choose the Triple Science option.

GCSE Combined Science

Course Outline

Students studying this AQA course will cover topics in Biology, Chemistry and Physics over a two year period. At the end of which they will be awarded the equivalent of 2 GCSE grades. There will be a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1.

As part of the course content there will be 16 required practicals, which will feature in the written examinations.

Assessment

There will be 6 exams: 2 Biology, 2 Chemistry and 2 Physics papers. Each exam is 1 hour and 15 minutes.

Links

BTEC National Certificate in Applied Science
A Level - Biology, Chemistry, Physics

Careers

- Lab technician
- Nurse and other healthcare careers
- Teacher
- Food technology
- Psychologist

Should students opt for Triple Science the following applies:

Triple Award - recommended for students wanting to take sciences at A Level

Course Outline

Students studying this AQA course will be awarded three GCSE qualifications graded from 9-1 in Chemistry, Biology and Physics at the end of Year 11.

The students are required to cover 8 required practicals for each subject, which will feature in the written examinations.

Assessment

For each subject students will sit two examination papers at the end of Year 11, resulting in a total of 6 exams. Each exam is 1 hour and 45 minutes.

Links

A Level - Biology, Chemistry, Physics

Careers

- Research scientist / lecturer
- Doctor / dentist / pharmacist / pathologist / psychiatrist / vet
- Engineer
- Routes into Law, Accountancy or Teaching

OCR Cambridge National Certificate in IT

Course Outline

This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers' viewing to make recommendations for additional packages in the customer's subscription.

They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study. These skills will support the students in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT. They can also support their progression into employment through Apprenticeships in career spaces such as Digital Marketer or Business Administrator.

Assessment

Students will undertake two mandatory units of work. One is an externally assessed theory exam, sat at the end of Year 11. The other, a centre-assessed controlled assignment delivered in Year 11. Final grading is a 50% split between the two units.

Links

Level 3 vocational qualification in ICT, Cambridge Technical Certificate in IT

Careers

Officer manager, personal assistant, audio technician, graphic designer, animator.

OCR GCSE Computer Science

Syllabus

OCR Level 1/2 GCSE (9–1) in Computer Science (J276)

Course Outline

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application. Studying Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Solve problems through practical experience including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components making up digital systems and how they communicate with one another
- Understand the impacts of digital technology to the individual and to wider society

Assessment

- **Computer systems (01) - 40%**
1 hour and 30 minutes, 80 marks, written paper, no calculators allowed
- **Computational thinking, algorithms and programming (02) - 40%**
1 hour and 30 minutes, 80 marks, written paper, no calculators allowed
- **Programming project (03/04) - 20%**
20 hours, 40 marks, non-exam assessment

Links

A Level Computer Science
Level 3 vocational qualification in ICT

Careers

- IT consultant / database administrator / systems developed
- Information systems manager
- Web designer / games developer
- Business analyst

Personal Development

Course Outline

Students will have one lesson of Personal Development each week. This is a non examined subject which covers a variety of topics including:

Religion and Beliefs which focuses on topics such as Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism – God Spirituality, Religions & Society, Philosophy & Ethics.

PSHE which covers aspects of Personal Wellbeing (Drugs Education, Sex Education, Healthy Eating) Economic Wellbeing and Financial Capability.

Citizenship which includes topics such as Rights and Responsibilities, Government, Elections and Voting and Debating Global Issues.

SEAL which includes topics such as Managing My Feelings, Motivation and Self Awareness, Empathy and Social Skills.

Careers which includes work experience, job applications i.e. CVs, personal statements, mock interviews, looking at and understanding the local job market, and learning about progression pathways including Apprenticeships and Further or Higher Education opportunities.

Course Outline

Games/PE

Students will take part in one lesson of physical education a week. This is a non examined subject. Students will study a variety of sporting activities which could include:

- Swimming
- Rugby
- Cricket
- Football
- Hockey
- Netball
- Aerobic activities
- Athletics
- Trampolining
- Dodgeball

AQA GCSE Fine Art and Design or Photography

GCSE Fine Art and Design

Course Outline

This course aims to develop the practical and creative skills associated with art and design activities. There will be opportunities to draw and paint and to work in other areas such as printing, textiles, sculpture and graphics. The use of ICT will be encouraged both in school and at home.

Assessment

This course is assessed via a portfolio of work completed throughout Year 10 and into Year 11. Two units have to be completed, consisting of research, observational drawings, initial sketches, development and final outcome. In Year 11 pupils are required to produce a personal response from one of the selected exam questions. Students will complete their final outcome in a 10 hour timeframe.

Links

A Level Art and Design (Fine Art)

Careers

- Exhibition designer
- Fine artist
- Teacher or lecturer
- Illustrator
- Museum or gallery curator
- Printmaker
- Art therapist
- Commercial art gallery manager
- Interior designer
- Multimedia programmer

GCSE Photography

Course Outline

Candidates will produce practical and critical/contextual work in one or more area(s) including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, new media practice, video, TV and film.

Assessment

This course is assessed via a controlled assessment portfolio (60%) and external examination (40%)

Links

A level Photography

Careers

- Graphic designer
- Magazine editor
- Photographer
- Illustrator
- Television camera operator
- Advertising art director

AQA GCSE French

Course Outline

The French course allows students to develop language skills in a variety of contexts whilst developing the four skills of listening, speaking, reading and writing. Students will learn to understand and provide information and opinions about the following themes and topics:

Theme 1: Identity and culture

Topic 1: Me, my family and friends Relationships with family and friends Marriage/partnership	Topic 2: Technology in everyday life Social media Mobile technology
Topic 3: Free-time activities Music Cinema and TV Food and eating out Sport	Topic 4: Customs and festivals in French -speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region	Topic 2: Social issues Charity/voluntary work Healthy/unhealthy living
Topic 3: Global issues The environment Poverty/homelessness	Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies	Topic 2: Life at school/college
Topic 3: Education post-16	Topic 4: Jobs, career choices and ambitions

Assessment

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

Paper 1: Listening

How it's assessed:

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes to read the question paper before the listening is played.)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

How it's assessed:

- 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

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different questions for the Photo card and different materials for the role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

How it's assessed:

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

How it's assessed:

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

Questions

Foundation

- Question 1 – message (You will have to write four sentences in response to a photo) – 8 marks
- Question 2 – short passage (You will write a response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (You should answer four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher

- Question 1 – structured writing task (You will have to answer four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (You will answer two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Links

A level French

Any subject that involves communication with others.

Careers:

- Translator
- Interpreter
- Teacher
- Broadcast journalist
- Tourism and travel services industry including airlines and hotels
- Diplomatic services
- Aid worker
- Ministry of Defence
- International Embassies
- Social services including immigration services

OCR GCSE Geography

Course Outline

This GCSE combines Physical and Human Geography, giving the pupils core knowledge of the subject, which can be applied to places and current events through case studies. The GCSE consists of 3 units as detailed below:

Unit 1. Living in the UK today

Landscapes in the UK (rivers)
People of the UK (UK economic development, settlement and population)
UK environmental challenges (flooding, agriculture, energy)

Unit 2. The world around us

Ecosystems of the planet (rainforests and coral reefs)
People of the planet (global economic development and urbanisation)
Environmental threats to our planet (climate change, hurricanes and drought)

Unit 3. Geographical skills

Geographical skills (OS map skills, statistical skills, graphical skills and analytical skills)
Fieldwork assessment (identifying questions for investigation, methods of data collection, data presentation, data analysis, conclusion and evaluation)

Throughout the GCSE, pupils will develop a wide range of skills including, cartographic, analytical, graphical, literacy, numerical and diagrammatic skills. The pupils will also participate in two days fieldwork.

Assessment

The GCSE will be assessed as three modular units. These will be examined at the end of Year 11. Units 1 and 2 consist of a 1 hour examination, each is worth 30% of the final marks. Unit 3 consists of a 1 hour 30 minute examination which is worth 40% of the final marks.

Links

A Level Geography

Careers

- Cartographer
- Surveyor
- Environmental consultant
- Town planner
- Teacher
- Geographical information systems officer
- Aid worker
- Landscape architect
- Market researcher
- Nature conservation officer
- Transport planner
- Tourism officer
- Land manager or economist

Edexcel GCSE History

Course Outline

The brand new GCSE Edexcel History qualification encompasses a wide range of themes, historical events and eras, so you can understand the past and its impact on the world around you. The specification covers more than a thousand years of history, with topic choices ranging from medieval England to the present day.

The specification builds on Key Stage 3 topics to help you confidently develop a better understanding of history and it also provides a stepping stone to further study at AS and A level with the content and skills covered.

You will study the following:

- **British Thematic Study with Historic Environment:** Crime and punishment in Britain, c1000 to present with Whitechapel, c1870–1900: crime, policing and the inner city.
- **Period Study:** Superpower relations and the Cold War, 1941–91
- **British Depth Study:** Early Elizabethan England, 1558–88
- **Modern Depth Study:** Weimar and Nazi Germany, 1918–39

Assessment

You will be assessed by THREE examination papers taken at the end of the course of study.

- **Paper 1: British Thematic Study with Historic Environment**, 30% weighting, 1 hour 15 minute examination.
- **Paper 2: Period Study and British Depth Study**, 40% weighting, 1 hour 45 minute examination.
- **Paper 3: Modern Day Depth Study**, 30% weighting, 1 hour 20 minute examination.

Links

A Level History

Careers

- Archaeologist
- Teacher
- Archivist
- Museum or gallery curator
- Public services e.g. police, law
- Journalist or reporter
- Librarian
- Historic buildings officer / heritage manager
- Conservation officer
- Editorial assistant
- Politician's assistant

AQA GCSE Media Studies

Course Outline

Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research and communication skills, through exploring a range of media forms and perspectives. Students will take part in creating professional, practical projects (Music Video, TV extract, newspapers / magazine pages, advertising / marketing campaigns, on-line / social / participatory Media platforms or Video games).

They will make close study of the industries surrounding these media and learn the professional techniques to create comparable products ("industry standard editing software" and Premier Pro will be the editing software used).

Students will be able to develop their knowledge and skills in film and photography, programming and print and the key concepts are based on media language, representation, industries and audiences.

Assessment

The assessment requirements are as follows below:

2 exams – both at the end of Year 11

Paper 1:

What's assessed: Questions will focus on three main areas of theory: industry, audience and representation.

How it's assessed: Written exam – 1 hr 30, 84 marks, 35% of the GCSE

Questions: Multiple choice, short answer and extended response

Paper 2:

What's assessed:

Media Language and context – analysis of real media products

How it's assessed:

Written exam – 1 hr 30, 84 marks, 35% of the GCSE

Questions: Multiple choice, short answer, stepped response and extended response

Non exam assessment (NEA)

Application of knowledge and understanding of theory

Practical skills relating to a media format of your choice

How it's assessed:

A choice of topics – music video, TV, Magazine / Newspapers etc

72 marks (30% of GCSE)

Assessed by teachers

Moderated by AQA

Students produce:

A statement of intent

A media product for an intended audience

Links

A Level Media

A Level English Language or Literature

Careers

- Public relations officer
- Advertising executive
- Film producer
- Journalist / reporter
- Editorial assistant
- Events organiser
- Market researcher

AQA GCSE Music

Course Outline

The course is split into 3 components and consists of coursework and examination elements. Students are involved in listening activities, composing their own music and preparing solo and group performances.

Students need to have established an understanding of musical notation and they must have performing ability on an instrument and/or voice.

Areas of Study:

You will be taught to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements and use musical language (including staff notation).

AoS 1: Western Classical Tradition 1650–1910 (compulsory)

AoS 2: Popular Music

AoS 3: Traditional Music

AoS 4: Western classical tradition since 1910

As part of the course it is compulsory that all students are receiving weekly tuition on their instrument and practise most days.

Assessment

40% - Understanding Music - Listening & Contextual understanding – 1 hour 30 min examination

30% - Performing - Solo and ensemble

30% - Composition - 2 pieces

Links

A Level Music

Careers

- Musician
- Film or video broadcaster
- Teacher
- Theatre stage manager
- Sound technician
- Music therapist
- Events organiser
- Radio producer
- Community arts worker

AQA GCSE Design and Technology

Course Outline

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Please note that the new GCSE integrates elements of resistant materials, product design and textiles. Separate GCSEs in these subjects are no longer offered.

Assessment

Component 1 (50%)

Written Paper

How it's assessed

Written exam: 2 hours

100 marks

50% of GCSE

What is assessed

Core technical principles

Specialist technical principles

Designing and making principles

Component 2 (50%)

Non-Examined Assessment

How it's assessed

Non-exam assessment (NEA): 30–35 hours

100 marks

50% of GCSE

Design and make task selected from a range of given contexts

Links

A Level Product Design

A Level Textiles

Careers

- Engineer including automotive
- Textile designer
- Fashion designer
- Materials scientist
- Interior designer
- Teacher
- Textiles manufacturer
- Artist
- Product designer
- Advertising executive
- Graphic designer
- Product manager

WJEC Level 1/2 Award in Hospitality and Catering

Course Outline

Students will gain knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It is an ideal course for students who may choose a career in the Hospitality and Catering Industry.

Course Specification

The specification will give students the opportunity to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, product processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.
- Prepare and cook a range of recipes using a variety of skills and equipment.
- Present food to restaurant standard using appropriate garnishing ingredients and techniques.

Unit Number	Unit Title		Assessment
1	The Hospitality and Catering Industry	Mandatory	External
2	Hospitality and Catering in Action	Mandatory	Internal

Careers

- Caterer
- Food manufacture manager
- Childcare assistant
- Food Microbiologist
- Nurse
- Marketing executive
- Hospitality manager
- Dietician
- Restaurant manager
- Teacher
- Product Developer
- Environmental Health Officer

*Subject to change due to information from the DfE and OFQUAL

BTEC First: Sport

Course Outline

Students will complete a unit in Fitness for Sport and Exercise. This unit is assessed by an online external test. Leading Sports Activities and Practical Sports Performance will also be covered in Year 10.

In Year 11 units covered will be Training for Personal Fitness and Practical Sport Performance. These units are internally assessed.

Students will complete a Leading Sports Activity unit during the course.

Pearson BTEC (Edexcel) Level 1/ Level 2 First Award in Sport		
Unit Number	Core Units	Assessment Method
1	Fitness for Sport and Exercise	External
2	Practical Sports Performance	Internal
Optional Specialist Units		
3	Training for Personal Fitness	Internal
4	Leading Sports Activities	Internal

Assessment

Three units are internally assessed against the assessment and grading criteria for the specific unit. A summative unit grade will be awarded upon completion of all units.

One unit is externally assessed by a one hour online test. (25%)

*Subject to change due to information from the DfE and OFQUAL

Links

Level 3 Diploma course in Sport.

Careers

- Fitness centre manager
- Sports coach
- Physiotherapist
- Sports therapist
- Health promoter
- Teacher
- Outdoor education manager
- Sport psychologist

BTEC Tech Award Health & Social Care

Course Outline

Students will cover three components including:

- Component 1 -Human Lifespan and Development - internally assessed – 30%
- Component 2 -Health and Social Care Services and Values - internally assessed – 30%
- Component 3 -Health and Wellbeing. - externally assessed – 40%

As part of this course students will develop their communication and presentation skills. They will investigate various health & social care settings to aid their understanding of working within this field.

Assessment

2 units are internally assessed against the assessment and grading criteria for the specific unit. A summative unit grade will be awarded upon completion of all units. There is however externally assessed task, in which students create a health and wellbeing improvement plan for an individual, based on a brief for Component 3. This unit will be externally examined.
Examinations - 60% internal assessment 40% exam (external assessment)

Careers

- Teacher
- Nurse
- Nursery Worker
- Paramedic
- Physiotherapist
- Social worker
- Childcare assistant
- Police
- Probationary services officer
- Speech therapist
- Occupational therapist
- Medical sales representative
- Carer
- Counsellor

BTEC Tech Award Performing Arts

Course Outline

Students will cover three components including:

- Component 1 – Exploring the Performing arts – internally assessed – 30%
- Component 2 – Developing skills and techniques – internally assessed – 30%
- Component 3 – Performing to a brief –externally assessed task where students work in groups of between 3 and 7 members to create a performance based on a set brief – 40%

Assessment

Most components are internally assessed against the assessment and grading criteria for the specific except component 3 which is externally assessed. A summative unit grade will be awarded upon completion of all units. Assessment takes the form of written assignments, oral presentations and practical performances including full plays and post-performance reviews and questionnaires.

Examinations – 60% Internal assessment
40% External Assessment

Links

BTEC Level 3 in Performing Arts/GCSE Drama/A Level Drama and Media Studies

Careers

- Actor
- Community arts worker
- Dancer
- Drama therapist
- Theatre director or stage manager
- Presenter
- Teacher

Important dates

17 January 2018 Year 9 Options Evening 6.00pm - 8.00pm

This evening will include:

- 1) A presentation about the recent changes to examinations nationally and the different qualifications available at KS4 and how they are assessed.
- 2) An opportunity for parent/carers and students to talk to staff about the courses we offer and see the types of work that you will be expected to produce.

5 February 2018 Deadline for the return of the option choice forms. These can be handed into the Year 9 tutors during registration.

Once the applications have been returned we will begin to establish the shape of next year's Year 10 timetable and work with any students who are unable to follow their preferred options.

If we do not recruit sufficient numbers to an optional subject, we will not be able to offer it and so we will discuss the reserve choice with any students that are affected by this.

If you wish to discuss any aspect of the programme or booklet please do not hesitate to get in touch with Mrs Drage, Director of Learning & Standards KS3, Mr Olliver, Director of Learning & Standards KS4, Mrs Vance or Mr Baggaley, Assistant Headteachers (curriculum and timetabling respectively).