



RISEDALE

SCHOOL

A family of learners



2021 - 2023

Year 9 Options Booklet

KS4 & YOUR FUTURE

Looking to the Future

The aim at Risedale is to provide a world class curriculum which stimulates and motivates pupils irrespective of background. All pupils deserve the chance to aspire to a future beyond the normal constraints. Our curriculum looks to break the mould, and raise expectations, so that pupils understand they are part of a greater, wider world with practically limitless possibilities.

The jobs of the future, with the increasing reliance on computers and artificial intelligence, are a great unknown. However all employers agree that pupils need and deserve a rounded curriculum which encourages problem solving, strong social skills, team-work, collaboration and independence. We pledge at Risedale to ensure all pupils are well placed to face these future challenges with a positive outlook and strong resilience.

Key Stage 4

When you begin Year 10 you will be entering a vital phase of your education, known as Key Stage 4 (KS4). This brochure has been written to explain to you and your parents/carers what is involved and the subjects pupils can choose to help them prepare for the future.

All of your courses will be assessed through a range of examinations and assessment.

All courses at KS4 are GCSEs (except BTEC in Sport, Engineering and Health & Social Care). The 9–1 system was phased in from 2017 and now all subjects follow this grading structure. The main features are:

- A grading scale of 9 to 1 is used; with 9 being the top grade (higher than the old A* grade) only awarded to a very small percentage of candidates. Grades 1 – 3 are equivalent to the old G – D grades, 4 – 6 are equivalent to C – B and 7 – 9 equivalent to what was grade A and above.
- Assessment is mainly by examination.
- There is new and more demanding content, which has been developed by the Government and the awarding bodies.
- Courses are designed for two years of study – pupils take all their examinations in one session at the end of their course.
- Examinations can only be split into 'foundation tier' and 'higher tier' if one examination paper does not give all pupils the opportunity to show their knowledge and abilities.



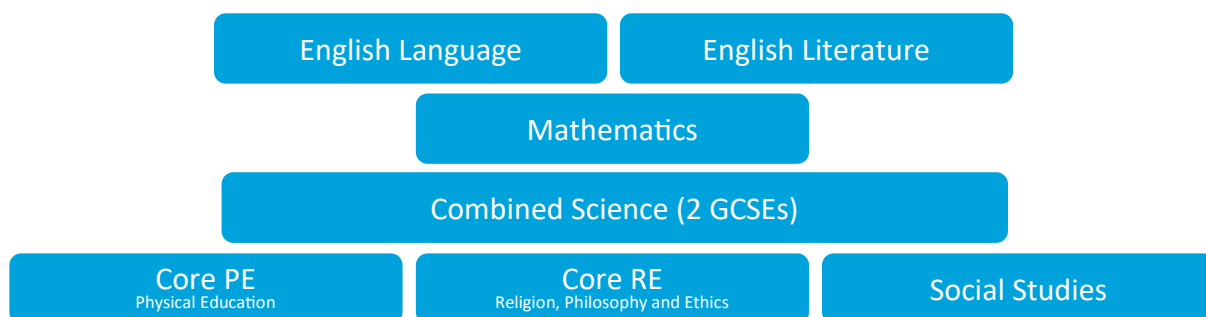
Your Opportunities

The opportunities available to you in the future will very much depend upon what you achieve during the next two years. All achievements are important, from taking part in school teams to basic things like showing that you have excellent attendance and punctuality records, that you are well mannered and polite and that you are trustworthy and reliable. Employers wish to see evidence of excellent progress and strong social and problem solving skills.

CURRICULUM INFORMATION

Compulsory Subjects:

You will study these compulsory subjects throughout Years 10 and 11.



Option Subjects:

You will also have the opportunity to study 4 of the following option subjects.

• Art, Craft and Design	• Health and Social Care
• BTEC in Sport	• German
• Computer Science	• History
• Design and Technology	• Media Studies
• Drama	• Music
• Engineering	• Physical Education (GCSE)
• Food Preparation and Nutrition	• Religious Studies (GCSE)
• French	• Science - Triple Award
• Geography	

Our aim is to ensure all pupils leave Risedale with the skills and qualifications to ensure they are competitive in the future whilst following an appropriate curriculum. To help ensure this, pupils are placed on two possible pathways.



We strongly advise pupils selected for the EBacc pathway to study Geography or History and either French or German plus two other subjects.



Pupils selected for the Open pathway must study at least one of either Geography, History, French, German, Computer Science or Triple Science plus three other subjects.

Pupils on the Open Pathway may choose to study the EBacc pathway should they wish, SIMPLY by selecting a language and either Geography or History. They do not need a different option form, just complete this on the OPEN pathway form.



OUR EXPECTATIONS

Key Stage 4

It is because we want you to succeed and to have as many opportunities as possible that we have high expectations of your work and behaviour in Years 10 and 11. In particular we will expect you to:-

- Show respect and pride in everything that you do.
- Focus on your learning and allow others to learn.
- Seek help with your learning as soon as you experience any difficulties.
- Meet all coursework deadline dates.
- Develop your interests and skills outside the classroom, for example in sport and music.
- Contribute to developing the reputation of Risedale in the local community.

We all have a part to play in getting the grades



Pupils - Parents - Teachers
Together we are 'A Family of Learners'

ENGLISH



Exam Board: Pearson Edexcel - Course Leader: Miss S Burke

Course Information:

These courses are designed to be taught together with all assessments taken as examinations at the end of the course, with a separately endorsed Speaking and Listening component. The Literature assessments will all be closed book examinations.

These assessments will be single tier. The specification enables pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts from the 19th, 20th and 21st centuries, as well as to write coherently, clearly and accurately.

What will I study?

All Year 10 and 11 pupils study English Language and Literature. The course will cover "Fiction and Imaginative Writing" - to engage pupils in a creative text and inspire them to write creatively, and "Non-fiction and Transactional Writing" - to develop pupils' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

The course will be enjoyable and our expectations will be high. Pupils must show a high degree of organisation and self-discipline to meet the demands. Targets will be set at each stage of the course and pupils will be urged to make the most of all opportunities to reach their potential in English.

Assessment - Examination and Non-examination Assessment

English Language:

Written Exam:

Section A: Reading

Section B: Writing

Paper 1: Fiction and Imaginative Writing

1 hour 45mins - (64 marks) (40% of GCSE)

One unseen 19th century fiction extract.

Imaginative writing linked to theme.

English Language:

Written Exam:

Section A: Reading

Section B: Writing

Paper 2: Non-fiction and Transactional Writing

2 hours 5mins - (96 marks) (60% of GCSE)

Comparison of 2 unseen texts from the 20th and 21st century.

Transactional writing (letter, newspaper article) on theme.

English Language:

What is assessed:

Non-examination Assessment: Spoken Language

Separately endorsed and will cover AO7, AO8 and AO9 for spoken language - (0% weighting of GCSE)

Presenting, responding to questions and feedback, use of Standard English.

Assessed:

Teacher set throughout course, marked by teacher.

English Literature:

Written Exam:

Section A: Shakespeare

Section B: Post-1914 British Drama or Fiction Pupils study EITHER drama or fiction. Choice of essay questions. Vocabulary, sentence structure, spelling, punctuation and grammar are assessed.

Paper 1:

1 hour 45mins - (80 marks) (50% of GCSE)

Two questions - one based on a 30 line extract and one on the whole play.

English Literature:

Written Exam:

Section A: 19 Century Fiction

Paper 2:

2 hours 15mins - (80 marks) (50% of GCSE)

Two questions - one based on a 400 word extract from the novel (provided for pupils) and another based on the whole novel.

Section B: Poetry

One question comparing one named poem from the anthology with another anthology poem.

One question asking pupils to compare two unseen contemporary poems.

- We enjoy English, as it positively changes our perspectives on life.
- English really helps a person grow into their full literary potential both as a reader and a writer.
- English develops skills that will stay with you for life.
- It gives you a voice.
- It makes you think about the world around you and become open to other perspectives.
- English provides lots of transferable skills for other subjects.

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Future Opportunities

- Progression to Further and Higher Education.
- A requirement for most college courses, apprenticeships and other courses.
- Careers include: Digital Copywriter, Editorial Assistant, English as a Foreign Language (EAL) Teacher, Lexicographer, Journalist, Proofreader, Web Content Manager.



MATHEMATICS



Exam Board: OCR - Course Leader: Mr M Carter

Course Information:

Mathematics is one of the most important qualifications that employers, colleges and universities look for you to achieve. You will not be able to study higher level qualifications without first achieving a GCSE in mathematics. It is also one of the most used subjects in everyday life and, therefore, a compulsory subject taken by all pupils at KS4.

There have been substantial changes in GCSE mathematics and pupils have already started preparing for this course in Year 9. Pupils who are entered for the Foundation tier entry will be able to achieve grades 1 to 5 and pupils entered for Higher tier entry will be able to achieve grades 4 to 9. Pupils are entered for the tier that is most suitable for their ability. Pupils will sit three examinations to determine their final grade. There is no non-examination assessment requirement in this subject

A scientific calculator can be used for 2 out of the 3 examination papers. It is advisable that all pupils have their own scientific calculator (which must meet exam board requirements) to ensure that they can practice their skills in a variety of subjects. Calculators on phones are not acceptable, as they cannot be used in examinations.

What will I study?

- **Number:** This covers topics such as fractions, decimals, percentages, ratio, mental and written methods of calculation, powers and roots, number operations and the relationships between them, calculator methods and solving numerical problems.
- **Algebra:** This includes use of symbols, equations (such as linear, quadratic and simultaneous), formulae, sequences, functions and graphs.
- **Geometry:** Some of the areas of learning included are properties of 2 and 3 dimensional shapes, the ability to draw these shapes accurately, geometrical reasoning, transformations and coordinates.
- **Measures:** This aspect includes area, volume, speed, perimeter and units of measurement.
- **Data:** This area covers all aspects of data, including collecting, processing and representing data as well as averages and probability.

Assessment:

There are three areas of assessment:

- AO1:** Use and apply standard techniques (traditional 'do it' questions).
- AO2:** Reason, interpret and communicate mathematically (presenting arguments and proof).
- AO3:** Solve problems within mathematics (questions that involve thinking skills and strategies within a given context).

- We enjoy using maths to find secret codes!
- We have a greater appreciation for the subject when the teacher shows us how it applies to real life!

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Future Opportunities

- Progression to Further and Higher Education depends upon achieving GCSE mathematics. You can also study mathematics as an A Level.
- Mathematics GCSE is a prerequisite for every career. Without GCSE mathematics you could be delayed in entering apprenticeship, employment or level 3 qualification opportunities. GCSE mathematics can place you ahead of the game in many careers and can aid promotion in the Armed Forces.



SCIENCE



Exam Board: AQA - Course Leader: Mrs J Hailwood

Course Information:

Pupils will work towards the Combined Science (Trilogy) double award GCSE qualification (2 GCSEs).

What will I study?

Biology:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Magnetism and electromagnetism
- Waves

Chemistry:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



In addition to the specified units, there are 21 practicals that pupils must complete.

Assessment:

- Assessment is by examination only. There will be 6 papers: 2 Biology, 2 Chemistry and 2 Physics, each assessing different topics and each lasting 1hr 15mins.
- Each paper will cover a combination of structured, closed short answer and open response questions.
- There will be a 17 point grading system for the Combined Science GCSE; from 9-9, 9-8 through to 2-1, 1-1. There will be a choice of foundation and higher tier however all papers must be sat at the same tier.

- Practical lessons always go really fast!
- I like it best when we are able to debate issues like stem cell research and conservation.
- Some of the science topics are really interesting.
- A lot of the science we learn about is very new and you are always hearing about it on the news.

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Future Opportunities

- Further study to A Level is possible with good grades in science.
- There are many varied career paths available to those interested in science, and if you have achieved good grades this will indicate to any employer that you have developed many skills of use to them.
- Careers include: Analytical Chemist, Animal Technician, Biomedical Engineer, Clinical Psychologist, Forensic Scientist, Medicine and Pharmaceuticals. See www.sciencebuddies.org for more science related career ideas. The list is endless!



PHYSICAL EDUCATION (CORE)

Course Leader: Miss S Brierley

Course Information:

Whilst Core PE is a compulsory subject, it is not an examined subject. We try to use facilities in the local community as well as our own. We have an on-site fitness room which includes a treadmill, cross-trainer, exercise bikes and free weights and is mainly used by small groups at Key Stage 4.

Over the past few years, pupils at Key Stage 4 have had access to sporting facilities at Catterick Leisure Centre, Catterick Golf Club, Colburn Leisure Centre and Low Mill Outdoor Centre and have enjoyed taking part in sports such as football, rugby, basketball, handball, boxercise, trampolining, dance, table tennis, badminton, handball, lacrosse, tchoukball and crazy catch. During the summer we offer softball, tennis, cricket, athletics, volleyball, Frisbee and rounders.

We do ask for a commitment from all pupils to bring appropriate kit and take part.

We are continually working to bring on board new activities and so the options we offer are changing all the time.



Assessment:

We track all pupils' attitude towards their PE lessons, in line with the school policy on tracking.

- I have learned all sorts of things about fitness and exercise training. I've been able to apply this knowledge in my own training and sports performance, and it's helped to give me clearer training goals, which I know I will achieve.
- The football unit has really helped with my performance. I now understand some of the reasons why I act the way I do when I play football and have been able to develop as a player as a result.
- I play rugby for a local team so getting a better understanding of training methods that can be used to benefit my sport was really useful for me.
- Core PE is a great opportunity to try out new sports and play in teams.

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Future Opportunities

- Physiotherapist.
- Sports Nutrition.
- Sports Coach.
- Leisure Centre Manager.
- Sports Development Officer.



COMPULSORY

- # COMPULSORY

SOCIAL STUDIES

Course Leader: Ms L Dunphy

Course information:

Social Studies is delivered in order to enable pupils to make informed choices in their future lives and ensure the best chances of staying safe and healthy, contributing positively to society and achieving economic well-being.

Pupils will continue to follow a programme in Key Stage 4 that covers aspects of:

- Health
- Sex and Relationships
- Citizenship and the promotion of British values
- Careers
- Economics
- Study skills and exam preparation



Assessment:

A non-assessed course delivered in one lesson a week with the potential to enter an additional GCSE in Year 11.

- I enjoy debating the current issues which are often in the news.
- I think Social Studies gives me a great insight into real-life issues and things that will affect me when I'm older.
- We learn about skills for life.

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Future Opportunities

- Following a course in Social Studies lays a good foundation for A level courses in: Law, History, Health & Social Care, Child Development, Religious Studies and Politics.



ART, CRAFT & DESIGN



Exam Board: AQA - Course Leader: Ms J Westwood

Entry Requirements:

GCSE Art is time intensive and requires a lot of independent working from the start. Therefore a keen interest in learning and writing about artists' work will be helpful and pupils considering art GCSE should already be engaging with art and drawing at home for themselves on a regular basis. Pupils will need to have access to a suitable camera or smartphone and their own art equipment for homework tasks. Pupils who are confident in their skills by Year 9 will have the best chance of success, although a determined approach for any pupil at any level will ensure good progress is achieved.

Course Information:

Pupils will be working on coursework from the very start of Year 10 and **everything** they produce from the start of the course contributes to the final grade they receive at the end.

Coursework consists of two practical projects (titles to be confirmed) which include painting, drawing, photography, printmaking, digital studies, ceramics and written essays. Final pieces are completed in formal examination conditions.

The final examination is an externally set project (completed over a series of weeks) culminating in a final piece of work which is completed in 10 hours under formal examination conditions.

NB: Personal art equipment is a requirement of the course and discounted art equipment packs will be available to purchase through the school for all new Year 10 pupils at the start of the course.

Assessment:

The GCSE consists of:

60% Coursework (Non-examination assessment)

40% Examination (Externally set project)

Pupils are graded in the following four areas, each worth 25%:

DEVELOP - Analysis of artists, including written work.

EXPLORE - Refining techniques with various art materials

RECORD - Drawing accurately from observation and photography.

PRESENT - Completion and presentation of projects.



"I am so pleased I took Art at GCSE, at times it seemed really hard because there was so much work. I had to get used to doing extra work at home and after school but I really enjoyed developing my skills and creativity. I also really valued the after school drop-in sessions which allowed me to use the school equipment and get one-to-one time with staff so that I could develop my skills even further. The course was really varied so I got the chance to learn new skills and I found the projects really inspiring although stressful at times as the pressure was always on! I am at college now doing a full time level 3 course in Art and hope to become an Art Teacher myself in the future" – Former pupil

“ ”

Future Opportunities

- Successful pupils can progress to A Level or Level 3 courses in Art and Design, Fine Art, 3D Art specialisms, Graphics, Film and Media Studies, Photography, Textiles and Fashion. However, the creative aspect of the course is also beneficial to a wide range of subject areas at advanced levels of study.





Exam Board: Pearson Edexcel - Course Leader: Miss S Brierley

Entry Requirements:

BTEC Level 1/Level 2 First Award in Sport is a course for pupils who want to study in the context of a vocational sector. The subject requires a pupil who enjoys independent learning and will take responsibility for their own learning, in order to develop skills that are essential for the modern-day workplace.

Course Information and Assessment:

The First Award in Sport is a 4 unit, 120 guided learning hour qualification. There are 3 compulsory units:

- Fitness for Sports & Exercise, assessed by a 1 hour 15 minutes external online examination.
- Practical Performance in Sport.
- Applying the Principles of Personal Training.

The 4th unit we choose to study is:

- Leading Sports Activities.



The course will also provide you with opportunities to:

- Develop key skills of communication, working with others, problem solving
- Participate in work related learning activities
- Gain National Governing Body Qualifications e.g. coaching awards
- Develop a commitment to an active, healthy lifestyle.

You will be continually assessed throughout the course and there will be an external examination at the end of the Fitness for Sport and Exercise unit. You will study real life, work based case studies and complete assignments to gain credits. The information can be presented in different formats to reflect your preferred learning style e.g. PowerPoint presentation, written assignment, posters, displays.

The qualification is graded as Pass, Merit or Distinction.

- BTEC fed my hunger for knowledge.
- BTEC is brill for your CV.
- BTEC is good for personal knowledge of your body.

“ ”

Further Opportunities

- Progression to Further and Higher Education and Level 3 BTEC.
- Sports and Leisure is a growing industry with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration.
- Some careers that you could consider with PE include: Sports Science, PE Teacher, Physiotherapist, Fitness Instructor, Sports Coach/Consultant, Diet and Fitness Instructor, Personal trainer, Leisure Centre Manager, Police, Armed Forces.



COMPUTER SCIENCE



Exam Board: AQA - Course Leader: Mr R McCormack

Entry Requirements:

Pupils who are good at mathematics should consider opting for Computer Science. However, pupils who have an interest in programming should also consider this subject. It should be noted that everybody will have to learn Python to complete the practical assignments and prepare them for the computational thinking and problem solving examination. There is no coding in Game Maker 8.



Course Information:

Computer Science is a GCSE that pupils can include as one of their science EBacc subjects. The course is split into three parts: practical computing, computational thinking and problem solving and theoretical knowledge.

Assessment:

Practical Computing:

Pupils learn how to program in Python, SQL and pseudocode and how to develop flowcharts by working independently to demonstrate their ability to code a solution to a given problem. These programming skills will be assessed as part of both examination papers.

Computational Thinking and Problem Solving: (50% of the total marks)

Pupils will sit an examination that includes questions about programming, practical problem solving and computational thinking skills. Pupils will be required to design, write, test and refine program code.

Computing Concepts: (50% of the total marks)

Pupils will sit an examination with content that includes computer structure, hardware, CPUs, algorithms, prototyping, networking and database concepts and assesses SQL programming skills.



- Programming is hard but I really enjoy it.
- I like all the technical details you learn about computers.
- We've spent a lot of lessons learning to program in Python.

“ ”



Future Opportunities

- Apps Programmer.
- Games Programmer.
- CGI Programmer.
- Network Technician.

DESIGN & TECHNOLOGY

Exam Board: AQA - Course Leader: Mr M Kirkbride

Entry Requirements:

This course involves mathematical and scientific knowledge and understanding, in relation to design and technology.

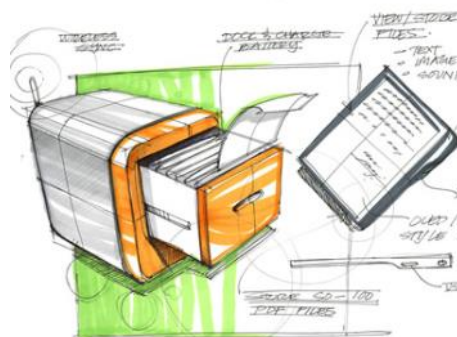
Course Information:

This course involves looking at the development of products, their history and consumer involvement. It has a significant link to the development of products that solve problems for specific groups of people in real life.

Pupils will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

They study the subject through 3 areas which supports their work:

- **Core** technical principles
- **Specialist** technical principles
- **Designing and making** principles



Assessment:

The course is assessed by both the teacher and the examination board.

- There is a written examination at the end of Year 11, which counts towards 50% of the final marks.
- The other 50% comes from a non-examination assessment project which is set by the awarding body. The pupil needs to be aware that this project is entirely independent and that they will guide its progression themselves.

- I enjoy designing and making products and models.
- It's great to learn and use new workshop skills as well as practising ones we already know and I especially like the work with new technology such as the laser cutter and 3D printer.
- I enjoy solving problems and making things that have a real life benefit to someone.

“ ”

Future Opportunities

- This course will help to prepare you for A/AS Level in Design and Technology or you may need to strengthen your grades by completing a foundation or intermediate vocational qualification.
- With further training you could have a career in a Design and Technology related profession such as Architecture, all aspects of Engineering, Product Design or Graphic Design.
- You could also go straight into employment and complete further training or part time study with the support of your employer.



DRAMA



Exam Board: AQA - Course Leader: Mrs A Southworth-Gedye

Entry Requirements:

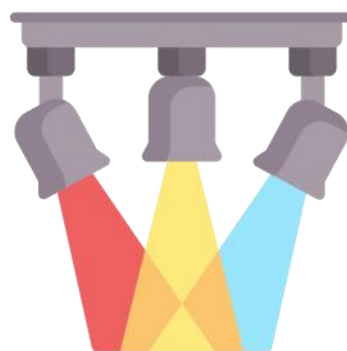
Drama requires a willingness to explore practically with others and perform work in class as well as the ability to write confidently and meet deadlines. GCSE Drama is essentially the study of communication and society through the medium of theatre. The course teaches many transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, divergent thinking, confidence and the ability to work to a deadline. Drama is also a subject to take if you want a job working alongside the public or within the entertainment industry; in front of an audience or behind the scenes. It is also relevant to those who are interested in culture or social issues.

Course Information:

Alongside preparing for a written exam pupils will complete two assessment performances. The first is a devised performance which pupils will create alongside group members and perform in class. The second is a performance of scripted extracts to a visiting examiner. The course aims to develop pupils' understanding and appreciation of Drama as an art form.

Pupils will be required to develop the following skills:

- Acting and design
- Communication and group work
- Performance / design skills
- Creative thinking and devising
- Evaluative and analytical



Lessons are split between practical and theory lessons. All pupils must explore texts practically and perform work in lessons. Integrated into the course is the opportunity for pupils to develop their understanding of the history of theatre, study set plays and to develop a knowledge and understanding of production aspects such as set, costume, make-up and lighting design.

Assessment:

- **60% Non-examination Assessment.** Pupils will produce three pieces of performance coursework in which they can work as an actor or as a set/costume/lighting designer.
- **Devising drama (40%)** - devised drama performance (10%) and portfolio (30%), marked by the teacher and moderated by AQA.
- **Practical performance (20%)** - performance of two extracts from a different play, marked by a visiting examiner.

- Drama is a really good way to develop confidence and build relationships with other pupils. I have learnt so much from the work we have been doing in lessons. I love this subject!!
- I really enjoy Drama. I was nervous performing in class at first but the text we are studying is really good to perform and I feel more confident now.

“ ”

Future Opportunities

- This course prepares you well for A-Level Drama and Theatre Studies.
- Working within customer services and alongside members of the public in any role.
- Drama specialist, wide variety of work in the performing arts industry, teaching.



ENGINEERING



Exam Board: NCFE - Course Leader: Mr M Kirkbride

Entry Requirements:

This course involves mathematical and scientific knowledge and understanding, in relation to engineering.

Course Information:

This course involves looking at all aspects of engineering and its disciplines. It encourages the learner to use knowledge and practical tools to focus on developing transferrable skills in practical engineering, accompanied by the theoretical knowledge to help with progression into employment and onto further education. The study of engineering is the application of maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, know how to carry out a practical task and work in a safe manner in line with current health and safety legislation.



Assessment:

- The course is assessed by both the teacher and the examination board.
- There is a written examination covering all aspects of Engineering, which counts towards 40% of the final marks.
- The other 60% comes from a synoptic project (coursework) given by the exam board. The pupil needs to be aware that this project is entirely independent and that they will guide its progression themselves.

- Engineering stimulates the mind. Kids get bored easily. They have got to get out and get their hands dirty; make things, dismantle things, fix things. When the schools can offer that, you'll have an engineer for life. – Bruce Dickinson (Airline Pilot, Musician)
- There is nothing I believe more strongly than getting young people interested in science and engineering, for a better tomorrow, for all humankind. – Bill Nye (Science Educator, former Mechanical Engineer)

Future Opportunities

- This qualification prepares learners for progression into higher education, skilled employment or onto an apprenticeship programme through specialising in a technical occupation in the engineering sector.
- Level 3 Technical Level qualifications provide post-16 learners with the knowledge and skills to study subjects such as A-Level Maths, Further Maths, Design and Technology, Biology, Chemistry and Physics.

Career Opportunities: Chemical, Civil, Electrical or Mechanical Engineering, Aerospace Software Development Engineer, Aircraft Maintenance Operative, Research and Prototype Development Engineer, Bioelectronics Medical Technician, Armed Forces Operative.



FOOD PREPARATION & NUTRITION

Exam Board: AQA - Course Leader: Miss C McCool

Entry Requirements:

This course requires a great deal of commitment and organisation as pupils will need to bring in ingredients from home and there is an expectation that they will cook or complete a practical cooking exercise once a week. There is an expectation that pupils will have cooked regularly at school throughout KS3 when possible so that they have the necessary starting skills. This course also involves scientific knowledge and understanding in relation to food preparation.

Course Information:

The course equips pupils with a variety of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. Food preparation skills are intended to be integrated into five sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance



Assessment:

This course is assessed by both the teacher and the examination board.

- 50% of the GCSE is assessed through a written exam of 1 hour 45 minutes including multiple choice questions (20 marks) and 5 questions each with a number of sub questions (80 marks) totalling 100 marks.
- 50% of the GCSE is assessed through 2 non-examination assessments:

Task 1: Food Investigation - Pupils' understanding of the working characteristics, functional and chemical properties of ingredients will be developed. Practical investigations are a compulsory element of this non examination task. This is assessed through a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food Preparation Assessment - Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This is assessed through a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

The pupil needs to be aware that this assessment is entirely independent and that they will guide its progression themselves.

- It's a great opportunity to do theory and practical skills that you will need to use in later life.
- I've enjoyed making a wide variety of different dishes.

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Future Opportunities

- This subject is a good choice for pupils who enjoy both theoretical and practical work. It would be useful for those who would like to go into hospitality, catering, nutrition or health professions. It could also lead to an A-level in Food and Nutrition.



FRENCH



Exam Board: AQA - Course Leader: Mr R Miller

Why choose French?

Having a GCSE in another language can open many doors. Not just the obvious ones, such as a career where you might communicate in another language, or the fact that you might be called upon to use it when travelling or on holiday. Having a qualification in another language also says a lot about you as a person to any potential employer: you're independent, you can think, you're resilient, you can solve problems, you're confident and you're hard-working!

With further study in mind, an increasing number of university courses now ask for a GCSE in another language as an entrance requirement, even if the course itself isn't languages-based.

Learning a language also opens a door to another way of life and another culture, and you'll really benefit from broadening your horizons and your understanding of the world!

Course Information:

Pupils will study a variety of topics, many of which they may have already practised at Key Stage 3. These are broadly split into three themes:

Identity and culture:

1. Me, my family and friends: relationships with family and friends, marriage and partnerships.
2. Technology in everyday life: social media and mobile technology.
3. Free-time activities: music, cinema and TV, food/eating out and sport.
4. Customs and festivals in French-speaking countries.

Local, national, international and global areas of interest:

1. Home, town, neighbourhood and region.
2. Social issues: charity and voluntary work, healthy and unhealthy living.
3. Global issues: the environment, poverty and homelessness

Current and future study and employment:

1. My studies at school.
2. Life at school/college and education post-16.
3. Jobs, career choices and future ambitions.



Assessment:

100% examination, taken at the end of the course in Year 11. Four skills will be assessed:

1. **LISTENING (25%)** - understanding and responding to different types of spoken language in a variety of contexts/situations.
2. **SPEAKING (25%)** - communicating effectively for a variety of purposes.
3. **READING (25%)** - understanding and responding to different types of written language.
4. **WRITING (25%)** - communicating effectively in writing for a variety of purposes.

There are two tiers of entry, 'Foundation' (Grades 1-5) and 'Higher' (Grades 4-9) which has to be the same across all four skills.

- We learn about lots of interesting topics in a fun way - every lesson practises different skills and we learn by playing lots of games and by taking part in collaborative activities.
- Being able to speak in another language is amazing, it's like communicating in a secret code!
- Learning a language can really benefit you in later life – you'll never be sure when you'll need it.

“ ”

Future Opportunities

- Studying a language at A Level.
- Hundreds of possible career paths, including travel and tourism, retail, marketing, education, computing, customer services, engineering, finance and the media.
- The British Council has recently published research suggesting that languages are vital for the UK's competitiveness and global standing over the next 20 years – having this skill can give you a real advantage in a competitive workplace.



GEOGRAPHY



Exam Board: AQA - Course Leader: Mr R Sherwood

Course Information:

The Physical Environment

This unit of the course looks at the dynamic nature of the physical environment and the relationship and interaction with people.

- The first component focuses on natural hazards and covers tectonics, weather and climate change.
- The second component focuses on the topic of ecosystems through looking at a range of different environments including tropical rainforests and deserts.
- The third section focuses on different landscapes of the UK studying coastal and river environments.

The Human Environment

This unit of the course looks at the different factors which produce a diverse range of human environments and the need for them to be managed sustainably.

- The first component focuses on urban issues and challenges.
- The second component focuses on the changing economic world.
- The third section focuses on resource management.

Geographical Applications

This unit of the course is comprised of two key elements:

- Two pieces of fieldwork enquiry. One investigation should focus on human geography; a second line of enquiry is based around the natural environment. The processes involved and the outcomes of both investigations will be assessed by examination.
- A critical thinking evaluative task based around a contemporary geographical issue. A relevant resource booklet will be provided twelve weeks before being assessed as the final component of the examination.

Assessment:

100% examination. Assessment is based around three examinations which will take place at the end of the course:

Paper 1 (35%) – Living with the physical environment

Paper 2 (35%) – Challenges in the human environment

Paper 3 (30%) – Geographical applications

Throughout the course pupils will complete a variety of GCSE style practice papers, tasks and questions to prepare them for the examinations ahead.



- Geography is interesting, fun field trips and support from teachers make the course enjoyable.
- The support and time teachers give makes sure everyone is up to speed and the subjects studied stay fresh.

“ ”

Future Opportunities

- Many of the topics covered in GCSE Geography such as climate change and resource management are some of the biggest international issues in the world today. The skills covered help prepare pupils for a wide variety of future employment, complement vocational courses and offer an excellent basis for moving on to pursue A and AS level.
- Careers include: Cartographer, Environmental Consultant, Town Planner, Conservation Officer, Recycling Officer, Landscape Architect. See www.geography.org.uk for more Geography related career ideas.





Why choose German?

Having a GCSE in another language can open many doors. Not just the obvious ones, such as a career where you might communicate in another language, or the fact that you might be called upon to use it when travelling or on holiday. Having a qualification in another language also says a lot about you as a person to any potential employer: you're independent, you can think, you're resilient, you can solve problems, you're confident and you're hard-working!

With further study in mind, an increasing number of university courses now ask for a GCSE in another language as an entrance requirement, even if the course itself isn't languages-based.

Learning a language also opens a door to another way of life and another culture, and you'll really benefit from broadening your horizons and your understanding of the world!

Course Information:

Pupils will study a variety of topics, broadly split into three themes. Despite being a new language, pupils should easily be able to transfer a variety of language-learning skills and strategies from their KS3 German studies:

Identity and culture:

1. Me, my family and friends: relationships with family and friends, marriage and partnerships.
2. Technology in everyday life: social media and mobile technology.
3. Free-time activities: music, cinema and TV, food/eating out and sport.
4. Customs and festivals in German-speaking countries.

Local, national, international and global areas of interest:

1. Home, town, neighbourhood and region.
2. Social issues: charity and voluntary work, healthy and unhealthy living.
3. Global issues: the environment, poverty and homelessness

Current and future study and employment:

1. My studies at school
2. Life at school/college and education post-16
3. Jobs, career choices and future ambitions



Assessment:

100% examination, taken at the end of the course in Year 11. Four skills will be assessed:

1. **LISTENING (25%)** - understanding and responding to different types of spoken language in a variety of contexts/situations.
2. **SPEAKING (25%)** - communicating effectively for a variety of purposes.
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HEALTH & SOCIAL CARE

Exam Board: OCR - Course Leader: Miss C McCool

Entry Requirements:

This course is looking for pupils who are compassionate and understand the impact a career in Health and Social Care has on society. The course requires a great deal of commitment and organisational skills to complete theoretical aspects and apply them to both examinations and portfolio work.

Course Information:

This is a vocational course where pupils can achieve a Level 1/2 Award in Health and Social Care. This is a unique qualification that facilitates pupils learning and understanding of the Health and Social Care sector through an approach that uses real life and contemporary issues relevant to society. This qualification enables pupils to make informed choices about further learning opportunities and career choices in this field.

Assessment:

Two Mandatory Units:

Unit R021: Essential values of care for use with individuals in care settings.

This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment promoting good practice.

Written Exam is 25% of the course.

Unit R022: Communicating and working with individuals in health, social care and early years settings.

This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

Centre-Assessed Task is 25% of the course.

Two optional units to be confirmed from the following:

R027: Creative activities to support individuals in health, social care and early years settings.

R031: Using basic first aid procedures.

R029: Understanding the nutrients needed for good health.

R026: Planning for employment in health, social care and children and young people's workforce

Each of these centre-assessed tasks is worth 25%.



Inspirational Quotes

- Be the change you wish to see in the world. - Mahatma Gandhi
- It is not enough to be compassionate. You must act. - Dalai Lama
- Unless someone like you cares a whole awful lot, nothing is going to get better. It's not. - The Lorax by Dr. Seuss

“ ”

Future Opportunities

- Pupils can progress further by working towards a Level 3 qualification in Health and Social Care giving a greater awareness of current issues and preparation for Higher Education or the world of work.
- Studying Health and Social Care could open up career opportunities in the fields of Health/Medicine, Social Care, Community Justice, Children and Young People's Services.



HISTORY



Exam Board: Pearson Edexcel - Course Leader: Mr A Lipinski

The History Standard

- H** - Have a passion for knowledge;
- I** - Inquisitive, critical and reflective thinkers;
- S** - Show pride in our work;
- T** - To always do our best;
- O** - believe in Ourselves, being aspirational and independent;
- R** - Respectful, resilient and ready to learn;
- Y** - You will show kindness and empathy, valuing diversity.



Why choose GCSE History?

History is fascinating. It is the story of mankind and includes its great achievements and its spectacular failures! Studying it will feed your curiosity about the world and help you to understand today's cultures and world events through what you have learnt about the past. Studying the subject will also equip you with valuable life skills such as analysis, evaluation and discussion, regardless of the path you follow. History is a great story.

Course Information and Assessment:

- **Paper 1** - Thematic Study and Historic Environment (30%): Crime and Punishment in Britain, c1000–present and Whitechapel, c1870–c1900: Crime, policing and the inner city.
- **Paper 2** - Period Study and British Depth Study (40%): Superpower Relations and the Cold War, 1941–91; Early Elizabethan England, 1558–88.
- **Paper 3** - Modern Depth Study (30%): Weimar and Nazi Germany, 1918–39. A cultural capital visit to Berlin is also offered.

- History is a great subject to choose as it brings out your true potential.
- History has helped to improve my language and structure which also benefits me in English.
- History is a fun engaging subject that I would recommend to anyone but if people do pick it they need to know History isn't a subject to mess around in. There's a lot of reading, writing and comprehension, but the topics you learn about make it all exciting. I picked History because it's interesting and if you get good enough grades it reveals many different new jobs and life paths. There's something for everyone.

“ ”

Future Opportunities

History is highly regarded by higher-education institutions. It develops a range of skills which are valuable in other subjects and careers. These include: communication and writing skills, constructing an argument, research and problem skills, investigation and problem-solving skills and analytical and interpretation skills. Studying History can lead on to some exciting career options, including journalism, law, business, politics, archaeology, marketing and even teaching!



MEDIA STUDIES



Exam Board: WJEC Eduqas - Course Leader: Mr R McCormack

Why choose Media Studies?

GCSE Media Studies is designed to widen the intellectual horizons of the learner through the analysis of a wide range of media forms and contexts. It will enable pupils to develop a wider understanding and appreciation of the media in both an historical and contemporary context. The course is straightforward, engaging and contemporary.

Course Information:

The course is split into 3 areas

Component 1: (40%) - Pupils will study various forms of media to learn how codes and conventions are used within the industry. This work often takes the form of comparing 2 pieces, chosen by the exam board, to explore the historical, social or gender differences between them. The areas that will be studied are advertising, film posters, magazines, newspapers, video games and radio.

Component 2: (30%) - Pupils will gain a deeper knowledge and understanding of media language and representation as well as studying the media industry and audience. They will develop knowledge of relevant social, cultural, political, and historic contexts. This component is taught by analysis of two television crime dramas from different eras as well as three music videos.

Component 3: Non-examination assessment (30%) - Learners will work independently to research, plan and produce a magazine. They will be using Publisher to create a magazine front cover and two inside pages in a genre chosen by the exam board. Of the 30%, 5% of this mark is gained from the research and planning, 10% is gained for including all the elements of the brief and 15% is gained for creating the media product using Publisher.

Assessment:

The course is linear with the final examinations to be taken at the end of two years. There are 3 parts to the final examination.

Component 1: 1hr 30 minutes written paper 40%

Component 2: 1hr 30 minutes written paper 30%

Component 3: Non-examination assessment (NEA) 30%

- I didn't realise how big the media industry was until I started doing this course.
- It's amazing to learn how the media use simple ideas to change how you think.
- I love doing practical work and making magazines.
- There is a lot of information but I find it interesting.
- The discussions we have in class make me think about how television and film influence people.

“ ”

Further Opportunities

- Media Studies offers excellent preparation for A Level Media Studies.
- Media Studies graduates typically enter careers in the media, cultural and creative industries. Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice.





Exam Board: Pearson Edexcel - Course Leader: Mrs S Cox

Entry Requirements:

Pupils are required to perform either on an instrument or using their voice. Pupils should already be able to play an instrument by the time they start the course, ideally at Associated Board Grade 3. Pupils without grades would need to demonstrate their ability to play an instrument to a good level of competence before being accepted onto the course.

Course Information:

Performing: All candidates are expected to give a performance on a musical instrument, which may include instruments such as guitar, voice or keyboards. Pupils will be expected to perform on their own and as part of a group.

Composing: All candidates are expected to compose 2 pieces of music. It is expected that pupils who take GCSE will be able to read music, and be willing to complete coursework assignments within given deadlines. The combined length of the two compositions needs to be between 2-4 minutes. One of the pieces is set to a brief from Pearson Edexcel.

Appraising: This includes an understanding of different types of music that are divided into four areas of study, each of which contains two set works. The areas of study are: Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions.

Assessment:

Unit 1: Performing - 30%

Pupils record a solo and an ensemble piece at any time during the course. Assessment by teacher, moderated by Pearson Edexcel.

Unit 2: Composing - 30%

Compositions to be completed during year 11. Assessment by teacher, moderated by Pearson Edexcel.

Unit 3: Appraising - 40%

1 hour 45 minute examination, externally set and marked by Pearson Edexcel.



- It's great! I love using the recording studio!
- It is my favourite lesson.
- It's fun and creative.
- As I play an instrument I achieve higher grades.

“ ”

Further Opportunities

- GCSE Music can lead onto other KS5 Music courses. There is the traditional A Level Music but also A Level Music Technology and National Diploma in Music (BTEC Level 3). All of the courses can lead onto studying music at university.
- Jobs in music include working in education. This could be classroom teaching but also includes instrumental teaching. Other jobs could be working in the popular music industry. Jobs include working in a recording studio, working for a record company or working for a publishing company. Most people working in music will be doing jobs like this rather than being a pop star or playing in an orchestra.



PHYSICAL EDUCATION (GCSE)

Exam Board: AQA - Course Leader: Miss S Brierley

Entry Requirements:

GCSE Physical Education (PE) is a course for pupils who are talented in a number of sports and have a passion for learning about the theory behind PE and sport. The subject requires a good understanding of Biology and Science as well as strong numeracy skills to present, interpret and analyse graphs and tables.

Course Information and Assessment:

Paper 1: The human body and movement in physical activity in sport, externally set and marked by the awarding body.

30% - Written exam which assesses applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport, externally set and marked by the awarding body.

30% - Written exam which assesses sports psychology, socio-cultural influences, health, fitness and well-being, and use of data.

Non-examination assessment: Practical performance in physical activity and sport, assessed by teacher, moderated by the awarding body.

40% - Practical performance in three different physical activities in the role of player/performer (firstly in a team activity, secondly in an individual activity and a thirdly in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.



- GCSE PE is fun and it can teach you how to look after your body. You do a lot of practical sport and learn the correct way to do it.
- It's great to learn more about the psychological and physical attributes of ourselves.
- GCSE PE is fantastic as it helps with your well-being and fitness. If you love PE follow your dreams and make it happen.
- It's such an enjoyable subject with lots of challenges.
- The practical lessons are fun and high paced and the theory work is straightforward to learn because of the interesting ways we are taught.
- It's educational, supportive, and fun.

“ ”

Further Opportunities

- Physical Education lends itself to a range of careers in sports and fitness, as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?
- Some careers that you could consider with PE include: Sports Science, PE Teacher, Physiotherapist, Fitness Instructor, Sports Coach/Consultant, Diet and Fitness Instructor, Personal trainer, Leisure Centre Manager, Police, Armed Forces.



RELIGIOUS STUDIES (GCSE)

Exam Board: AQA - Course Leader: Mrs J Laheney

Course Information:

To reflect our multicultural society the pupils examine the beliefs and practices of two diverse religions, thus creating opportunities to compare and contrast these faiths. Pupils develop a number of skills; the ability to analyse information, evaluate different points of view, justify opinions and reflect upon their own views. Pupils are encouraged to question, and become well informed on national and global matters that relate to religious beliefs, for example the stance on euthanasia and human rights violations.

Buddhism: Beliefs, teachings and practices - 25%

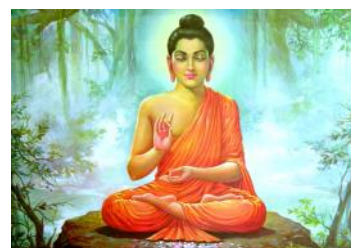
The central beliefs of Buddhism.

Festivals, celebrations and pilgrimage.

Worship, including the practice of meditation.

Ethical issues.

Communities.



Christianity: Beliefs, teachings and practices - 25%

The central beliefs of Christianity.

Festivals, celebrations and pilgrimage.

Worship.

Mission.

Communities.



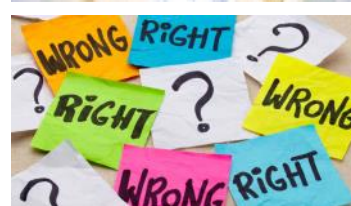
Thematics: Ethics and morality - 50%

Religion, human rights and social justice.

Religion, peace and conflict.

Relationships and families.

Crime and punishment.



Assessment:

- Two external examinations will be taken at the end of Year 11.
- Internal assessment is continuous to monitor the progress of each individual and offer additional support if required.



- It is so interesting, you do lots of different activities.
- It is an awesome subject, it can be hard but amazingly interesting and fun, it's worth the effort.
- It makes you think about things you would never have considered.
- I think Religious Studies is great as it focuses on issues that affect us in school and the outside world - I think that is vital!

“ ”

Further Opportunities

- Following a course in Religious Studies lays a good foundation for A Level courses in: Law, History, Health & Social Care, Child Development and Religious Studies.
- This could lead to future careers in fields such as: Critical Analysis, Counselling / Advice Workers, Armed Forces, Civil Services, Nursing, Medicine, Law, Teaching.



SCIENCE – TRIPLE AWARD



Exam Board: AQA - Course Leader: Mrs J Hailwood

Course Information:

Pupils who choose science as an option will work towards a Triple Award studying Biology, Chemistry and Physics as three separate GCSE qualifications. In addition to the 5 compulsory science lessons each week, they will have 3 extra science lessons if they select this option. This is to enable them to study the extra content in each of the following units, as well as the additional unit in physics. This course is for all pupils who enjoy science and do well in the subject.

What will I study?

Biology:

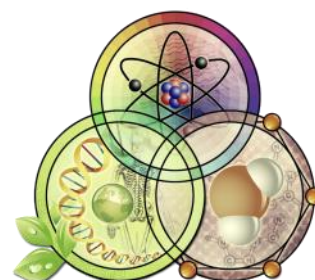
- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Magnetism and electromagnetism
- Waves
- Space Physics



In addition to the specified units, there are 28 required practicals that pupils must complete.

Assessment:

- Assessment is by examination only. There will be 6 papers: 2 Biology, 2 Chemistry and 2 Physics, each assessing different topics and each lasting 1hr 45mins.
- Each paper will cover a combination of structured, closed short answer and open response questions.
- Pupils will receive 3 separate grades.
- There will be a choice of foundation and higher tier however both papers for the individual subject must be sat at the same tier.

- Our teachers encourage us to be independent, which is scary at first, but it does make you feel more confident about what you are capable of.
- The learning environment is great. It feels like we're all in it together and we aren't just there because we have to be. We all help each other out.
- It's really interesting and I know it's going to help me with my chosen career.

“ ”

Future Opportunities

- Further study to A Level is possible with good grades in Science.
- There are many varied career paths available to those interested in Science, and if you have achieved good grades this will indicate to any employer that you have developed many skills of use to them.
- Careers include: Analytical Chemist, Animal Technician, Biomedical Engineer, Clinical Psychologist, Forensic Scientist, Medicine and Pharmaceuticals. See www.sciencebuddies.org Science career ideas. The list is varied and endless!



OPTION BLOCK SUMMARY

2021 - 2023

Pupils choose 4 subjects, a different one from each of these options blocks.

Option Block A	Option Block B	Option Block C	Option Block D
BTEC in Sport / GCSE PE	Art, Craft & Design	Drama	BTEC in Sport
Engineering	Food Preparation & Nutrition	Food Preparation & Nutrition	Computer Science
French	French	German	Design & Technology
Geography	Geography	History	Geography
German	History	Media Studies	Health & Social Care
History	Religious Studies	Science: Triple Award	Music

Year 9 Options

2021 - 2023

Year 9 Options Booklet



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