



Sunrising, East Looe, Cornwall, PL13 1NQ

# Options Book

## Key Stage 4 Courses 2019-2021





# Index

	<b>Page</b>
Introduction from Mr Yalden, Headteacher	3
Options Form to complete and retain	4
Qualification Ladder	5
English	6
Mathematics	7
Science	9
Religious Studies	10
PSHCE	11
PE (core)	13
Geography	14
History	15
French	16
Spanish	
PE	17
Computer Science	19
Food Preparation and Nutrition	20
Engineering BTEC	21
Resistant Materials	22
Textiles	23
Art and Design	24
Performing Arts (Acting, Dance or Production) BTEC	25
Music BTEC	26
Drama	27
Options Form to complete and return	28

If you have any curriculum enquiries about options, please contact Mr Yalden.  
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Dear Parents/Carers and Students

The purpose of this booklet is to inform you of the courses available, to explain the curriculum and the option choices that we offer to students at Key Stage 4.

### **A Broad and Balanced Curriculum**

All students follow a compulsory core of subjects at GCSE in English, Mathematics, Science, Religious Studies and non-GCSE courses in PSHCE and PE. In addition, students choose four further subjects. We believe students should follow a broad and balanced curriculum and therefore offer a range which includes technology and creative subjects in our KS4 curriculum in order to keep students' options open for their future study and careers. All courses are GCSE or level 2 equivalent courses such as a BTEC First Award. All courses on offer have a progression route to Further Education.

### **The English Baccalaureate (EBacc)**

As you are probably aware, the government in recent years has promoted the English Baccalaureate as a suite of GCSE qualifications that if completed successfully at grade 4 or above, demonstrates that a student has completed a 'core of academic' study.

The English Baccalaureate (EBacc) is made up of the subjects which the Russell Group says, at A Level, open more doors to more degrees. It is made up of six GCSEs: English, Mathematics, two Science GCSEs (either Double Award Science or two from Biology, Chemistry, Physics or Computer Science), a Modern Foreign Language (Spanish or French) and a Humanities subject (Geography or History). A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025. At Looe Community Academy we offer two pathways and we would strongly recommend that students opt for the English Baccalaureate to protect themselves in the future if this gains popularity with universities to determine suitability for their courses. Certainly, this is being encouraged by the government.

### **The Options Form**

Students should choose a pathway and subjects which will suit their abilities and their needs. The choices should be both enjoyable and challenging. If they are unsure about their choices, they should discuss this with their tutor, Leader of Learning or subject teachers.

**Students will need to complete and detach the form on the back of this booklet. We also request that a note of these is made on the following page to keep for their future reference.**

We will endeavour to give students their preferred choice, but please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses at any time during this process. Students will begin their Key Stage 4 courses in June 2019 and during the first 3 weeks of the course, we are happy to discuss changes if a student feels they have made a wrong choice. However, on returning from the summer holiday, students will be required to continue on their chosen pathway.

Preliminary choices must be made by completing, detaching and returning the form at the back of this booklet to the student's form tutor by Friday 22 March 2019.

Yours faithfully



**Scott Yalden**  
**Headteacher**

MAKE A NOTE OF YOUR CHOICES HERE AND KEEP FOR REFERENCE



Name ..... Tutor Group .....

<b>EBacc Pathway (strongly recommended as per the DfE guidance)</b>	<b>Choose one (✓)</b>		<b>Choose one (✓)</b>		<b>Choose three subjects by stating '1', '2', '3' in order of preference</b>	
	French		Geography		French	
	Spanish		History		Spanish	
	<b><i>In total, four subjects will be allocated from your choices, if possible</i></b>				Geography	
					History	
					Computer Science	
					Engineering BTEC	
					Resistant Materials	
					Food Preparation and Nutrition	
					Textiles	
					Art and Design	
					Performing Arts BTEC (specialising in Acting)	
					Performing Arts BTEC (specialising in Dance)	
					Performing Arts BTEC (specialising in Production)	
Music BTEC						
Drama						
PE GCSE						
<b>Non EBacc Pathway</b>	<b>Choose one (✓)</b>				<b>Choose four subjects by stating '1', '2', '3', '4' in order of preference</b>	
	French				French	
	Spanish				Spanish	
	Geography				Geography	
	History				History	
	Computer Science				Computer Science	
	<b><i>In total, four subjects will be allocated from your choices, if possible</i></b>				Engineering BTEC	
					Resistant Materials	
					Food Preparation and Nutrition	
					Textiles	
					Art and Design	
					Performing Arts BTEC (specialising in Acting)	
					Performing Arts BTEC (specialising in Dance)	
					Performing Arts BTEC (specialising in Production)	
Music BTEC						
Drama						
PE GCSE						

Are you talented in science and interested in three separate awards in Physics, Chemistry and Biology? Y/N

Please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses.

Parent's signature ..... Student's signature .....

- NB** Choose only Textiles or Art and Design  
 Choose only one BTEC Performing Arts option  
 Choose only Drama GCSE or Performing Arts BTEC  
 Choose only Resistant Materials or Engineering BTEC

## Qualification Ladder – University, Further Education and Lifelong Learning

It is important that you understand the qualification ladder and where each of your option choices is placed on it. The ladder shows how all qualifications are placed in relation to the more established and well known awards.

Level 8	<ul style="list-style-type: none"> <li>• Doctorate, e.g. PhD, DPhil</li> <li>• Level 8 award /certificate/diploma</li> </ul>
Level 7	<ul style="list-style-type: none"> <li>• Master's degree e.g. MA, MSc, MEng</li> <li>• Postgraduate certificate/diploma e.g. PGCE</li> <li>• NVQ level 7</li> <li>• Award/certificate/diploma level 7</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>• Degree apprenticeship</li> <li>• NVQ level 6</li> <li>• Award/certificate/diploma level 6</li> <li>• Bachelor's degree with honours, BA Hons, BSc Hons</li> <li>• Ordinary degree without honours</li> <li>• Graduate certificate</li> <li>• Graduate diploma</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Higher National Diploma, HND</li> <li>• BTEC professional award level 5</li> <li>• NVQ level 5 or Award/certificate/diploma level 5</li> <li>• Diploma of higher education, Dip HE</li> <li>• Foundation degree</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Certificate of higher education (Cert HE)</li> <li>• Higher apprenticeship</li> <li>• Higher National Certificate HNC</li> <li>• NVQ level 4 or Award/certificate/diploma level 4</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• AS and A-levels grades A,B,C,D or E</li> <li>• NVQ level 3 or Award/certificate/diploma level 3</li> <li>• National certificate level 3</li> <li>• International Baccalaureate diploma</li> <li>• Advanced Apprenticeship</li> <li>• Music grades 6,7,8</li> <li>• Tech level</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• GCSEs at grades A*, A, B, C, CSE grade 1, O level grade A, B, C</li> <li>• GCSE grades 5 – 9</li> <li>• NVQ level 2 or Award/ certificate /diploma level 2</li> <li>• Essential /Functional skills, level 2</li> <li>• English Baccalaureate</li> <li>• Intermediate Apprenticeship</li> <li>• Music grades 4 and 5</li> </ul>
Level 1	<ul style="list-style-type: none"> <li>• NVQ level 1 or Award/ certificate /diploma level 1</li> <li>• GCSEs at grades D, E, F, G</li> <li>• GCSEs at grades 1-4</li> <li>• First certificate</li> <li>• Music grades 1,2,3</li> </ul>
Entry Level	<ul style="list-style-type: none"> <li>• Entry level certificate / award/ diploma</li> <li>• Entry level Functional Skills</li> <li>• Skills for Life</li> </ul>

## **ENGLISH GCSE** (*Compulsory core*)



### **What will you be learning?**

During Years 10 and 11, all students will study two GCSEs: English Language and English Literature.

#### **GCSE English Language (AQA 8700)**

This course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students will read and respond to a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction. They will also develop their creative writing skills, focusing on descriptive and narrative writing and writing to present a viewpoint.

Speaking and Listening (now called Spoken Language) is assessed separately. Students will give a formal presentation, responding to questions and also asking questions for clarification.

#### **What is the assessment?**

Reading and writing skills will be assessed through two written final exams. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Spoken language will be assessed through a presentation in class.

#### **GCSE English Literature (AQA 8702)**

Students will read and analyse: a play by Shakespeare, a 19th century novel, a modern text (play) and a range of poetry. The course will encourage students to become thoughtful, critical readers and to read widely for pleasure.

#### **What is the assessment?**

Assessment will be by two written final exams. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

#### **What will you be working towards?**

All students will be working towards a GCSE English Language and GCSE English Literature qualification.

#### **What happens when you have finished?**

Having completed the course, students may choose to continue their studies at A-Level or they could seek employment. Whatever choices are made in the future, English will be a core component of the communication successes that life requires.

## MATHEMATICS GCSE (*Compulsory core*)



### What will you be learning?

The aims of the course are for students to develop their mathematical skills in a way which encourages confidence as well as providing satisfaction and enjoyment.

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. We support students to engage with, explore, enjoy and succeed in maths.

All students have the opportunity to follow a course that enables them to be numerate and builds on what they already know. This course encourages students to:

- ▶ consolidate their understanding of mathematics
- ▶ be confident in their use of mathematics
- ▶ extend their use of mathematical vocabulary, definitions and formal reasoning
- ▶ develop the confidence to use mathematics to tackle problems in the workplace and everyday life
- ▶ take increasing responsibility for the planning and execution of their work
- ▶ develop an ability to think and reason mathematically
- ▶ learn the importance of precision and rigour in mathematics
- ▶ use a calculator effectively and efficiently
- ▶ make connections between different areas of mathematics
- ▶ realise the application of mathematics in the world around them
- ▶ use ICT appropriately
- ▶ develop a firm foundation for appropriate further study.
- ▶ develop fluent knowledge, skills and understanding of mathematical methods and concepts
- ▶ acquire, select and apply mathematical techniques to solve problems
- ▶ reason mathematically, make deductions and inferences and draw conclusions
- ▶ comprehend, interpret and communicate mathematical information in a variety of forms
- ▶ appropriate to the information and context.

### Content

Students will have three or four timetabled lessons each week, each of one hour duration and should expect to spend time on additional study (including homework and reading through notes). Homework will regularly be set each week and can be up to a total of two hours per week.

The course covers six areas of mathematics:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics



## **What is the assessment?**

The scheme of assessment is linear with three question papers at each tier to be taken in the same examination series. The following information is the same for both Foundation and Higher tiers.

- ▶ Paper 1: Written paper (non-calculator) – 33⅓% of the GCSE Mathematics assessment  
1 hour 30 minutes  
80 marks
- ▶ Paper 2: Written paper (calculator) – 33⅓% of the GCSE Mathematics assessment  
1 hour 30 minutes  
80 marks
- ▶ Paper 3: Written paper (calculator) – 33⅓% of the GCSE Mathematics assessment  
1 hour 30 minutes  
80 marks

All papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

## **What will you be working towards?**

Students will be working towards a GCSE in Mathematics following the GCSE Mathematics curriculum accredited by AQA exam board, syllabus 8300. Students in Sets 1 and 2 normally following the Higher Tier scheme of work and students in Sets 3, 4 and 5 following the scheme at Foundation Tier. Students following the Higher Tier course will have access to grades 9 - 4. Students following the Foundation Tier have access to grades 5 – 1.

## Method of Study

It is hoped that you will experience a variety of approaches to study, including:

- ▶ Formal class work
- ▶ Use of investigations
- ▶ Use of group work
- ▶ Use of calculators and computers
- ▶ Regular internal assessment and feedback to help with your studies.

You will find some topics more difficult than others. Your teachers will be more than happy to assist you with these difficulties, both in class and outside lesson time, if you ask.

## **What happens when you have finished?**

The course can lead to further study e.g. A-levels, National Diplomas, access courses for mature students, training and employment. A grade 5 at GCSE is required for many numerical related courses and jobs and is particularly useful for running a business, computer courses, handling household accounts etc.

## SCIENCE GCSE (*Compulsory core*)



### What will you be learning?

The science of today is the technology of tomorrow and we passionately believe that science has something to offer every student. Science has changed our lives and is vital in understanding our past and shaping our future. The course provides the foundation for understanding the world around us, through the disciplines of biology, chemistry and physics. Building on prior learning from Key Stages 1, 2 and 3 and developing three key areas:

- Knowledge and understanding of the key scientific ideas, techniques and procedures
- Application of knowledge and understanding to new contexts
- Analysis of information and ideas, including interpretation, evaluation, making judgements, drawing conclusions and developing experimental procedures.

### What will you be working towards?

All students will be studying AQA Science Trilogy as part of the core curriculum. This will give them the opportunity to achieve the highest grades and awards them a double GCSE in Science (2 GCSE grades). The content of this course is spread equally across the 3 Science disciplines of Biology Chemistry and Physics.

### Three Separate Sciences

The more talented students, with an interest in possibly taking Science further, will be offered the opportunity to do extra lessons or give up an option and 'convert' AQA Science Trilogy into three separate sciences GCSE Biology, GCSE Chemistry and GCSE Physics (AQA). This will give those students the best preparation for A-level and other Level 3 Science Courses post-16. They are not, however, a prerequisite for those courses. Getting good grades of 6 or above in 2 Science GCSEs is much more important and so this option is only advisable for students who we feel will cope with the more difficult work. Consultation will be undertaken to identify how this can be delivered to meet learners' needs.

### How is it assessed?

AQA Science Trilogy: Students will take 6 GCSE papers of 1 hour 15 minutes each at the end of Year 11. They will gain 2 GCSEs of grades varying from 1-1 to 9-9. Students who reach a grade, (say grade 4) but not quite the next grade (eg grade 5) will score for example 5-4.

Three Sciences: Students will take 6 GCSE papers of 1 hour 45 minutes each at the end of Year 11. They will gain a GCSE in each of Biology Chemistry and Physics graded 1-9 (3 GCSEs in total).

## **RELIGIOUS STUDIES GCSE** **(ETHICS, PHILOSOPHY AND RELIGION) *(Compulsory core)***



### **What will you be learning?**

All students will study a GCSE in Religious Studies. Students began studying this GCSE at the beginning of Year 9 and will continue throughout Key Stage 4.

In Religious Studies students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. As communities become more diverse, there is a greater need for a more understanding and tolerant society. Religious Studies plays a vital role in creating social cohesion through generating questions, thinking, listening and understanding between communities, to reduce friction, intolerance and social unrest.

All students study the Edexcel Specification B GCSE 9-1 (specification code IRBO) course in Religious Studies.

Students sit two examinations each lasting 1hour and 45minutes, and each worth 50% of the final qualification.

The topics students study are:

- Paper 1: Religion and Ethics (Christianity) – Beliefs, Marriage and Family, Living the religious life, Matters of Life and death
- Paper 2: Religion, Peace and conflict (Islam) – Beliefs, Crime and Punishment, Living the religious life, Peace and conflict

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

All exams will have compulsory questions focusing on knowledge, understanding and evaluation of the identified themes or subject content. Religious Studies papers are designed to give access to the full range of grades and are not tiered.

### **What will you be working towards?**

All students will be working towards a GCSE qualification (9-1) in Religious Studies.

### **What happens when you have finished?**

There are opportunities for students to continue their studies in EPR at A-level if they wish. In many areas of work employers look for someone with an enquiring mind, understanding and an appreciation of other people's points of view, and an ability to come to clear, informed decisions. These are all skills which are developed in Religious Studies. Specifically an EPR qualification meets needs in broadcasting, journalism, publishing and teaching, as well as full time work with religious agencies. There are also many exciting and fulfilling opportunities to work abroad, long and short term. The understanding gained in EPR can enhance work undertaken in a variety of fields such as medicine, and teaching. The perspectives gained from Religious Studies will benefit anyone considering these types of occupation. Most importantly, it helps create more understanding as a citizen of the planet.

**PSHCE**  
**(PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION) (Compulsory core)**



The PSHCE programme of study for year 10 and 11 students is part of a whole school approach to the personal development of young people.

**What will you be learning?**

PSHCE provision encapsulates three core themes:

*Theme 1: Health & Wellbeing*

How to manage transition

- How to maintain physical, mental and emotional health and wellbeing including sexual health
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health and to stay, and keep others, safe how to identify access help, advice and support
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- How to respond in an emergency including administering first aid
- The role and influence of the media on lifestyle, body image and consumerism.
- Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships.

*Theme 2: Relationships*

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss, including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support.

*Theme 3: Living in the Wider World THE WIDER WORLD OVERVIEW*

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can

The PSHCE curriculum provision is enhanced through partnership working with external agencies such as:

Careers service; Banks, the Police; Brook, Healthy Schools, Feeder Sixth Forms and Colleges, Youth Parliament, Amnesty International, Local Clergy, Local Magistrates, CLEAR; Diversity Role Models, Online E-Safety Awareness Experts, Business Partners, Future First and Alumni support and Work Experience course.

**What is the assessment?**

At the end of each half term, learners undertake an assessment of the unit which is peer reviewed and discussed.

**What happens when you have finished?**

The course enables students to be aware of future roles in society in which they live. It prepares students with necessary skills and qualities to navigate the wider world and world of work.

## CORE PHYSICAL EDUCATION *(Compulsory core)*



All students must undertake two hours of compulsory Physical Education each week. The Key Stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum.

### **What will you be learning?**

In Years 10 and 11 there is a pathway system for one lesson a week and students may opt for a pathway of their choice:

- Creative
- Team sports
- Individual sports
- Fitness activities
- Leadership

There is also an option available to gain a qualification in Sports Leadership.

For all sports, full sport and PE kit must be worn.

The ranges of activities are designed to cater for every need and interest throughout the year and activities range from traditional and competitive sports, to recreational, creative and fitness activities. A wide variety of extracurricular activities are offered to all students, both for boys and girls. A number of fixtures with other schools take place on a regular basis.

### **What happens when you have finished?**

The course will also students to appreciate the necessity for some form of physical activity to enable them to lead a healthy lifestyle. The objective is to promote physical activity and lifetime sports as part of a healthy balanced lifestyle.



### What will you be learning?

#### The choice of topic areas studied will be:

- The risks of natural hazards; earthquakes & volcanoes, weather hazards, tropical storms, extreme weather in the UK, climate change
- The living world; ecosystems, tropical rainforests, and hot deserts or cold environments
- Physical landscapes in the UK; coastal landscapes, and river landscapes or glacial landscapes
- Urban issues and challenges; world migration and natural increase, megacities, urban planning
- The opportunities and challenges of urban change in the UK eg. Cultural mix, recreation, health, sprawl, and regeneration
- Sustainable urban living; water and energy conservation, waste recycling, reducing traffic congestion
- The changing economic world; global variations in development and quality of life, tourism, fair trade, aid, political, social and environmental changes, the economy of the UK,
- The challenge of resource management; food, water, or energy
- Geographical applications; Issue evaluation, fieldwork, maps, graphs and photo skills

### What is the assessment?

- Paper 1: Living with the Physical Environment 1 hour 30 minutes equals 35% of GCSE
- Paper 2: Challenges in Human Environment 1 hour 30 minutes equals 35% of GCSE
- Paper 3: Geographical Applications 1 hour 15 minutes equals 30% of GCSE including a pre-released booklet and questions on fieldwork

### What will you be working towards?

GCSE Geography grade 1-9 awarded by AQA based on the specification AQA 8035. This can then be used to go on to AS and A-level or related GNVQ, or as a supplementary GCSE, with a broad base of skills and knowledge to use on other courses/careers and everyday life.

### What happens when you have finished?

We need Geography to understand our surroundings. It helps us to put world events into place and to be involved in influencing decisions that affect ourselves and our environment, whether locally or globally. Colleges, universities and most importantly employers regard people with qualifications in Geography as having skills in real world decision making about people and how they act and react to their physical environment, past, present and future in a hopefully increasingly sustainable way. Key skills include: communication (written, oral, ICT), teamwork, flexibility, decision making, self-management, creativity, problem solving and analysing. The list of potential careers is vast. Geography is the second most employable degree after medicine in the UK.

## HISTORY GCSE (Option)



### What will you be learning?

The course has 3 examination papers to prepare for.

#### **Paper 1: Edexcel GCSE History 1HI0/11**

Students will learn about *Medicine through Time c1250-present day*. Therefore, topics such as: surgery, science and technology, individuals and institutions and inventions will be covered through the ages, including the Black Death, circulation, vaccination and key individuals like William Harvey and Alexander Fleming. In this paper, there is also an additional case study on World War 1: injuries, treatment and the trenches on the Western front. The students will be developing an understanding of the nature and process of change, which will involve identifying and understanding trends and turning points in medicine.

#### **Paper 2: Edexcel GCSE History 1HI0/24-25**

This second paper involves a period study and a British depth study. The period study will focus on the *American West, 1835-1895*. Topics such as: way of life and beliefs of Plains Indians; early settlement and conflict; development of the Plains and conflict and conquest will form the structure of this first part of the paper. The 2<sup>nd</sup> part will be the British depth study which will cover the period *c1060-88 and incorporate Anglo-Saxon and Norman England*. Some topic studied will be: the Norman Conquest; securing the kingdom and Norman England following the Battle of Hastings.

#### **Paper 3: Edexcel GCSE History 1HI0/31**

This final paper is a modern depth study. The topic will be *Weimar and Nazi Germany, 1918-39*. Students will learn how the Weimar Republic ruled Germany up to 1933, including the Treaty of Versailles and its impact; hyperinflation and recovery; the Wall Street Crash and up to when Hitler was made Chancellor. The focus will then be life in Nazi Germany up to the start of WW2.

### What is the assessment?

Paper 1:	Examination – 1 hour and 15 mins. Worth 30% of final mark
Paper 2:	Examination – 1 hour and 45 mins. Worth 40% of final mark
Paper 3	Examination – 1 hour and 20 mins. Worth 30% of final mark

### What will you be working towards?

All students will be working towards a GCSE in history, with grades 1-9 available.

### What happens when you have finished?

On completion of the GCSE, you will have the opportunity to go on to study history or politics at A-level. Perhaps more importantly you will have acquired a distinct understanding of what has shaped our world today, as well as learning some key study and life skills that will undoubtedly impress future employers. You will have learnt to argue in context, to build interpretations from sources of evidence and be able to link many of our current issues that we face to events in the past.

“Let us study things that are no more. It is necessary to understand them, if only to avoid them.”

— Victor Hugo, *Les Misérables*

“History will be kind to me for I intend to write it.” — Winston S. Churchill



## **FRENCH GCSE / SPANISH GCSE (MODERN FOREIGN LANGUAGES) (Option)**



### **What will you be learning?**

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how a language works, then studying GCSE French or Spanish is for you!

The Edexcel GCSE specification in French (1FRO) and Spanish (1SPO) will allow you to develop your ability to communicate with native speakers in both speech and writing. You will study across a variety of contexts relevant to your age and interests. The five GCSE themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

If you have studied French or Spanish before, then you already know a lot of the vocabulary and grammar you'll need for GCSE. You'll build on this knowledge and move onto new topics.

### **What is the assessment?**

The GCSE consists of four externally examined papers based on the following skills: listening, reading, speaking and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June. Each paper is available at Foundation or Higher tier. Students must be entered for a single tier across all papers.

### **What will you be working towards?**

You will be working towards a GCSE in French or Spanish, which will provide you with:

- An understanding of the language in a variety of contexts
- Knowledge of vocabulary and grammar
- Transferable language skills
- The ability to communicate in French or Spanish and awareness and understanding of countries and communities where the language is spoken.

### **What happens when you have finished?**

Taking GCSE French or Spanish means you will:

- Add an extra dimension to your personal skills profile
- Be in a stronger position to get a job in companies with international links
- Be able to work or study in a French or Spanish speaking country in later life
- Be able to study AS and A-level French or Spanish courses to further your knowledge
- Find it easier to learn other languages later if you want to.



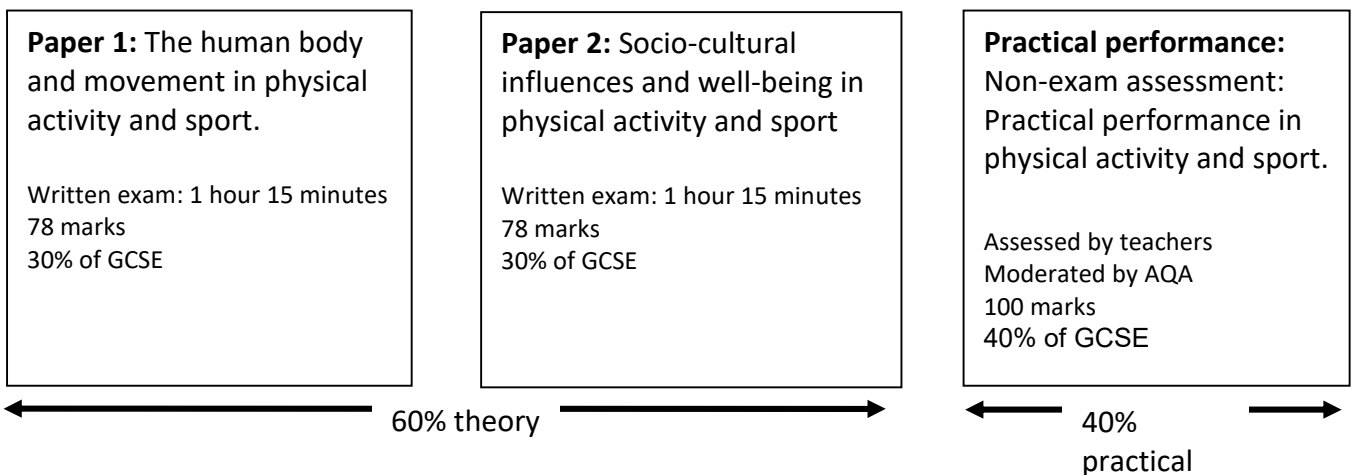
We're confident our GCSE Physical Education specification will inspire and challenge you to do your best.

**What will you be learning?**

In the GCSE PE course (AQA 8582) you are encouraged to:

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways.
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and wellbeing
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

**What is the assessment?**



## **What will you be working towards?**

### **Theoretic subject content:**

In the theoretical part of the course students will be studying the following areas; 1. Applied anatomy and physiology, 2. Movement analysis, 3. Physical training, 4. Use of data 5. Sports psychology, 6. Socio-cultural influences, 7. Health, fitness and well-being.

### **Practical subject content:**

Students are required to be assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

### **Performance analysis assessment (analysis and evaluation)**

Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

## **What happens when you have finished?**

This GCSE course will give you the first steps into the analysis of sporting performance. It will enable you to appreciate the elements of good performance and technical skills. It could lead into further study of PE and Sport.

## COMPUTER SCIENCE GCSE (*Option*)



### **What will you be learning?**

This GCSE is an excellent introduction to computer programming, computer architecture and theory. It is a challenging but rewarding course best suited to students who enjoy problem solving (OCR 1-9 J276).

This course gives participants an understanding of how computers actually work and how to *create software* rather than just how to *use software*. A major part of this course involves students programming in a high level text based language; developing their ability to plan, create, test and evaluate their own computer programs.

Students will also learn aspects from the whole spectrum of computing, eg computer hardware and software, data representation using binary code, computer networks, Boolean logic and algorithms, memory and storage and networks.

The inclusion of the course in the suite of GCSEs which can contribute towards the English Baccalaureate which increasingly universities are looking for is due to its high academic rigour and mathematical content. Many students appreciate and revel in this high academic rigour and mathematical content but less motivated and able students can struggle.

### **What is the assessment?**

Their knowledge is assessed through two final examinations with questions that cover the whole spectrum of computer science which will be covered during the course. One of the exams will focus on algorithms, programming and computational thinking and the content is covered both in practical and theory lessons. The other exam covers general theory (computer system architecture, memory and storage, network topologies, security and protocols, software and legal, moral and environmental issues).

Students also spend time working on an extended programming project which involves puzzle solving and will likely prove to be engaging and enjoyable only to students who are motivated, independent and resilient learners. This programming project is aimed to support learners with their algorithms examination.

### **What happens when you have finished?**

This course will help students interested in continuing their education and careers in the fields of programming, games design, business, App development, Website creation, computer technicians and maths, as well as give students a real insight into computing which drives so much of our modern everyday lives. Computing is currently a skills shortage area for the UK and there are many exciting and rewarding opportunities available, both within leading edge national and multi-national companies and for individual designers and entrepreneurs. This includes a thriving and growing local sector due to the pioneering Superfast Cornwall programme.

*As there is an element of mathematical logic involved in the course it is recommended that students choosing this option have achieved a level 3 or higher in Maths by the end of Year 9 although this is not a hard or fast rule.*

## FOOD PREPARATION AND NUTRITION GCSE (*Option*)



### **What will you be learning?**

About this qualification

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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

### **How will I learn?**

- You will learn how to plan, cook and serve a range of dishes including meals for a variety of nutritional needs and occasions
- You will do individual practical work to develop your skills
- You will undertake research using IT and other media
- You will partake in group practical work to encourage team work and communication skills.

### **What is the assessment?**

Written examination: 1 hour 45 minutes - 50% of GCSE

What's assessed?

Theoretical knowledge of food and nutrition:

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

Two Non Exam Assessment Tasks, Task 1 - 15% of the GCSE, Task 2 - 35% of the GCSE

### **What happens when you have finished?**

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. It is also valuable as a life skill and therefore will be excellent for any learner to study.

## ENGINEERING BTEC Level 2 (Option)



### About this Qualification

This course provides the fundamental knowledge and understanding of basic engineering techniques. It covers interpretation of engineering information, engineering materials, computer aided design, applied electrical and mechanical science for technicians and circuit construction. A BTEC qualification is equivalent to a GCSE but is aimed at the more practical student.

### What will you be learning and what is the assessment?

Health and Safety in engineering - understand safe and effective working in an engineering workplace and know how to follow procedures and undertake a work activity safely. Engineering Materials - know about the properties of common engineering materials and selection for engineering applications and know about the supply and sustainable use of engineering materials and selection for an engineering product or activity. Computer-aided engineering - use a CAD system to produce engineering drawings and use a CAM system to manufacture an engineering component. The qualification has core, mandatory and optional specialist units. Assessment is carried out by completing portfolio based assignments and tests. All assignments are internally assessed. A summative unit grade can be awarded a pass, merit or distinction.

### What happens when you have finished?

The knowledge, understanding and skills learnt in studying a BTEC will aid progression to further study and prepare learners to enter the workplace in due course. Typical entry-level employment opportunities in engineering include roles such as junior mechanical engineer or technician. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or to an apprenticeship. BTECS are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. BTEC have become increasingly popular and effective. They engage young learners in taking responsibility for their own learning, and develop essential work-related skills, such as working to deadlines and presenting information effectively.

## RESISTANT MATERIALS (Design and Technology) GCSE (Option)



### About this Qualification

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. This 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.

### What will you be learning and what is the assessment?

Written examination: 2 hours - 50% of GCSE with 3 sections

- Section A – Core technical principles (20 marks) - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks) - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

Non Exam Assessment (coursework): One task, 30–35 hours approx. - 50% of GCSE.

This is a substantial design and make task that evidences all of the following assessment criteria; Identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas and analysing & evaluating. Students will produce a prototype and a portfolio of evidence

### What happens when you have finished?

Upon completion of this course, learners will have developed problem solving, planning, developing and manufacturing skills in a variety of woods, metals and polymers. This qualification is particularly relevant to anyone who wants to work in the creative or production industries either from an artistic or an engineering or manufacturing basis. The skills developed are highly sought after by businesses and employers, Learners can also use it as a stepping stone to A-level Product Design or an apprenticeship.

## Textiles - GCSE Art and Design (Textiles) (Option)



### About this Qualification

This year we are offering learners the chance to study textiles in a creative and artistic way. Learners may also still opt make items of clothing with traditional skills but may also choose to create creative art pieces through the media of textiles. Learners will be looking at artists and textiles practitioners to inspire and develop ideas. Mark making will be studied in stitching, colours blended looking at Impressionist painters and a visit to see textiles work first hand by creative textiles practitioners. A variety of skills will be introduced including the creative use of the sewing machine through free machine embroidery and a range of construction and decorative techniques such as hand sewing, applique, reverse applique, block printing, screen printing and tie dye.

### What will you be learning and what is the assessment?

This GCSE is made up of two units, the coursework component which is worth 60% and the examination unit, which is worth 40% of the overall GCSE. Learners work in sketchbooks, developing ideas, and working in a range of textiles materials and techniques. Learners have the opportunity to develop both their understanding about textiles as creative practice and how to produce their own individual pieces of textiles art. This course is studied over either a one or two year basis. The first term or year focuses on skills, aiming to increase students' confidence in drawing, textiles techniques and developing ideas. Learners also look at artists' work to use as inspiration, keeping notes and practical experiments as evidence. This forms the basis for coursework, involving extensive research on one set theme together with the textiles experimentation. Once the coursework is complete, learners prepare for the final exam. Both pieces of work require a sketchbook and a final piece to be submitted at the end.

#### Component 1, coursework: Portfolio 60%

This is the work that learners produce during the course and should provide evidence that the student has met all four assessment objectives.

#### Component 2: Externally set assignment 40%

Learners respond to one of five themes, each with a range of written and visual starting points and stimuli. Learners research, plan and develop ideas for their response to the option they have chosen, which they must then create within the ten-hour supervised time period.

### What happens when you have finished?

The GCSE Art – Textiles is designed to equip learners with the practical skills in Fashion and Textiles they need to progress to further general or vocational study in many creative areas, not just Textiles. They'll develop a broad understanding of the sector so they can make informed decisions about their career opportunities. Learners will also develop transferable skills including communication and collaboration.



## ART AND DESIGN GCSE (*Option*)



### **What will you be learning?**

The Art and Design Fine Art course is challenging, and involves a lot of independent learning. You will be creating a portfolio of work, undertaking studies in visual analysis of images and objects and understanding their context. From artist studies you will develop your ideas and use different media, modifying your work as it progresses. Observational studies form a key part of the course, working from real life and images. Through your studies you will present a personal and informed final piece, connecting your work with the work of other artists.

### **What is the assessment?**

Examination in OCR Fine Art J171

#### **60% coursework**

This will be completed from June to December. The first term will be an introductory course concerned with improving skills in observational drawing, painting, colour theory and the development of ideas. If you are on the two year course you spend the first year on building skills. This will give you the confidence to develop the major unit of work which emphasises the four GCSE Art and Design assessment objectives: develop, explore, record, present.

#### **40% exam**

You will be given a choice of several starting points in January before the exam in April. You will use this time to produce detailed preparatory studies as you would for a unit of work. Then you have 10 hours in school over 2 days under exam conditions to produce your final piece. The exam is marked to the same assessment objectives as the units, and therefore should be treated like a slightly smaller piece of coursework.

Most candidates will wish to purchase their own materials. Work is returned to candidates in the January following their GCSE result.

### **What happens when you have finished?**

Students who take GCSE Art and Design can go on to study Art at AS/A Level, or take a foundation studies course in Art and Design at local sixth forms or colleges. Following this there are many career opportunities in the ever growing creative industry. Over 200,000 people in Britain work in careers associated with Art and Design. Many thousands of Art graduates work in the media industry, film, TV, video and photography. British artists and designers have an amazing international reputation and are frequently employed abroad. Some of the careers related to Art are architecture, fashion designer, photographer, ceramicist, graphic designer, theatre and costume design, art therapy, jewellery maker, product design, animator, community arts worker, exhibition designer/curator, fine artist, illustrator, glass blower/designer, furniture designer, industrial/product designer, interior designer, make-up artist, medical/scientific illustrator, printmaker, textile designer, web designer, production designer theatre/TV/film, set designer, technician, art historian, art journalist, car designer, costume designer, advertising, teacher/lecturer, sign writer, computer graphics/games designer, cartoonist, sculptor.

**PERFORMING ARTS ACTING, DANCE OR \*PRODUCTION (\*in Year 11 only) BTEC FIRST AWARD (Option – just choose one on the form)**



**What will you be learning?**

The performing arts industry has gone through a big development in recent years and it is no longer considered enough to just be an actor, a dancer or a director/choreographer. Instead performers need to be what is known as triple threat (able to offer three skills, for example as well as acting also singing and dancing). This BTEC course takes this change into account and every student on this course will study ALL three disciplines of acting, dancing and musical theatre with specialist teachers. They can then choose which areas they want to complete their actual performance assessments in.

**What is the assessment?**

Exploring the Performing Arts	Examining performances (live and recorded) to develop your understanding of many practitioners work (across all three disciplines of acting, dance and musical theatre)  Participating in practical workshops to develop your knowledge and understanding of acting, dancing and singing and creating a 7-12 minute PowerPoint presentation which you present to the rest of your class.	Internal Assessment
Developing Skills and Techniques in the Performing Arts	In this component you will have the opportunity to specialise in one or more of the following disciplines: acting, dance, musical theatre.  You will take part in a performance group of professional work and keep a log book of your experiences.	Internal Assessment
Performing to a brief	In response to an exam brief you will be required to apply the performance skills and techniques you have learnt throughout the course, developing a group performance for a selected audience.	External Assessment

**What happens when you have finished?**

If you achieve a Level 2 this could provide a pathway to Level 3 courses such as BTEC Nationals and A-level. Indeed, several past learners have used this as a stepping stone to Level 3 courses and then onto Degree courses.

## MUSIC (BTEC LEVEL 2 FIRST AWARD) (Option)



**This course is the equivalent of a GCSE and is viewed as such by further education organisations**

The delivery of this specialist course is based heavily on studying music in relationships with vocational practice. The BTEC course gives students the opportunity to put their skills into practice in a work-related context.

### What will you be learning?

The course covers four units:

<b>Unit 1</b>	<b>The Music Industry</b>	This unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.
<b>Unit 2</b>	<b>Managing a Music Product</b>	This unit covers the development of the music product. As well as introducing the role of planning and promotion in the management of a music product. This can be done through a CD or a live event.
<b>Unit 4</b>	<b>Introducing Music Composition</b>	This unit encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs, similar to the behaviour required in the professional world of music composition.
<b>Unit 5</b>	<b>Introducing Music Performance</b>	This unit enables learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

\* The option of an **alternative unit** is available to students that prefer to work with technology rather than on instruments.

The majority of the course is practical and students will be expected to develop their technical skills whilst acquiring new performance skills. As part of the course students will work and perform as a soloist, as part of a musical ensemble, produce a musical recording, and learn how musicians use computer systems. During the course there will be the opportunity to attend live local performances and attend professional workshops.

### What is the assessment?

The only exam is at the end of the course and will be based on **Unit 1 – the Music Industry (25%)**. The rest of the course is internally assessed throughout (**75%**). Each unit or partial unit is marked as a Level 2 Pass, Merit, Distinction, or Level 1 Pass (if certain requirements aren't met). All unit grades are then collated to form an overall grade. A sample is then moderated by an external examiner. Teachers will discuss with each student the reasons why they have been awarded the mark they have. If after discussion a student is unhappy with their mark an appeal process can be implemented, details of which can be found on the school's examination notice board. Unit grades combine to form one of these overall grades; students can be awarded Distinction\*, Distinction, Merit, Pass Level 2 or a Pass Level 1.

### What happens when you have finished?

BTEC Music gives learners the opportunity to develop an awareness of the vastness of this area and a real insight into which careers are available should they wish to take their music further. This course can act as a perfect stepping stone to further education as many establishments now prefer BTEC Music due to its performative and practical nature. The course perfectly prepares learners for BTEC Level 3 and Music Degree courses, but it also gives students the chance to learn in an aesthetic manner developing co-operative skills, along with confidence and building of self-esteem.

**It is expected that students have some experience playing an instrument before attempting this course (or have technology experience for those that wish to take part in working behind a mixing desk).**

## DRAMA GCSE (*Option*)



### What will you be learning?

GCSE Drama is all about understanding what it is like to use your drama skills to create your own devised work as well as 'bring to life' the work of others. You will have the chance to study influential theatre practitioners, theatre genres, live current professional work and 2 scripts from differing time periods, as a way of developing your drama/performance support skills.

The course is in three parts:

- **In Component 1- Devising Theatre**, in groups you will create a devised performance from a selection of stimuli (a song, photograph, historic event, news article for example). You can either be assessed as a performer or in a performance support role (Lighting, Sound, Set or Costume) for your final piece. You will also be assessed through three pieces of coursework and you will complete a final written evaluation of your piece, under controlled assessment conditions.
- **In Component 2- Performing from a Text**, you will study a play as a class and then perform extracts (or take a performance support role) in front of an outside visiting examiner.
- **In Component 3- Interpreting Theatre**, you will study a set text as a class and attend a live theatre performance to answer questions in a 1 hour 30 minute written exam.

Throughout the course you will learn about key drama skills, theatre styles, genres, practitioners and acting/technical skills. You will be able to apply and use these skills during your exam work.

### What is the assessment?

The examination for GCSE Drama for component 1 is teacher assessed (through the final performance piece, coursework and written evaluation), component 2 is a performance of extracts from a play assessed by an outside examiner and component 3 takes the form of a 1 hour 30 minute written exam with questions on a set text and the live performance you went to see.

### What happens when you have finished?

As well as acquiring the skills involved in creating and performing (or supporting) drama, you will have been able to acquire skills in working with others, presenting, problem solving, self-expression and communication. You will find that drama can help you feel more self-confident and prepare you to deal with a range of different situations and people.

In addition, if you are interested in pursuing acting or performance support at college or as a career, the skills and knowledge you gain in this GCSE course will be invaluable.

*Requirements to take the course:*

*We will attend at least one live theatre performance as a class but it is highly recommended for students to see at least one other piece of live theatre in preparation for their written exam.*

## Key Stage 4 Options Form 2019-2021



Name ..... Tutor Group .....

<b>EBacc Pathway (strongly recommended as per the DfE guidance)</b>	<b>Choose one (✓)</b>		<b>Choose one (✓)</b>		<b>Choose three subjects by stating '1', '2', '3' in order of preference</b>	
	French	<input type="checkbox"/>	Geography	<input type="checkbox"/>	French	<input type="checkbox"/>
	Spanish	<input type="checkbox"/>	History	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
	<b><i>In total, four subjects will be allocated from your choices, if possible</i></b>				Geography	<input type="checkbox"/>
					History	<input type="checkbox"/>
					Computer Science	<input type="checkbox"/>
					Engineering BTEC	<input type="checkbox"/>
					Resistant Materials	<input type="checkbox"/>
					Food Preparation and Nutrition	<input type="checkbox"/>
					Textiles	<input type="checkbox"/>
					Art and Design	<input type="checkbox"/>
					Performing Arts BTEC (specialising in Acting)	<input type="checkbox"/>
					Performing Arts BTEC (specialising in Dance)	<input type="checkbox"/>
					Performing Arts BTEC (specialising in Production)	<input type="checkbox"/>
Music BTEC					<input type="checkbox"/>	
Drama					<input type="checkbox"/>	
PE GCSE	<input type="checkbox"/>					
<b>Non EBacc Pathway</b>	<b>Choose one (✓)</b>				<b>Choose four subjects by stating '1', '2', '3', '4' in order of preference</b>	
	French	<input type="checkbox"/>			French	<input type="checkbox"/>
	Spanish	<input type="checkbox"/>			Spanish	<input type="checkbox"/>
	Geography	<input type="checkbox"/>			Geography	<input type="checkbox"/>
	History	<input type="checkbox"/>			History	<input type="checkbox"/>
	Computer Science	<input type="checkbox"/>			Computer Science	<input type="checkbox"/>
	<b><i>In total, four subjects will be allocated from your choices, if possible</i></b>				Engineering BTEC	<input type="checkbox"/>
					Resistant Materials	<input type="checkbox"/>
					Food Preparation and Nutrition	<input type="checkbox"/>
					Textiles	<input type="checkbox"/>
					Art and Design	<input type="checkbox"/>
					Performing Arts BTEC - (specialising in Acting)	<input type="checkbox"/>
					Performing Arts BTEC - (specialising in Dance)	<input type="checkbox"/>
					Performing Arts BTEC - (specialising in Production)	<input type="checkbox"/>
Music BTEC					<input type="checkbox"/>	
Drama					<input type="checkbox"/>	
PE GCSE					<input type="checkbox"/>	

Are you talented in science and interested in three separate awards in Physics, Chemistry and Biology? Y/N

Please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses.

Parent's signature ..... Student's signature .....

**PLEASE COMPLETE AND DETACH THIS FORM AND RETURN TO YOUR FORM TUTOR BY FRIDAY 22 MARCH 2019.**

- NB**
- Choose only Textiles or Art and Design
  - Choose only one BTEC Performing Arts option
  - Choose only Drama GCSE or Performing Arts BTEC
  - Choose only Resistant Materials or Engineering BTEC