



Upper School Courses 2020 - 2022

January 2020

Dear Parent/Carer

Year 9 Parents' Consultation & Options Information Evening - Thursday 23rd January 2020

In September, your son / daughter will start a two year course leading to GCSE and potentially other qualifications. Over the next few weeks, there are important decisions to be made.

To help with this process, on Friday 17th January, Year 9 students have an IMPACT Day. Staff will take them through the options process in great detail and provide them with an options booklet, giving information about the courses on offer. This will contain an options form, which will need to be completed and returned by Thursday 6th February 2020.

In addition, you are invited to attend one of our Options Evening Sessions, which will take place during the Year 9 parents' consultation evening on Thursday 23rd January 2020. These sessions will take place in the Dance Studio at 5.30pm, 6.30pm and 7.30 pm, where we will re-cap the information shared with students on the IMPACT Day and answer any questions.

In addition to discussing your child's progress, subject teachers will be available to provide advice around the courses on offer.

This is a very important evening and we hope that you will be able to attend.

Please email confirmation that you will be attending to office@litcham.norfolk.sch.uk or by returning the reply slip below.

Yours sincerely



Robert Martlew
Headteacher

.....
To: Litcham School

Year 9 Parents' Consultation & Options Information Evening - Thursday 23rd January 2020
(Please complete and return to the post box in reception as soon as possible)

Student name: _____ **Tutor group:** _____

I confirm that I will/will not (Please delete as appropriate) be able to attend Year 9 Parents' Consultation & Options Information Evening on Thursday 23rd January 2020.

Signed: _____ Parent/Carer Date: _____

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How to Use This Booklet

This booklet contains much of the information needed to make your choice of subjects. It gives an explanation of terms you need to understand; details about the courses on offer during your last two years at Litcham School and what you have to do to make the choices.

With the information provided there are questions for you to consider. These could be used as a basis for discussion between you and your parents. There are clear sections which will guide you to a final decision. The completed 'Choices Form' at the end of the booklet must be returned to your tutor by Thursday, 6th February 2020.

Choosing the right courses will help you to be successful in your studies. Success in examinations will improve your chances of starting a good career or continuing your education, post 16.

The subjects we hope to offer are as follows:

Option Choices

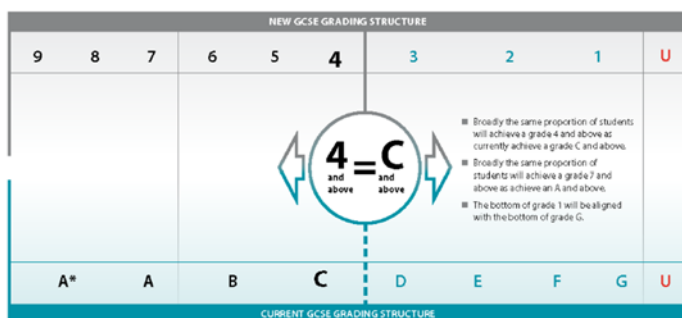
- Art
- Child Development
- Computer Science
- Design Technology
 - Food Preparation and Nutrition
 - Design Technology
- Drama
- Geography
- History
- Modern Foreign Languages
 - French
 - German
 - Spanish
- Music
- Physical Education
- Religious Studies

The Courses You Can Study

GCSE - General Certificate of Secondary Education

The General Certificate of Secondary Education (GCSE) is an academically rigorous, internationally recognised qualification awarded in a specified subject, generally taken in a number of subjects by students in secondary education over two years or sometimes three years.

These examination courses have been through a period of major changes. From September 2019 all subjects embarked on a new specification with a new grading system with numbers replacing the familiar letters as grades. These grades range from 9 to 1 with 9 being the highest and 1 the lowest.



This diagram shows how the new grades link to the old grading system.

Tiers of entry: some GCSE examinations have tiers of entry (higher or foundation) and these determine the grade ranges available to a candidate.

Subjects you must study in the Upper School

The subjects shown below are subjects which all upper school students must take. These form the **core curriculum and are statutory**:

- English
- Mathematics
- Science
- Physical Education
- Citizenship/Personal, Social & Health Education
- Religious Studies
- Statistics

Pages 8 - 15 give you details about the core curriculum subjects and explain what is expected of you. The remainder of the booklet concentrates on the optional subjects offered. You must indicate your preference on the choices form at the end of the booklet.

Curriculum and Learning Support (CLS)

The curriculum and learning support department supports students who are experiencing difficulties at any time in any of their courses.

Students are supported in several ways:

1. Option choices

Members of the department are available to discuss option choices with you and your parents. If you would prefer a specific meeting, which we would strongly recommend for students with identified special needs, please contact Mrs Thurston (Deputy SENDCo), 01328 701265, to arrange.

2. Examination choices

CLS staff are involved in discussions with other departments about appropriate examination courses.

3. Lessons

For some students, additional support is provided.

In some subject areas, students who have special needs are taught in smaller classes.

4. Students

Some students may need extra help with their homework. A homework club (after-school - Wednesday) is available to assist any student in Years 10 and 11. Members of the department are always available to give advice and help to individual students. Homework club also runs every lunchtime in room 7.

5. Parents

The SENDCo/Deputy SENDCo, or in their absence another member of the CLS department attends Year 10 and Year 11 parents' evenings and welcomes contact with parents at any other time.

6. Special arrangements during examinations

A number of alternative arrangements are available to students who have special needs, including, in some cases, the use of readers, scribes and extra time in examinations. The options are chosen carefully in discussion with Mr Wilson, subject teachers, students, parents and CLS staff. If you, or your parents, feel you need any special arrangement, please speak to Mrs Thurston in the summer of Year 9 or as early as possible in Year 10.

If you would like more information or wish to discuss any concerns, please do not hesitate to contact Mrs Thurston or Mr Howell.

Glossary

Before you read about the courses, it is important that you understand some of the words used in the descriptions. The most important terms used are:

| | |
|------------------------------|---|
| Module | A unit of work, often one topic, which is the basis for a period of learning. This may range from a few weeks to several months. |
| Coursework | <p>Some subjects involve coursework. This is work which students do during Years 10 and 11. It may be marked by the teacher or the exam board and the mark counts towards the final examination award.</p> <p>Coursework tasks are a school and examination board requirement which must be completed. If a student fails to complete these, the final grade will be reduced.</p> |
| National Curriculum | <p>The subjects which the government has indicated all students must study, or at least have the opportunity to study, between the ages 5 and 16.</p> <p>The National Curriculum aims to provide a balance of subjects to give a wide range of skills to prepare for life beyond school. This is why students cannot simply drop subjects they do not like.</p> |
| Tiers | In some subjects, examinations are offered in different tiers, usually foundation or higher. Foundation papers usually restrict students to achieving grades 1 to 5. Higher papers offer grades 4 to 9. |
| English Baccalaureate | <p>The English Baccalaureate recognises where students have secured a grade 4 or better across a core of academic subjects: English, Mathematics, History or Geography, the sciences including computer science and a language. It is not a qualification in itself. A grade 4 in all of the subjects listed is classed as a pass, whereas a grade 5 in all subjects listed is classed as a strong pass.</p> <p>The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, The Russell Group guide on making informed choices for post-16 education identifies facilitating subjects' at A level. These are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. Local A Level providers have their own entry requirements to their courses, many requiring a Grade 6 in the subject to be studied along with a number of passes or strong passes in other subjects.</p> <p>More information on the English Baccalaureate is available on the Department for Education website: http://www.education.gov.uk/schools</p> |

Core Subjects

GCSE English Language and English Literature

In English students will be studying for GCSEs in English and Literature.

The English Language and Literature courses are run together. They involve lots of reading skills already developed in key stage 3. These will be extended to include more texts written before 1900 as well as modern fiction and non-fiction, poetry and drama. The key reading skills assessed are reading to identify and interpret information and ideas; explaining and commenting on writers' use of language; comparing writers' ideas and techniques and evaluating texts.

In writing students will continue to improve what they have learned in key stage 3 writing both creative and transactional pieces like letters, speeches, reports etc. The key areas assessed for writing are: communicating effectively and imaginatively; adapting tone to suit audience and purpose; organising ideas clearly and using sentence structure and vocabulary for effect together with accurate spelling and punctuation.

Speaking and listening is still an important part of the course and students will make a presentation about something they are interested in which will be recorded to send to the exam board for a separate mark.

English will be assessed through a final examination only.

Paper 1 includes:

- a response to unseen 19th century fiction based on an extract printed in the exam
- a creative writing task linked with the theme of the reading text

Paper 2 includes:

- a comparison of two unseen modern texts
- transactional writing such as letter / newspaper article etc.

Literature involves studying 4 texts including:

- a 19th century novel like *The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*.
- a modern novel or play such as *Animal Farm*, *The Woman in Black*, *Blood Brothers* or *An Inspector Calls*.
- a selection of poetry based on the theme of Power and Conflict, or Love and Relationships.
- and a Shakespeare play such as *Macbeth*, *Romeo and Juliet* or *Twelfth Night*.

Literature is assessed through examination only.

Paper 1 includes questions on:

- Shakespeare plays
- The 19th century novel

Paper 2 includes questions on:

- Modern texts
- Poetry

**Qualification: GCSE English Language - 8700 (AQA)
GCSE English Literature - 8702 (AQA)**

GCSE Mathematics

Students follow a linear course in GCSE Mathematics. The course is made up of three exams, two of which a calculator may be used and the other exam in which calculators cannot be used. Each paper will be 1 hour 30 minutes.

A student will be entered for either foundation (grades 1 to 5) or higher tier (grades 4 to 9) depending on their ability and the maths set that they are in.

The GCSE course will cover topics under three broad areas:

Number and algebra

- working with numbers and the number system
- fractions, decimals and percentages
- ratio and proportion
- the language of algebra
- expressions and equations
- sequences, functions and graphs

Geometry and measures

- properties of angles and shapes
- geometrical reasoning and calculation
- measures and construction
- lengths, areas, and volumes
- vectors

Statistics and probability

- the handling data cycle
- data collection
- data presentation and analysis
- data interpretation
- probability

and will enable students to:

- develop knowledge, skills and understanding of mathematical methods and concepts
- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, everyday and real world situations
- reason mathematically, make deductions and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Each exam will contain at least three questions which assess the quality of written communication as well as the answer, meaning that there is more emphasis on the quality of communication than ever before.

An important change to GCSE Maths is that pupils will now be expected to memorise many more formulae including Pythagoras Theorem, Quadratic Formula, Trigonometric Identities and Area of Trapezium, whereas previously these were given in the exam.

Qualification: GCSE Mathematics - 8300 (AQA)

GCSE (9-1) Combined Science (Double Award)

Science sets 2, 3, and 4 will continue to follow the GCSE Combined Science course, started in Year 9 and will be completed at the end of Year 11. The content across Biology, Chemistry and Physics has been split into a number of topics:

Biology

- Key concepts in Biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

- Key concepts in Chemistry
- States of matter
- Methods of separating and purifying substances
- Atomic Structure
- The Periodic Table
- Ionic Bonding
- Covalent Bonding
- Types of substance
- Acids and alkalis
- Calculations involving masses
- Obtaining and using metals
- Electrolysis processes
- Reversible reactions and equilibria
- Groups in the Periodic Table
- Rates of reaction
- Fuels
- Heat energy changes in chemical reactions
- Earth and atmospheric science

Physics

- Key concepts of Physics
- Motion
- Forces of motion
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Energy – forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

Assessment

The Biology, Chemistry and Physics content of the GCSE (9-1) Combined Science course will be tested through six exams; 2 Biology, 2 Chemistry and 2 Physics papers. All papers contribute equally to the final mark leading to double award GCSE (9-1) Combined Science qualifications.

Each paper has six structured questions totalling 60 marks, with the questions starting easier and finishing at a more difficult level and will be 1 hour 10 minutes long.

There will not be any controlled practical assessments. There will be 18 core practicals that will be completed in class, during the duration of the GCSE Combined Science course. Understanding of practical work will be tested within the six Biology, Chemistry or Physics papers.

Students entered for the:

- Foundation tier will be awarded between grades 1,1 – 5,5 (5,5 is the highest)
or
- Higher tier will be awarded between grades 4,4- 9,9 (9,9 is the highest)

For Combined Science there is a 17 point grading scale, so the highest grade is 9,9, followed by a 9,8, continuing with grades in between and ending with 1,1.

The award will be a suitable qualification for students wishing to take any of the Science subjects at 'A' Level, or to follow NVQ based Science courses.

**Qualification: GCSE (9-1) Combined Science (Double Award) 1SC0
(Pearson Edexcel)**

GCSE (9-1) separate Sciences Biology, Chemistry and Physics Triple Award

Students in set 1 will continue to follow GCSEs in the separate sciences, which will be completed at the end of Year 11.

The separate sciences course completes all the content of the GCSE (9-1) combined science course, as well as additional content in some topics and the completion of additional topics not taught to students following the GCSE (9-1) combined science course.

Biology

Additional content in all nine Biology topics, compared to the content taught to students following the GCSE (9-1) combined science course.

Chemistry

Additional content in some chemistry topics, compared to the content taught to students following the GCSE (9-1) combined science course.

Additional topics to be taught are:

- Transition metals
- Quantitative analysis
- Dynamic equilibria
- Chemical cells and fuel cells
- Qualitative analysis
- Hydrocarbons
- Polymers
- Alcohols and carboxylic acids
- Bulk and surface properties & matter including nanoparticles

Physics

Additional content in some Physics topics compared to the content taught to students following the GCSE (9-1) Combined Science course.

Additional topics to be taught are:

- Astronomy
- Static electricity

How you will be assessed.

The separate sciences will be examined through six exams. The exams will have the same content as the GCSE (9-1) Combined Science papers, with extra questions on the separate science topics.

- 2 Biology papers – leading to a GCSE Biology qualification
- 2 Chemistry papers – leading to a GCSE Chemistry qualification
- 2 Physics papers – leading to a GCSE Physics qualification

Each paper has 10 structured questions totalling 100 marks and will be 1 hour 45 mins long.

There will not be any controlled practical assessments, but there will be 8 core practicals in Biology, 8 core practicals in Chemistry and 8 core practicals in Physics, that will be completed in class, during the duration of the GCSE separate sciences courses.

Understanding of practical work will be tested within the six Biology, Chemistry and Physics papers.

Students entered for the:

- Foundation tier will be awarded between grades 1,1 – 5,5(5,5 is the highest)
or
- Higher tier will be awarded between grades 4,4 – 9,9 (9,9 is the highest)

Students studying the separate sciences will be awarded one separate GCSE grade for each subject.

The award will be a suitable qualification for students wishing to take any of the Science subjects at 'A Level, or to follow NVQ based Science courses.

Qualification: **GCSE (9-1) Biology - 1BI0 (Pearson Edexcel)**
 GCSE (9-1) Chemistry - 1CH0 (Pearson Edexcel)
 GCSE (9-1) Physics - 1PH0 (Pearson Edexcel)

GCSE Statistics

Students will follow a linear course in GCSE Statistics. There is no assessed coursework and is examined by 2 papers each lasting 1Hr 45 minutes. Questions on the papers include Multiple choice, Short answer questions and a more in depth investigation. Students will be entered for the Foundation Tier, meaning they can achieve a Grade 1 – 5.

The course will be taught in conjunction with GCSE Mathematics as many of the topics overlap. The main focus will be the Statistical Enquiry Cycle. Familiarisation with the SEC will cover all the steps necessary to carry out a sound Statistical investigation.

This includes:

- Formulating a hypothesis.
- Understanding and mitigating for the factors that constrain and bias testing of this hypothesis.
- Understanding the various types of data.
- Using population samples.
- Collecting data systematically.
- Analysis of data through arithmetic methods
 - Mean, Median and Mode
 - Moving averages
 - Quartiles and percentiles
 - Range and Interquartile Range
- Display and analysis of data graphically including
 - Pictograms
 - Piecharts
 - Bar charts
 - Scatter Diagrams
 - Stem and Leaf Diagrams
 - Histograms
 - Cumulative Frequency diagrams
 - Boxplots
 - Chloropleth diagrams
- Probability from tables of data
- Probability tree diagrams
- Relative Frequency and Experimental Probability

Questions will also place emphasis on the extrapolation and interpolation of data.

Qualification: GCSE Statistics (8382) AQA

Careers

Before making your choices for KS4, it is very important that you think about what you want to do when you leave school. Most people nowadays have several different jobs during their working lives, so it is very important to keep a wide balance of subjects at GCSE. There are very few careers which demand the study of specific GCSEs other than English and Mathematics.

If you need help working out what the best combination of subjects for the career you want, you can research using the wide range of links on the school website or go the careers resource area in the library. The librarian, Mrs Berry, and the Careers Leader, Mr Clark, will always offer assistance.

In years 10 and 11 you will continue to receive careers advice.

In year 10 you will have the opportunity to go through the process of applying for a job, from writing a letter of application to going for a mock interview. You will also have the chance to do some networking in job sectors like construction and social care. At the end of Year 10 you will have the opportunity to undertake work experience for yourself.

In year 11 you will have the opportunity for an individual career interview with our Careers Adviser, who can support you in choosing the right college course or apprenticeship opportunity. If you would like an earlier appointment, please contact Mrs Berry.

**Thinking about your life beyond school is important.
A little thought now might avoid disappointment and
regret in two years time!**

Option Subjects

GCSE Art and Design

Art and Design can offer you the opportunity to use your imagination and to be creative in many different areas. You may wish to be a graphic designer, an architect, a fine artist, a fashion designer, a theatre designer or a sculptor. You may wish to work in television or film, in computer aided design; in fact any visually orientated career. If so, Art and Design GCSE would offer you a suitable foundation from which you can move on to further and higher education.

The course will offer you the opportunity to study a wide range of skills and techniques including drawing, painting, collage, print making and contextual studies. Drawing from observation is an important element of the course and it will help to develop your visual sensitivity, perception and judgement.

If you choose this course you will be expected to...

- Develop a mature and responsible approach to your work through private study and individual research.
- Keep a work journal
- Evaluate your own work and that of others.

How is Art and Design taught?

Pupils work in mixed ability groups. Most work is project based and students are expected to do homework regularly. Supporting studies carried out before the exams are essential.

How is it assessed?

Projects and homework are assessed. The course has two components:

- Coursework (60%)
- A set exam piece together with the necessary supporting studies (40%)

Cost involved

Students are expected to have their own range of art materials to enable them to complete various homework tasks set during the course. Funding for equipment is available if necessary, where a student is in receipt of Pupil Premium.

What does it lead to?

A GCSE in Art and Design can lead to A Level Art, Fine Art, Graphic Design, Illustration, Surface Pattern Design, Fashion Design, Textile Design, Art history, Fashion Buying, landscape Design, Photography, Jewellery Making and Design, Architecture, Industrial Designing, Media Studies, Ceramics, Shop window Design and Education.

Qualification: GCSE (9-1) Art and Design - 8202 (AQA)

Child Development

What is Child Development?

Child Development is a new subject we are introducing to students from July 2019. This new Cambridge National Certificate in Child Development focuses on child development from conception to the age of five. It is designed to develop knowledge and understanding of the needs of young children and the social and environmental influences which affect their development in a contemporary, changing and diverse society. Through external and internal assessments, students have the opportunity to develop their research, planning, observation and evaluation skills.

Topics we will be studying:

- Reproduction and the roles and responsibilities of parenthood
- Antenatal care and preparation for birth
- Postnatal checks, postnatal provision and conditions for development
- Recognise, manage and prevent childhood illnesses
- Child safety
- Equipment for babies and children from birth to five years
- Nutrition and feeding solutions for children from birth to five years
- The physical, intellectual and social developmental norms from birth to five years
- Learning through play

How will you be assessed:

| Unit | Assessment method | % of GCSE |
|---|---|-----------|
| R018: Health and well-being for child development | Written examination 1 hour and 15 minutes | 50 |
| R019: Understand the equipment and nutritional needs of children from birth to five years | Centre assessed task, OCR moderated 7-10 hours | 25 |
| R020: Understand the development of a child from birth to five years | Centre assessed task, OCR moderated 7-10 hours | 25 |

Who is this subject for?

This qualification is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology. They may then continue their studies with the intention of pursuing careers in the caring professions e.g. primary education, nursing, midwifery and social work. Valuable life skills on how to be a good parent are also taught on this course.

Grading and awarding grades:

| | |
|--|--|
| Distinction* at Level 2 (*2) Distinction at Level 2 (D2) Merit at Level 2 (M2) Pass at Level 2 (P2) | Distinction at Level 1 (D1) Merit at Level 1 (M1) Pass at Level 1 (P1) |
|--|--|

Qualification: Cambridge National Level 1 / Level. Certificate – J818 (OCR)

Computer Science

Computer Science is about computational thinking – being able to design, write and test a program to solve a problem, and understand the Hardware & Software involved in computer technology.

The continual growth of mobile computing and web-based technologies requires skilled personnel to implement the developments, resulting in challenges for employers and individuals alike. The job prospects for students with computing knowledge are excellent, with many jobs today requiring a technical appreciation of computer systems.

The course provides a platform for students who may wish to choose further education and/or a career in the technical field.

The course is tailored to 70% programming concepts so suits pupils with an interest/skill in this field.

The new OCR Computer Science curriculum from 2020 encompasses:

| Content Overview | Assessment Overview |
|--|---|
| <p>J277/01: Computer systems</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 1.1 Systems architecture• 1.2 Memory and storage• 1.3 Computer networks, connections and protocols• 1.4 Network security• 1.5 Systems software• 1.6 Ethical, legal, cultural and environmental impacts of digital technology | <p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p> |
| <p>J277/02: Computational thinking, algorithms and programming</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 2.1 Algorithms• 2.2 Programming fundamentals• 2.3 Producing robust programs• 2.4 Boolean logic• 2.5 Programming languages and Integrated Development Environments | <p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p> |

Qualification: GCSE (9-1) Computer Science - J276 (OCR)

Students should reflect on their previous attainment at Key Stage 3 and their ability to write programs to ensure they are suited to the course, due to the academic breadth of this subject.

GCSE Design and Technology

The design and technology department offers three distinct GCSE subjects, building on experiences at key stage 3: food, resistant materials and textiles.

All technology subjects enable students to develop important life skills required in many walks of life, including:

- time-management
- problem-solving
- working in teams
- project management
- fine practical skills

All these GCSE specifications offer a single entry tier for the exam, allowing students access to all grades and require the completion of controlled assessment tasks.

Food Preparation & Nutrition GCSE

Students are given the opportunity to make a huge variety of products over the course of two years in a well-structured environment. This course will give them valuable key life skills enabling them to cook and make informed choices about what and how well they are eating.

Students will study?

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

During the course students will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

In Year 10 students will usually cook once a week as well as completing a series of modules involving written work and food experiments. This is supported with regular homework tasks and end of module tests.

In Year 11 students will concentrate on completing two Non Examination Assessments (NEA) using a variety of research and investigation methods. Students will respond to one of three specified tasks set by the exam board. Students will not cook as much in Year 11 due to NEA and preparing for their exam in the summer term. In addition, Year 11 students will practise past exam questions and complete revision activities as independent study.

Students will enjoy Food Technology if they are organised and enjoy experimenting with food. It is more important for students choosing the course to enjoy a large variety of foods than have a natural flair for cooking; we will teach you how to cook!

The course is taught in a "hands on" practical way and consequently the weekly purchase of ingredients is essential. Time will also need to be allocated to visiting the

supermarket. If cost is a concern please ensure a confidential discussion is arranged with Mrs Upton prior to selecting Food Preparation and Nutrition as an option choice.

Students are also encouraged to do their own ingredients shopping (not parents!) and be prepared for lessons, having familiarised themselves with their recipes prior to attending class.

All assessments take place in Year 11.

- September - December. NEA Task 1 Food - Science Investigation (10 hours) = 15% of GCSE
- December - February. NEA Task 2 - Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of GCSE
- May - June. 1 hour 45 minute exam = 50% of GCSE

Food Technology is one of the world's fastest growing industries. In fact over 20% of the top 100 British Companies are in food manufacturing. The food and drink industry is booming, with employment reaching the heights of 650,000 people and an annual turnover of £66 billion. The opportunities to work within the food industry really are endless. The food industry contains many multinational companies and opportunities for travel or work abroad exist for those who wish to spread their wings.

Some examples of careers in food are:

Dietician / Nutritionist, Food Sales and Promotion, Product Development, Consumer Technologist (Sensory Analysis and Product Tasting), Chef / Baker / Caterer, Food Journalist / Food Critic, Environmental Health Officer, Health & Safety Inspector, Food Service Management, Delicatessen / Restaurateur, Food Wholesaler, Production & Manufacturing, Quality Assurance / Standardisation, Purchaser (buys and sells food from around the world), Store Manager – Supermarket or Fast Food Chains, Packaging Technologist, Teacher (clearly the best career...)

Qualification: GCSE Food Preparation and Nutrition - 8585 (AQA)

Design and Technology (specialism in Textiles or Timbers)

Central to the content of this GCSE course is the requirement for learners to understand and apply processes of design development which demonstrate; exploring needs, creating solutions and evaluating how well needs have been met.

We need students who are thinkers and problems solvers, willing to adapt and refine ideas to come up with the best possible solutions to solve problems. From independent start up business, to architects and engineers; the employment field is as varied and vast as you want it to be.

Design and technology is a subject which brings learning to life; requiring learners to use thinking and understanding from maths, science, art, computing with the practical and technical knowledge of Design and Technology, to design and make prototypes, which solve real and relevant problems.

The course builds on skills and knowledge from Key Stage 3, while having the freedom to focus in more depth on areas of Design Technology which interest them. When opting for this subject learners need to decide what material they wish to specialise in.

Lessons will be delivered through skill based tasks and challenges which explore materials, processes and techniques. We will use testing and evaluate techniques to learn about the properties and suitability for materials to meet a need. Consideration of environmental, sustainable and economic issues will be taken into account as a designers' responsibility. Students will become skilled at developing a range of solutions to real and varied problems, while being able to underpin decision making with a clear and theoretical reasoning.

All students study a core content of Design and Technology principals and then develop deeper specialist knowledge of a material that has been chosen under teacher guidance. The topics for study are:

- Identifying user needs
- Learning from existing products and practices
- Design thinking and communication
- Material knowledge
- Technical understanding
- Manufacturing processes and techniques
- Viability of design solutions

Assessment

Design Challenge – approximately 40 school hours – 50% of final grade.

This challenge is released by the exam board in June, so will be predominately completed in the first term of Year 11.

2 hour written paper - 50% of final grade - taken at end of year 11.

The exam has two sections; the first examining the core content and the second section looking at specialist material in more depth. It is a requirement of this qualification that a minimum of 15% of the written exam assesses the use of mathematical skills at a level of demand which is not lower than that expected at Key Stage 3.

Qualification: Design Technology (9-1) – J310 (OCR)

GCSE Drama

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as looking at plays by a range of writers.

The course is in three parts

Component 1: Coursework 40% of the qualification – 60 marks

- Create and develop a devised piece from stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Component 2: Coursework 20% of the qualification – 48 marks

- Students will either perform in and/or design for two key extracts from a performance text.
- Performer or designer routes available.

Component 3: Theatre Makers in Practice, Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation - free choice of production.

Prescribed texts - Students must study one complete and substantial performance text (Component 3) and a minimum of two key extracts from a second contrasting performance text (Component 2).

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights, but never had the chance. You will enjoy this course if you enjoy working as part of a team as drama involves a lot of group work.

You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and look at different ways of bringing a script alive on stage. As well as acquiring the skills involved in creating and performing drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

You could go on to take an advanced level in drama or a vocational advanced level in performing arts or a BTEC National certificate or Diploma in Performing Arts. You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face-to-face. The study of drama can help you develop transferable skills which you can take into any career or job.

Qualification: GCSE (9-1) Drama - 2DR0 (Pearson Edexcel)

GCSE Geography

Geography not only helps you to understand the environment in which you live but enables you to understand other places and cultures. You will learn to make decisions that balance environmental and developmental concerns, in addition to providing knowledge about the location of places world-wide. Geography will also equip you with a wide range of valuable skills and enable you to develop further your communication and ICT skills.

For many jobs it is a real advantage if you have taken GCSE Geography. The subject covers a wide variety of valuable skills. Combining GCSE Geography with other GCSE options which interest you could lead you into jobs ranging through leisure and tourism, education, map-making, planning, forestry, personnel work, aviation, meteorology, conservation, industrial management, the armed forces, the Civil Service, retail and banking.

Areas to be studied:

Component 1 The Physical Environment:

- The physical landscape of the UK
- Coastal landscapes and processes
- River landscapes and processes
- Weather hazards (e.g.: tropical cyclones and drought) and climate change
- Ecosystems (e.g. tropical rainforests) biodiversity and management.

Component 2 The Human Environment:

- Changing cities: this includes a study of a major UK city and a major city in an emerging or developing country eg: Mexico City.
- Global development: the causes and consequences of uneven global development.
- Resource management: the global and UK distribution of food, energy and water, including the choice of either energy resource management, or water resource management.

Component 3 Geographical Investigations. Fieldwork and UK Challenges:

- The students have to complete 2 days of fieldwork in school time. One will be at a coastline (eg: Sheringham) and the second day will either be spent in a city or a town (eg: Kings Lynn). The fieldwork will be written up as a report and be assessed in the exam.
- UK Challenges: resource consumption, settlement, population, economic challenges, migration, national parks, managing river and coastal UK flood risk.

How will you be assessed?

- The exam includes multiple choice questions, short open, open response and extended writing questions.
- There will be three externally examined papers.
 - **Component 1: The Physical Environment** = 1 hour and 30 minutes = 37.5% of the qualification
 - **Component 2: The Human Environment** = 1 hour and 30 minutes = 37.5% of the qualification
 - **Component 3: Geographical Investigations** = 1 hour and 30 minutes = 25% of the qualification

Qualification: GCSE (9-1) Geography A – 1GA0 (Pearson Edexcel)

History

You may be thinking that the past is over and done with and does not matter anymore. Well, think again! It is impossible to explain any modern day situation, e.g. the rise of terrorism, without mentioning the past. In terms of careers, any job requiring thinking, arguing and research skills such as journalism, or the law will value a History qualification, as will many others. Then of course as History is so fascinating, it is where Hollywood looks for a great plot, as does TV: think Downton Abbey or War Horse.

What areas will be studied?

A British Thematic Study with Historic Environment:

Medicine in Britain c.1250 to present with The British Sector of the Western Front 1914-1918: Surgery and Treatment.

By studying one aspect of peoples' lives we gain an insight into so much else about a civilisation's beliefs, scientific knowledge and technological development. We also learn why it took so long to discover germs; what surgery was like before anaesthetics; how the World Wars influenced major changes in Medicine and some moral dilemmas such as transplant surgery and genetics.

NB This part of the course involves a lot of pain, blood and sewage

A British Depth Study:

Anglo-Saxon and Norman England c.1060-1088

Everyone knows the story of 1066 and all that! Or do they? We study in detail Anglo-Saxon society and the last years of Edward the Confessor's reign, the Norman Invasion, the resulting resistance and rebellions and the ultimate Norman Conquest of England.

A Period Study:

The American West c.1835-1895

We study how during these years the USA grew to be a world power whilst carrying out a systematic programme of genocide against the Native American population.

A Modern Depth Study:

Weimar and Nazi Germany 1918-1939

We look in detail at German government and society in the years following the First World War, Hitler's rise to power, Nazi control and dictatorship and life in Nazi Germany up until the start of the Second World War.

There are a total of 3 exams to be taken in May/June of Year 11:

Paper 1: Medicine in Britain c.1250 to present with The British Sector of the Western Front 1914-1918: Surgery and Treatment

1 hour and 15 minutes

30% of final grade

Paper 2: Anglo-Saxon and Norman England c.1060-1088 AND The American West c.1835-1895

1 hour and 45 minutes

40% of final grade

Paper 3: Weimar and Nazi Germany 1918-1939

1 hour and 20 minutes

30% of final grade

PLEASE NOTE THAT THERE IS A LOT OF WRITING INVOLVED IN THE HISTORY COURSE

Qualification: GCSE (9-1) History - 1HI0 (Pearson Edexcel)

Modern Foreign Languages

- French GCSE is open to all students who have studied the language in KS 3.
- German and Spanish are open to students who have studied them Years 8 & 9.
- It is possible to study two Modern Foreign Languages at GCSE.
- Students are expected to cope with writing from memory (e.g. spelling tests and longer written assessments) at their target grade.
- There is a significant amount of learning homework given throughout each module and students are regularly tested on their recall (vocabulary and spelling).
- Students must also be prepared to speak during lessons and be respectful of other students when they are speaking.

Why should I study a language?

- A GCSE in French, Spanish or German is compulsory for the award of the English Baccalaureate.
- The majority of universities use the study of a language at GCSE to help them decide which students to admit to popular degree courses.
- In July 2015 the Metropolitan Police Service announced that all new recruits would have to be able to speak a second language in addition to their own.

Topic Areas Studied:

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

ASSESSMENT:

All assessment will take place at the end of the two year course. Students will be entered for either foundation (F) or higher (H) level. Assessments are very demanding and cover a wide range of language that a student may encounter in a country where that language is spoken. A significant amount of unfamiliar language which is challenging to understand is also contained in the exam. Listening comprehensions are played twice and spoken at an appropriate rate for a student of that age. The speaking exam uses a combination of role plays, description of a familiar scene and prepared questions. This exam, including the questions, is conducted entirely in the target language. The reading examination contains a mixture of questions and translations in both English and the target language. All the questions in the writing exam are written in the target language. Students are expected to be able to write short pieces independently using language they are familiar with. Students are expected to spell accurately and be able to write neatly.

| | Listening | Speaking | Reading | Writing |
|---------------------|--------------------------------|-------------------------------|--------------------------------|--------------------------------|
| 1FRO EDEXCEL | F 35 min exam H 45 min exam | F 7 min exam H 10 min exam | F 45 min exam H 60 min exam | F 70 min exam H 80 min exam |
| 1GNO EDEXCEL | F 35 min exam H 45 min exam | F 7 min exam H 10 min exam | F 45 min exam H 60 min exam | F 70 min exam H 80 min exam |
| 1SPO EDEXCEL | F 35 min exam H 45 min exam | F 7 min exam H 10 min exam | F 45 min exam H 60 min exam | F 70 min exam H 80 min exam |

GCSE Music

What areas will be studied?

Composing

Performing

Listening & Appraising

Composing

You have to compose two pieces of music. One piece has to be based on a (very broad) brief from the exam board, the other is completely your own choice. Each composition is worth 15% of your final grade.

Performing

- **Solo performing**

You will perform and record one piece of music of your choice on any instrument (*any style and any instrument can be used*).

- **Ensemble performing**

You will perform one piece of music of your choice as part of an ensemble. (*Ensemble can mean only two or three people*)

Listening and appraising

You will do a listening and written exam at the end of the course focusing on certain key areas which are:

Vocal music

Instrumental music

Stage and Film music

Fusions

MYTHBUSTING

There is **no** minimum standard to do GCSE Music and any instrument, **including singing**, can be used for performance.

You do **not** need to be able to play two instruments.

You do **not** need to be able to read music although it helps.

You do **not** need to have done any instrumental grade exams.

HOWEVER...

You **do** need to be able to play one instrument to a reasonable standard **or** sing.

Qualification: GCSE Music - Syllabus 2MU01 (Pearson)

GCSE Physical Education

A healthy body leads to a healthy mind. Physical education is important for many reasons. Physical education will help you understand how your body works and what you need to do to maintain health and improve your sports. You will work better if you are healthy. GCSE PE compliments science and will enable a student to approach A level PE and or Biology. This course will also provide entry to apprenticeships, sports and armed forces courses.

In order to perform at a high level it is important to understand how physical activity and exercise contribute to the development of body systems and structures.

Students will apply anatomy and physiology knowledge to sport and understand the importance of sports psychology. The use of data and planning in training will be studied and students will use this to produce a 1500 word piece of coursework "The PEP".

Students will gain an understanding of why people get involved in physical activity and the long-term benefits of a sustained, active lifestyle. This will include key influences that impact on people's involvement in physical activity.

Students will study the relationship between exercise, diet, work, rest and how they contribute to a balanced healthy lifestyle.

Movement analysis will also be taught to further the students sporting performance. Different sports will be studied practically but it is strongly advised that students participate regularly out of school in order to gain the highest marks in the final practical exam. Lists of team and individual activities have been approved and published. Students must perform and be examined in one team, one individual and an activity of choice from either list.

How will you be assessed?

- Practical
 - PEP coursework 10%
 - Practical examination 30%
 - 3 sports to include 1 individual, 1 team and 1 choice of activity
- Theory
 - TWO written papers 60%
 - 1hr 45 paper on anatomy and physiology, movement analysis, training and data
 - 1hr 15 paper on health, psychology, socio cultural influences and use of data

Qualification: GCSE (9-1) Physical Education - 1PE0 (Pearson Edexcel)

GCSE Religious Studies

Religious Studies at GCSE will give you the chance to study ethics and philosophy. You will look at different beliefs on ethical and philosophical issues, the impact beliefs have on life and evaluate the big questions these raise. For example: Are humans innately evil? Is war ever right? Should we ever take human life? Is marriage out of date? It will also provide an opportunity to look at world issues such as medical ethics, human relationships, humanism, atheism, poverty, wealth, war, peace, morality, prejudice and equality.

Religious Studies is directly useful to those who plan to go into nursing, medicine, social work, the police, teaching, or any job where you are offering a service to the public or working closely with people. It is a subject which many major employers like to see on job application forms because it gives them confidence that the person has given some thought to how to get on with other people. It also shows that the applicant knows how to use reason, express themselves and understand different points of view. If you enjoy considering and evaluating what really matters to you and people, then Religious Studies is the subject for you.

You will be studying:

Beliefs and practices:

Christianity - This includes topics such as the existence and nature of god, the problem of evil, creation of the world, life after death, role of Christianity in the wider world.

Islam - This includes topics such as is the Quran relevant, Jihad, life after death, conflict and core beliefs such as the 5 pillars.

Ethics, Philosophy and the Modern World:

This includes topics such as the role of marriage, divorce, contraception, the role of men and women, gender equality, existence of god, religious experience, war, conflict, terrorism, pacifism, social justice, forgiveness, medical ethics, abortion, humanism, atheism, forced and child marriage and secular beliefs.

There are a total of 3 exams to be taken in May/June of Year 11.

Paper 1: Beliefs and Practices: Christianity

1 hour

25% of final grade

Paper 2: Beliefs and Practices: Islam

1 hour

25% of final grade

Paper 3: Ethics, Philosophy and the Modern World

2 hours

50% of final grade

In each exam, 50% of the marks are awarded for student's subject knowledge about the beliefs and issues and 50% for the students giving their own opinion and justifying this, as well as questioning and evaluate others' opinions and beliefs. There will be a mixture of long and short style answers in the exams.

Qualification: GCSE (9-1) Religious Studies - J625 (OCR)

Making the Choice

Making the Choice

When you have had the opportunity to attend the options evening on Thursday 23rd January and read about all the courses, you are ready to start making your choice. The following questions are important for you to have answered.

1. Which subjects interest me?
2. Which subjects do I like? Why do I like them?
3. Which are my best subjects? How do I know?
4. What do teachers say my strengths are?
5. In what ways are the subjects different in the upper school?

Some Useful Careers Advice and Information

1. You should consider the subjects **YOU THINK YOU WILL BE GOOD AT** and enjoy. If you have any definite career ideas now, give them fair consideration, but do not let them control your thinking to the extent that you take a subject which you know will be extremely difficult or uninteresting to you.
2. Remember, very few employers expect specific GCSE passes (with the exception of English, Maths and Science). However, GCSE subjects can affect your ability to study some Advanced level subjects. Check with Mr Wilson or Mr Clark.
3. Do not reject a subject because you see it as a 'boy's subject' or a 'girl's subject'. There is no such thing! Rejecting a subject may affect job opportunities for you in the future.
4. It is not wise to choose your subjects in order to be with your friends. They may be in another group and, in any case, you may well change your friends.
5. It is not a good idea to choose a subject simply because you happen to like the teacher. He/she may not teach you next year!
6. If you are thinking of higher education at university, remember that competition is much tougher for some courses than others. For example, there are five or six good applicants for every place in veterinary science, accountancy, law and medicine. The competitive courses usually require very high grades at GCSE and Advanced level. Make sure you take the right subjects at GCSE now. Some academic universities are asking for a modern foreign language at GCSE level in order to study for a degree.

The Choices Forms

The last two pages of this booklet are the choices forms. You must fill in one copy with your parents and then return it to your group tutor by:

Thursday 6th February 2020

Please use the other copy of the choices form to keep your own copy of the choices you have made.

The forms should indicate your final choices, but remember to ask for an interview if you are uncertain.

We wish you well in planning carefully for your future and every success for the courses you will be following over the next two years.

Remember also that success is largely dependent on your willingness to work hard!

Your Choices Form

NAME: **TG:**.....

Deadline for return: Thursday 6th February

To obtain a broad and balanced curriculum all students must follow the core curriculum of English, mathematics, science, physical education, statistics and either geography or history. We also strongly encourage students to choose a modern foreign language. See the advice on the English Baccalaureate, too.

| | | | |
|---|------------------|--|----------------|
| Please indicate with a tick your choice of either geography or history. | Geography | | History |
|---|------------------|--|----------------|

In some cases the numbers in groups may be restricted and we cannot guarantee choices.

Please select **four** choices by ticking in the appropriate columns (we will use the 4th choice as a reserve). If you wish to study both Geography and History, please tick the one not chosen above in one of the choices below.

| 1 st Choice | | 2 nd Choice | | 3 rd Choice | | 4 th Choice | |
|----------------------------------|--|----------------------------------|--|----------------------------------|--|----------------------------------|--|
| Art | | Art | | Art | | Art | |
| Child Development | | Child Development | | Child Development | | Child Development | |
| Computer Science | | Computer Science | | Computer Science | | Computer Science | |
| Food Preparation & Nutrition | | Food Preparation & Nutrition | | Food Preparation & Nutrition | | Food Preparation & Nutrition | |
| Design and Technology - Textiles | | Design and Technology - Textiles | | Design and Technology - Textiles | | Design and Technology - Textiles | |
| Design and Technology - Wood | | Design and Technology - Wood | | Design and Technology - Wood | | Design and Technology - Wood | |
| Drama | | Drama | | Drama | | Drama | |
| Geography | | Geography | | Geography | | Geography | |
| History | | History | | History | | History | |
| MFL – French | | MFL – French | | MFL – French | | MFL – French | |
| MFL – German | | MFL – German | | MFL – German | | MFL – German | |
| MFL - Spanish | | MFL - Spanish | | MFL - Spanish | | MFL - Spanish | |
| Music | | Music | | Music | | Music | |
| Physical Education | | Physical Education | | Physical Education | | Physical Education | |
| Religious Studies | | Religious Studies | | Religious Studies | | Religious Studies | |

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| Computer Science | | Computer Science | | Computer Science | | Computer Science | |
| Food Preparation & Nutrition | | Food Preparation & Nutrition | | Food Preparation & Nutrition | | Food Preparation & Nutrition | |
| Design and Technology - Textiles | | Design and Technology - Textiles | | Design and Technology - Textiles | | Design and Technology - Textiles | |
| Design and Technology - Wood | | Design and Technology - Wood | | Design and Technology - Wood | | Design and Technology - Wood | |
| Drama | | Drama | | Drama | | Drama | |
| Geography | | Geography | | Geography | | Geography | |
| History | | History | | History | | History | |
| MFL – French | | MFL – French | | MFL – French | | MFL – French | |
| MFL – German | | MFL – German | | MFL – German | | MFL – German | |
| MFL - Spanish | | MFL - Spanish | | MFL - Spanish | | MFL - Spanish | |
| Music | | Music | | Music | | Music | |
| Physical Education | | Physical Education | | Physical Education | | Physical Education | |
| Religious Studies | | Religious Studies | | Religious Studies | | Religious Studies | |

