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Introduction

Welcome to the Year 9 Options' Booklet. The aim of the booklet is to provide the pupils with all the information they need to make the right choices. Further support and guidance will be provided via assemblies and one to one meetings with form tutors. There is also an **information evening for parents on Monday 6 February**. There is no need for pupils to panic or worry – if anyone has any questions or concerns, there are lots of people to help.

As a school we have to meet the challenge of preparing pupils for jobs that may not yet exist, using technologies that may not have been invented yet, solving problems that we do not even know are problems yet! We need to give our pupils the right education to meet that challenge.

Year 9 pupils are about to enter a very important phase in their education. The time is fast approaching when options have to be made which will determine the programmes of study that they will follow in Years 10 and 11. Since the introduction of the National Curriculum, the emphasis has been to ensure that all pupils follow a broad and balanced curriculum, and our Key Stage 4 curriculum structure has been devised in order to facilitate this. All pupils must follow a GCSE course in English, Maths and Science. Students also follow courses in PE, Religious Education, ICT and receive information about careers, citizenship, sex education, economic education and work-related learning.

The Government has introduced, in recent years, the English Baccalaureate. They are keen for schools to encourage pupils to study a wide range of subjects, including some of the more academic GCSE subjects and to attain the Baccalaureate they have to achieve A*-C (5-9) grades, or the equivalent, in English, Maths, Science, a Modern Foreign Language and either History or Geography. Computer Science has been added to the EBacc as a 'science' qualification. Even before the introduction of the Baccalaureate, we were recommending that pupils give serious consideration to the study of a Modern Foreign Language as qualifications obtained in these subjects can be regarded as high tariff qualifications which support strong applications for top college and university applications and are also valued by employers. **Ideally, students need a breadth and balance of subjects in order to ensure as many doors as possible remain open to them in the future. Therefore, our school will require pupils to choose at least one of the Ebacc subjects as part of their option choices.**

There remains within the programme opportunity for choices to be made which reflect the interests and aspirations of the individual pupil. These choices are made clear on the pages that follow and there will also be opportunity for pupils to find out more through a series of presentations and talks that will take place in the assembly hall and through careers sessions. For parents, there will be a **Parents' Evening on Thursday 16 February** at which parents can receive feedback from subject teachers on the progress of their child. This will assist parents in helping their son/daughter make informed choices regarding their options.

Whilst the school will endeavour to ensure that all students get their choices, this may not always be possible. Some courses may not run if too few students choose an option. Students may not get their first choice if a particular course is full. Some students may, therefore, be required to follow a first reserve and/or a second reserve subject.

As part of the wide choice we offer, we are keen to support those children who wish to complement their core and academic programme with a vocational choice. Both in the learning styles and course design, and in the subject matter, these courses provide opportunities which are suitable and worthwhile for many pupils. Some of these courses are delivered at our school, others, we may commission from Kirklees College to help us meet the needs and interests of our pupils.

Vocational courses might be chosen by those who have already decided upon a particular vocational interest for a future career, by those who want to sample a different style of learning, or by those who intend to follow an academic route, but who want some variety in their chosen programme of study.

There are limited places available upon the vocational courses that may be delivered by Kirklees College. Consequently, the school will carefully consider which students may derive the most benefit in allocating a place on one of these external programmes of study.

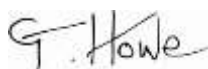
This year we will again be offering some alternative courses which will be designed for pupils who might find a full programme of GCSEs too much. An alternative curriculum has been established for such pupils and this will involve some core subjects, a smaller number of GCSE qualifications, a vocational course, a series of short, accredited courses in school around work-related and life-skills, and 1:1 tuition in English and Maths. Such a programme would be individually tailored to the needs of the child and, where we feel such an individual programme would be helpful, we will liaise directly with the family over the possibilities. Similarly, some students may benefit from more personalised timetables involving fewer options choices. These will be discussed with individual students, as appropriate, during the options process.

Sometimes young people would have preferred to study a different combination or extra subjects. If this applies, please let us know. We cannot promise to do anything but we will try, and it may be possible to make special arrangements, such as running additional classes after school. At the very least your comments will help inform our curriculum offer for future years.

As pupils begin their Key Stage 4 courses, they will notice a considerable change in the pace and nature of their work. The demands of courses will become evident from early days in Year 10 and it is important for pupils to adopt good practices whereby they organise themselves and their work from the beginning of the September term. Fairly early in the September term there will be another opportunity for parents to find out more about the demands of work in Key Stage Four and approaches which parents might encourage their youngsters to adopt. For the moment though it is important that we try to ensure that all of our pupils are guided and supported well through the option programme and we, therefore, trust that you will find the information on the following pages helpful.



C J JANSEN
Executive Headteacher



G HOWE
Associate Headteacher

Art and Design

Fine Art

Level GCSE
Board AQA

Brief Summary of Course Content

‘Art is the most intense mode of individualism that the world has known’ *Oscar Wilde*

If you are creative, imaginative, and hardworking, like a challenge and want to develop your Art and Design skills at Key Stage 4 and beyond, you should consider GCSE Art and Design.

The structure of the course involves the development of **COMPONENT 1 - A PORTFOLIO OF WORK.**

This entails the production of 2 (or more) extended collections of work (projects) to demonstrate skills using a variety of subject matter, materials, approaches, processes and techniques.

This may include work from the following areas:

- Drawing
- Painting
- Mixed Media
- Sculpture
- Land Art
- Printmaking
- Installation
- Photography and Lens-based Media

The portfolio of work must show research of Art, Craft and Design and a range of artists and artistic styles. Students are expected to demonstrate the connections they have made in their own work. Sketchbooks are an important and integral part of the planning and preparation to show the ‘journey’ of the artistic process and forms part of assessment.

Pupils will be expected to **annotate** their creative process and demonstrate **drawing** skills for different purposes and needs.

Assessment is an on-going process throughout the course.

COMPONENT 1 - The Portfolio counts for 60% of the final grade.

COMPONENT 2 - The Externally set assignment - consists of a 7-week planning and preparatory period, where pupils respond to their chosen starting point and is followed by 10 hours of supervised examination time.

COMPONENT 2 - Externally set assignment counts for 40% of the final grade.

Contact Name:
Mrs S Hall

Business

Level	GCSE Full Course
Board	Edexcel

Brief Summary of Course Content

What do I need to know, or be able to do, before taking this course?

Do you have an interest in business? Have you ever thought about starting your own business one day? You may be interested in learning about the world around you, how businesses are set up, and what it is that makes some people very successful in business and why others fail. If you want to find out more about the skills you might learn or should develop when studying this course, watch BBC programmes like *The Apprentice* or *Dragons' Den*. You could also look at the following websites to discover the types of things you might learn:

www.bbc.co.uk/schools/gcsebitesize/business.

www.businessed.co.uk

Is this the right subject for me?

This course is both active and enjoyable. You need to be good at communicating, explaining your ideas and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research, investigation and some practical tasks.

What will I learn?

You will be introduced to the world of businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective, and manage money well. You will also see how the world around us affects businesses and all the people involved. In Year 11 we will study how a business grows and develops beyond the start-up phase.

How will I be assessed?

During the course, you will take two written examinations:

Paper 1: Investigating Small Business is worth 50% of the final grade and will last 90minutes.

The paper will consist of multiple choice, calculations, short answer and extended writing questions.

Paper 2: Building a Business is also worth 50% of the final grade and will last 90minutes.

The paper will consist of multiple choice, calculations, short answer and extended writing questions.

Many of the questions will be based on real business contexts given in the paper and may involve simple calculations or interpretation of data.

What can I do after I've completed the course?

GCSE Business Studies can help you prepare for further and higher education. It will prepare you for AS/A2 Levels in both Business and/or Economics. It is also possible to move on to study BTEC and NVQ courses in many different subjects. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. Even if you do not want to go on to study business further you will have benefited from studying a GCSE Business course because many jobs you do will involve working for a business. However, a GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing, leisure and tourism, banking or the financial sector. Who knows, it could even lead to you setting up your own business

Contact Name:

Mrs M McLoughlin

Computing and ICT

ECDL - European Computer Driving Licence:

Level 2
Board BCS

Brief Summary of Course Content

There are 3 courses on offer within the Key Stage 4 ICT curriculum.
They are: ECDL (Core), Computer Science GCSE (optional), CiDA (optional)

ALL pupils will study ECDL as part of the core curriculum.

Core ICT - Pupils taking core ICT (2 lessons every two weeks) will study:

ECDL is the world's number one IT user qualification – and the benchmark for digital literacy in educational systems around the globe. The Level 2 ECDL for Schools qualification is designed specifically to meet the criteria set out by the Department for Education. Its four-tier grading structure (Pass, Merit, Distinction and Distinction*) provides students with appropriate recognition for their efforts. Learning and assessment is delivered online. In class the teacher guides their students through skill exercises and online practice tests. Students can also access the practice tests at home, which help to increase their level engagement as well as their pass rate. They immediately benefit from their new skills in the classroom, completing assignments more effectively and increasing their productivity, and when it comes to applying for courses and jobs later on, they have that all-important Level 2 qualifications. ECDL is widely recognised by employers as proof of competence in it, making it a valuable credential on a young person's CV.

The four units pupils will study are:

Word Processing

This module allows candidates to demonstrate the ability to use a word processing application to accomplish everyday tasks associated with creating, formatting and finishing small-sized word processing documents, such as letters and other everyday documents.

Spreadsheets

This module allows candidates to understand the concept of spreadsheets and to demonstrate an ability to use a spreadsheet to produce accurate work outputs.

Presentation

Create professional standard presentations. Perform tasks such as creating, formatting, modifying and preparing presentations using different slide layouts for display and printed distribution.

Improving Productivity

This is the ability to plan, evaluate and improve procedures involving the use of a range of IT tools and systems in order to improve the productivity and efficiency of work. This requires pupils to use the three main software tools they have studied previously to solve problems and devise solutions.

Structure and Assessment

In order to achieve the ECDL award pupils must pass an online test for each unit. The tests are taken in an ICT room under exam conditions. The minimum pass mark is 75%, except Improving Productivity where the pass mark is 55%. The overall award is based on the average mark across the four units. Grades are then awarded as follows:

70% = Pass 75% = Merit 80% = Distinction 85% = Distinction *

Contact Name:

Mr S Knowles

Computing and ICT - Certificate in Digital Applications (CiDA):

Level 2
Board Edexcel

Brief Summary of Course Content

This is an option subject and will be timetabled for 5 lessons over the two-week timetable.

CiDA is a vocational qualification equivalent to a GCE that allows pupils to specialise in 'Creative Computing'. This includes content on:

- Creative Multimedia
- Website Creation
- Digital Imaging
- Computer Game Development

Why would you choose this?

CiDA is a 'hands on' qualification. The focus is to empower and enthuse pupils to take an active/creative role in the digital sector and develop digital products. This is rather than simply being consumers of digital content.

It is project based work which allows you to create computer solutions to set problems. It uses the Adobe suite of software for most of the creative elements as well as Audacity, Gamemaker, Moviemaker and others.

Structure and Assessment

The first 25% is Unit 1 which is an exam. This takes the form of a practical, computer-based task – a website development project. This assesses the pupil's skills on creating a website for a particular problem.

The majority of the course will then be assessed on one individual project (75%) which can be chosen from 3 different units.

Unit 2 – Creative Media
Unit 3 – Artwork and Imaging
Unit 4 – Game Making

The grading for the course is A* - C.

Contact Name:
Mr S Knowles

Computing and ICT - Computer Science:

Level 1 – 2
Board OCR

Brief Summary of Course Content

This is an option subject and will be timetabled for 5 lessons over the two-week timetable.

Computer Science is a more academic course. This option is for pupils who are interested in learning more about programming and the internal logics of a computer.

Computer Science gives students an understanding of how computer technology works. It provides excellent preparation for higher study and employment in Computer Science and helps develop critical thinking, analysis and problem-solving skills.

The Computer Science GCSE is part of the science element of the English Baccalaureate whereby an A*-C pass in core and additional science or achieving an A*-C pass in at least two of the following are needed.

- Biology
- Chemistry
- Physics
- Computer Science

Computer Science will be assessed by:

- A Programming Project worth 20% involving solving a problem using coding
- Computer systems – written exam worth 40%
- Computational thinking, algorithms and programming – written exam worth 40%

Computer Science is a challenging but intensely satisfying course for students interested in how computer work and are used.

“We have found that those pupils who have been successful on the course have had very good maths skills, are organised and self-motivated, and are capable of independent study”.

From September 2016 Computer Science will be assessed with the new GCSE grading system (9-1), with all exam components taken at the end of two years

Pupils should talk to their ICT teacher to discuss the option which is best suited to their needs.

Contact Name:

Mr S Knowles

Dance

Level GCSE
Board AQA

Brief Summary of Course Content

Why choose GCSE Dance?

In addition to helping students acquire subject knowledge, this specification

- Promotes fitness, a healthy lifestyle, team working and creativity
- Actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develops students' skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dances.
- Develops physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers.
- Develops students' skills, knowledge and understanding of choreography through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles.
- Develops a critical appreciation of dance in its physical, artistic and cultural contexts
- Provides progression from Key Stage 3 and a solid foundation for further studies in dance or performing arts, including A-level Dance and the Creative and Media Diploma, and/or a career in performing arts.

Specification

- Performance (30% = 40 marks)
- Choreography (30% = 40 marks)
- Dance appreciation (40% = 80 marks)

Performance – 30% 40 marks

- Set phrases through a solo performance (1 minute) 15 marks.
- Duet/trio performance (3-3½ minutes) 40 marks.

Choreography – 30% 40 marks

- Solo or group choreography – a solo (2-2½ minutes) or a group dance for two to five dancers (3-3½ minutes) 40 marks.

Dance Appreciation – 40% - 80 marks

Written exam (1 hour 30 minutes)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Contact Name:

Miss F Lunn

Design Technology

Level	GCSE
Board	AQA

Brief Summary of Course Content

This GCSE has been designed to prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and applying technical and practical expertise.

Design and technology is part of everyday life and is constantly evolving. This qualification focuses on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They will learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.

Design Technology is a time-consuming course, organisation, dedication and enthusiasm is imperative. Students must consistently present work professionally and creatively demonstrating a range of skills. Work must be further investigated and completed in the students own time.

Course Structure

Component 1: Extended design and make task 50%

Students will undertake a design and make project based on a contextual challenge set by the exam board. This will take the form of a portfolio of evidence and a final prototype. Students will be encouraged to investigate, analyse and evaluate throughout their portfolio and evidence all of the decisions made. All of the stages of making the final prototype must be evidenced and annotated.

Component 2: Written Examination 50%

The 2-hour paper will focus on core technical principles, (New and emerging technologies, modern and smart materials, working properties of materials) specialist technical principles (forces and stresses, scales of production, ecological and social footprint) and design and making principles (investigation, primary secondary data, communication of design ideas, materials management).

NB: If any student is considering taking Design Technology along with an Art and Design subject (Art, Photography, Graphic Communication, Textile Design), please seek advice from Ms H Stothard / Miss K Greaves before completing the Options Form.

Contact Name:

Ms H Stothard
Miss K Greaves

Photography (Lens and light-based Media)

Level GCSE
Board AQA

Brief Summary of Course Content

This exciting and creative course is for learners who have a keen interest in photography. The emphasis is on the process of developing ideas and practical, creative work. Students will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies.

Students will get the opportunity to explore relevant images, artefacts and resources relating to Art, Design and Photography, from both the past and recent times. This will be integral to the investigating and making process, demonstrating the students' understanding of different styles, genres and traditions.

Topics include:

- Portraiture
- Landscape photography (working from the urban, rural and/or coastal environment)
- Still-life photography, working from objects or from the natural world
- Documentary photography, photo journalism
- Experimental imagery

Assessment:

Students should use sketchbooks / workbooks / journals to underpin their work where appropriate, building up a portfolio of evidence. Sketchbook and homework are an integral and important part of the portfolio and final assessment. Photography is an extremely time consuming course and organisation, dedication and enthusiasm is imperative. Students must consistently present work professionally and creatively using a range of mixed media and complete work in their own time. Assessments will be carried out through observation of practical activities and there is a final exam in year 2.

Unit 1: Portfolio of work requiring a minimum of 2 projects. The projects use both traditional photography and digital technologies and is a Controlled Assessment = 60%. Students are to interpret and develop design briefs through experimentation and the documentation of evidence. Assessment is on-going throughout the course.

Unit 2: Externally set task (Examination). The examination consists of a set planning and preparation period and a 10-hour final response; this is 40% of the overall grade.

NB: If any student is considering taking GCSE Photography (Lens and light-based Media) along with GCSE Art and Design, please see Ms H Stothard / Miss Greaves before completing the Options Form.

Contact Names:

Miss K Greaves
Mrs C Nixon

Art and Design – Graphic Communication

Level GCSE

Board AQA

Brief Summary of Course Content

Graphic communication is an exciting and creative GCSE which focuses on designing visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Students are required to work in one or more of the following areas:

- Communication graphics
- Design for print
- Advertising and branding
- Illustration
- Package design
- Typography
- Multi-media
- Motion graphics
- Signage
- Exhibition graphics

Students use sketchbooks / journals to record all of their work, building up a portfolio of evidence. The portfolio must demonstrate a personal creative journey from initial idea to the realisation of appropriate creative work, demonstrating an ability to draw upon different areas of knowledge, skills and understanding.

Graphic communication is a time-consuming course, organisation, dedication and enthusiasm is imperative. Students must consistently present work professionally and creatively using a range of mixed media and complete work in their own time.

Course Structure

Component 1: Portfolio of evidence 60%

Portfolio work is completed from the beginning of Year 10 through to Year 11.

Component 2: Externally Set Assignment 40%

AQA provide a set starting point for students to explore. A set planning and preparation period is given prior to the 10-hour supervised final response.

NB: If any student is considering taking more than one Art and Design subject (Art, Photography, Graphic Communication, Textile Design) and / or Design Technology please seek advice from Ms H Stothard / Miss K Greaves before completing the Options Form.

Contact Names:

Ms H Stothard

Miss K Greaves

Art and Design – Textiles Design

Level GCSE
Board AQA

Brief Summary of Course Content

Textile Design is an exciting and creative GCSE course that allows students to design and make woven, knitted, stitched, printed and decorative textiles. Students will complete a number of projects that take them on a journey of imaginative exploration using a wide range of skills, for example:

- Weaving
- Felting
- Stitching
- Applique
- Printing
- Use of media and materials (for example inks, yarns and threads, fibres, fabrics and textile materials, digital imagery).

Students use sketchbooks / journals to record all their work, building up a portfolio of evidence. The portfolio of work must show research of historical and contemporary Textiles and the work of Textile Designers to inform their ideas. Students are expected to **annotate** their work and demonstrate **drawing** skills for designs and planning. Sketchbooks and homework are an integral and important part of the portfolio and final assessment. Throughout the two-year course, students will study a range of areas including:

- Art textiles
- Fashion design and illustration / costume design
- Constructed textiles
- Printed and dyed textiles / surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textile for interiors
- Digital textiles
- Installed textiles

Textile Design is a time-consuming course. Organisation, dedication and enthusiasm are imperative. Students must consistently present work professionally and creatively using a range of mixed media and complete work in their own time.

Course Structure

Component 1: Portfolio of evidence 60%

Portfolio of work is completed from the beginning of Year 10 through to Year 11.

Component 2: Externally Set Assignment 40%

AQA provide a set starting point for students to explore. A set planning and preparation period is given prior to the 10-hour supervised final response.

NB: If any student is considering taking more than one Art and Design subject (Art, Photography, Graphic Communication, Textile Design) and/or Design Technology, please seek advice from Ms H Stothard / Miss K Greaves before completing the Options Form.

Contact Name:

Mrs C Nixon

Food Preparation and Nutrition

Level GCSE
Board AQA

Brief Summary of Course Content

Our fresh and exciting new GCSE Food Preparation and Nutrition specification equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions, food science, kitchen safety and food provenance.

This course helps students develop their knowledge and understanding of food and nutrition issues in a diverse society and enables them to work in a variety of contexts.

This two-unit specification gives students relevant skills and knowledge which are transferable to other settings, enhancing career opportunities and providing a satisfying course of study for candidates of various ages and from diverse backgrounds. The course provides a basis for students who wish to study the subject further.

Assessment Methods

This course has 50% Controlled Assessment.

Task 1 will be a food investigation which will be scientific based.

Task 2 will be a food preparation assessment which will include presenting three dishes.

Other Information

This GCSE is ideally suited to students who wish to combine the practical skills of food preparation with an understanding of human needs in relation to nutrition. It is home based cooking and not industry based technology. They will consider social, cultural and economic factors, as well as looking at scientific aspects of the structure and preparation of ingredients. Developing time management and organisational skills along with the ability to investigate and solve problems are an integral part of the course. It would be a suitable pathway for students wishing to follow an advanced course in Home Economics, Hospitality, Catering or any Nutrition based career.

There will be a need for students to provide ingredients on a regular basis in order to complete the practical element of this GCSE.

NB: If any student is considering taking Food Preparation and Nutrition along with a Technology or Art and Design subject, please seek advice from Ms H Stothard / Miss K Greaves before completing the Options Form.

Contact Name:
Miss L Geisel

Drama

Level	GCSE (No Tiers)
Board	AQA

Brief Summary of Course Content

The AQA GCSE in Drama is a general qualification in Drama as a single arts discipline subject. It is a natural progression from the Drama studied within Key Stage 3 and builds on knowledge, understanding and skills previously acquired. To have a Drama qualification shows an ability to communicate with others and practically present work to a high standard. Drama is not just acting; it is confidence building through the development of communication skills. The skills acquired in this course are not just GCSE specific but life skills that will benefit students in any future line of work.

The GCSE Drama course is designed for anyone with a keen interest in the theatre. Many aspects of the theatre are explored and you will have the opportunity to work on a variety of different dramatic styles and topics. As the course progresses you will have the opportunity to work on improvisations and scripted work in a variety of different forms. The course is highly demanding and it is expected that you are able to rehearse for practical module assessments after school.

Assessment Methods

Written Paper

40% of GCSE (marked out of 80)
1 hour 45 min - June examination

What is assessed:

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

The written paper comprises three sections:

- A - General theatre knowledge
- B - Study and performance of a scripted play
- C - Study of a live theatre production seen

Externally set and marked.

Devising Drama (practical)

80 marks in total
40% of GCSE

What is assessed:

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it is assessed:

- Devising log
- Devised performance

Internally assessed and externally moderated.

Texts into Practice (practical)

50 marks in total

20% of GCSE

What is assessed:

Performance of two extracts from one play (students may contribute as performer or designer).
Free choice of play.

How it is assessed:

Performance of Extract 1 **and** Extract 2

Internally assessed and externally moderated.

Contact Name:

Mr A Archer

English Language and English Literature

Level GCSE 1 - 9
Board AQA

Brief Summary of Course Content

English is central to everything that your child does. The English Department at Holmfirth High is dedicated to making this vital subject one that your child will enjoy as they begin to understand the ways in which English plays a crucial role in all our lives.

Whether through reading texts from the Literary Heritage, accessing more modern 'multi-modal texts' or looking at non-fiction texts, your child will have the chance to analyse and interpret an array of literature as they seek to develop reading and writing skills.

Enabling students to express ideas and opinions with clarity, force and enthusiasm is a key facet of the English Language GCSE and students will be given the opportunity to write for different audiences and purposes. Central to this are the technical and grammatical skills that underpin good writing. It is our hope that students leave us with an appreciation of how language works as well as how it can best be used.

All pupils study English Literature, which broadens their horizons and enriches their experiences. By accessing texts from different times, countries and contexts, students are able to see the ways in which language has evolved and the way in which language is a powerful tool for bringing about change.

Assessment Methods: 100% Final Exam

English Language		
Paper 1: 1hr 45 mins <i>Creative Reading and Writing</i>	Paper 2: 1hr 45 mins <i>Viewpoints and Perspectives</i>	Spoken Language Non-Exam Assessment
<p><u>Section A: Reading</u> Questions on an unseen extract from one 20th century literary fiction text</p> <p><u>Section B: Prose Writing</u> One task on creative prose writing 80 marks</p>	<p><u>Section A: Reading</u> Questions on two unseen linked texts: one non-fiction and one literary non-fiction</p> <p><u>Section B: Writing</u> One compulsory extended writing task 80 marks</p>	<p>One formal presentation or speech Standard English should be used</p> <p>Achievement reported but will not contribute to final mark and grade.</p>
50%	50%	0% weighting of GCSE

English Literature	
Paper 1: 1hr 45 mins <i>Shakespeare and the 19th Century Novel</i>	Paper 2: 2 hrs 15 mins <i>Modern Texts and Poetry</i>
<p><u>Section A: Shakespeare: 'Romeo and Juliet'</u> One question on 'Romeo and Juliet'</p> <ul style="list-style-type: none"> write in detail about an extract write about the play as a whole. <p><u>Section B: 19th century novel: 'Dr Jekyll and Mr Hyde'</u> One question on 'Dr Jekyll and Mr Hyde'</p> <ul style="list-style-type: none"> write in detail about an extract write about the play as a whole <p>64 marks</p>	<p><u>Section A: 'An Inspector Calls'</u> One essay question from a choice of two</p> <p><u>Section B: Poetry Anthology</u> One question: compare a named poem and one other poem</p> <p><u>Section C: Unseen Poetry</u> One question on one unseen poem One question COMPARING this poem with a second unseen poem 96 marks</p>
40%	60%

Contact Name:
Mr J Faricy

Foreign Languages Study at KS4

Level **GCSE**
Board **AQA**

Brief Summary of Course Content

“Languages are one of the skills sets nowadays that every student or young adult that goes out to face the working world should have” - *Paul Duffen, former Chairman, Hull City Football Club*. This statement is truer than ever today!

- **Are you a keen sportsman or woman?**
- **Do you see yourself working for the police, fire or ambulance service?**
- **Do you want a career in business?**
- **Are you a budding engineer or do you want to work in the hotel or tourism industry?**

Don't just associate languages with teaching or translation careers. Learning a language can give you the opportunity for so much more. The ability to communicate in a foreign language is a life skill. Please read on.

Holmfirth High School believes that the majority of students benefit from the continued study of a foreign language. In most recent years, the majority of Year 11 students who studied a foreign language have achieved an A* - C grade. Through the study of a foreign language students develop linguistic skills and increase their international awareness. This year we are offering GCSE in French, German and Spanish.

Some facts to consider:

- Everything is done on an international scale these days – it's called the Global Economy and it touches all our lives.
- People can have a better chance of earning a living through learning languages even at just a basic level.
- Over 74% of employers are dissatisfied with school-leavers' language skills (CBI)
- A good GCSE grade in a language subject is seen by Sixth Form Colleges as a high tariff achievement and an indication of potential.
- It is not just high fliers in international business who need language skills
- Universities prefer entrants to have a foreign language qualification and many top universities are insisting on an A* - C, soon to be 4-9, grade pass in a foreign language before offering a study place.
- There is increasing demand for language skills in jobs involving all kinds of customer service - health, hospitality, ICT, engineering and construction, creative and media industries, police, banking and finance
- The UK has a shortage of people who can combine language skills with their chosen career
- The UK is over-reliant, compared to the rest of the world, on business with countries which speak the same language

We live in a multilingual, multicultural world. Employers value language skills. Languages bring business success. Language skills are needed at all levels.

English is not enough.

For more careers advice go to: www.multilingualjobsuk.com

GCSE FRENCH, GCSE GERMAN, GCSE SPANISH (Exam Board AQA)

The topics covered are designed to be interesting and valuable for students when they leave school as they aim to develop language skills in broadly social contexts covering the themes of:

- i) Identity and culture
- ii) Local, national, international, and global areas of interest
- iii) Current and future study and employment

Work covered in Years 7 to 9 is revised and extended.
 Assessment is across the four skills of Speaking, Writing, Listening and Reading.

QUALIFICATION	AQA GCSE French German Spanish
Skills: This course of study	Speaking, Writing, Listening and Reading
Speaking Assessment	Speaking: Non-exam assessment 25% of GCSE
Writing Assessment	Writing: Unseen written exam incorporating translation from English to the target language weighted 25% of the GCSE.
Listening Assessment	Listening: Unseen examination weighted 25% of GCSE
Reading Assessment	Reading: Written exam incorporating translation from language into English. Unseen examination weighted 25% of GCSE
Tiers of entry	Students must take all four question papers at the same tier. These are taken at the end of Year 11.

Students can be entered at Foundation or Higher Level only for the examination. The foundation exam is graded 1-5 and the higher 4-9

There will usually be 2 homeworks per 5 lessons. One is likely to be learning and it is essential that this is done thoroughly as dictionaries are not allowed in the examination. The other will be reading, writing or speaking.

Students will need the use of a bilingual dictionary at home and the purchase of a number of supplementary resources such as Grammar and Revision guides will also be recommended.

FAQs

Q: Is it possible to study 2 foreign language GCSEs?

A: Yes, please discuss with Mrs Lees.

Q: What if I do not want to study a language at all?

A: You should think very seriously about the longer-term future in terms of your ability to communicate in more than just English, your intercultural awareness and your future employability. A university you might choose to study at may insist that you have a GCSE foreign language qualification before allowing you on the course.

Remember “if you have studied a language it at least means that you have some experience of international communication and as most businesses are international nowadays it is a very crucial aspect to progress one’s career and to differentiate yourself from other students” - Jim Hart, Business Language Champion, Managing Director, The European Marketing Agency, Saltaire.

Contact Names:

Mrs C Lees - Head of Languages Department
 Mrs H Ingham - Head of German
 Mr S Cossey - Head of Spanish

Geography

Level GCSE
Board AQA Geography (8035)

Brief Summary of Course Content

Why should you choose GCSE Geography?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The AQA Geography specification covers some exciting topics such as urban issues, world development, the coastal zone, rivers and hazards, to name but a few. It is extremely relevant to the changing world that we live in and combines the physical and human processes and factors that will inevitably change the future of the planet and how we live. The course will give you the chance to get to grips with some of the big questions affecting our world and to understand the social, economic and physical forces and processes which will impact upon you. A key focus of the course will look at the future and how we can manage both the physical and human landscape in a more sustainable way.

What will I study?

Unit 1: Living with the physical environment - 35% of the full GCSE – 1 hour 30 minute exam

Students will study the following units:

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world and Geographical skills

Unit 2: Challenges in the human environment - 35% of the full GCSE – 1 hour 30 minute exam

Students will study the following units:

- Urban issues and challenges
- The changing economic world
- The challenge of resources management
- Geographical skills.

Unit 3: Geographical applications/fieldwork investigation – 30% of the full GCSE - 1 hour exam

This will include two fieldtrips: the first to study coastal erosion on the East Yorkshire coast and the second involving a residential visit to Castleton in Derbyshire.

How is the GCSE Geography assessed?

Geography is assessed by three public examinations: units 1 and 2 each lasting one hour and thirty minutes which together are worth 70% of your GCSE, and an exam based on field work worth 30% lasting one hour. Examination questions focus mainly on the geographical skills that have been acquired as well as key geographical processes and concepts studied in the human and physical units. A high standard of English is exceptionally important when studying Geography as not only is there a lot of reading to complete, but students are also marked on their spelling, punctuation and grammar in all three of the examinations.

How does this help me at College and beyond?

Both Greenhead and New College also use the AQA exam board so students would experience a similar structure to both examinations and fieldwork investigations. There are a broad number of employers who actively look to recruit Geographers as they can combine and further develop the skills they have acquired during study into the world of work.

Why choose Geography?

Geography can literally take you places! Any aspect of Geography could launch you into a career. Interested in the environment or ecosystems? You could become a Conservation Manager or work for the Environment Agency. On a wider front, your career options could range from town planning, marketing or law to leisure, travel, tourism or teaching. Geography will keep your future options open.

Contact Name: Mr J Cannon

Hairdressing and Beauty Therapy

Level	Level 2 Certificate in Hairdressing and Beauty Therapy (GCSE equivalent A*-C)
Board	VTCT Vocational Training Charitable Trust (Specialist awarding body for Hairdressing, Beauty Therapy and Complementary Therapy)

Brief Summary of Course Content

Hairdressing and Beauty Therapy remains an extremely popular vocational area nationwide which enthralls young people to study. This is a new qualification introduced in September 2014 which has been accepted for inclusion in the Key Stage 4 Performance Table giving it GCSE equivalence.

The aim of the qualification is to use the fascinating hair and beauty sector as a vehicle to develop learners broadly with a range of skills and knowledge to facilitate progression to a wide range of further learning and careers.

Examples include exploring hair and beauty sectors, carrying out research projects, science, business enterprise and marketing and promotions.

The units that make up this qualification include 2 mandatory units and 2 optional units.

- Understanding the hair and beauty sector (mandatory)
- Hair and beauty research project (mandatory)
- Business enterprise in hair and beauty (optional)
- Marketing and promotions in hair and beauty (optional)
- Hair and beauty science (optional)
- Responding to a hair and beauty design brief (optional)

All internally assessed units are assessed by an assignment which is externally set and moderated by VTCT. Homework is usually research of a topic.

There is also an externally set and externally marked written exam taken under exam conditions (1 hour 30 minutes).

The qualification is graded Pass, Merit, Distinction, Distinction*

Students would take this as one option choice. It can be taken in addition to the more practical NVQ qualification offered.

Students will be expected to wear a salon uniform which can be purchased through school. Progression in the Vocational Sector would be in the form of further studies at Level 2 and then Level 3.

Contact Names:

Mrs W Burrell
Mrs C Fitcher

History

Modern World History

Level	GCSE
Board	AQA (History 8145)

Brief Summary of Course Content

History matters! We believe in the importance of learning from history. That is why we have designed a course that enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. Our aim is to enable outstanding achievement for everyone through the delivery of outstanding learning by outstanding teachers.

PAPER 1

Germany, 1890 – 1945

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

The Cold War in Asia 1950 – 1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the Cold War in Asia (namely Korea and Vietnam) and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

PAPER 2

Britain: Power and the People (c1170 to the present day)

This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen. Students will have the opportunity to see how ideas, events or developments in the wider world affected the course of Britain's political development and will promote the idea that ideas of authority, challenge and rights did not develop in isolation, but these developments should be seen in terms of how they affected Britain and British people. This option focuses on the following questions:

- Why have people's rights and their relationship with the state changed?
 - How have people challenged authority and how have governments responded to those challenges.
 - How has Parliament and parliamentary democracy evolved?
 - What impact have changes in political status had on people's lives?
- What is the significance of key individuals and events in the changing relationship between the individual and the state?

Norman England (1066 to c1100)

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies, included within this topic is a study of the historic environment.

Assessment Methods

Two examinations (both 1 hour and 45 minutes), each contributing 50% towards the overall mark.

Mathematics

Level GCSE 1 - 9
Board AQA

Brief Summary of Course Content

The Maths syllabus is grouped into 5 areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

The key aims of the curriculum are to develop:

- Mathematical fluency
- Mathematical reasoning
- Problem solving

Assessment Methods

The Maths GCSE is 100% Examination. Three papers all worth 80 marks, one is non-calculator and two are calculator papers. All three papers are 1hr 30 minutes.

There are two tiers of entry – Higher and Foundation. Students will achieve a Grade 1-9 (Foundation grades 1-5, Higher grades 4-9).

Other Information

Students will develop knowledge, skills and understanding of mathematical methods and concepts and will be taught how to apply the functional elements of mathematics in everyday and real-life situations.

Students will learn how to use and apply mathematics to problems and to use mathematical reasoning to form and prove arguments, and write in a concise mathematical manner.

This qualification prepares students to make informed decision about management of money; the acquisition of problem-solving strategies; to make inferences and draw conclusions from data.

Students will be given the option of studying Further Maths as a twilight course throughout Year 10 and 11 and will be examined in June in Year 11. Should your child be suitable for this qualification as well, they will receive an invitation to apply for a place during the autumn term of Year 10.

Contact Name:

Mr M Staal

Media Studies

Level	GCSE
Board	AQA

Brief Summary of Course Content

“Why Media Studies?”

Today we live in a world saturated by the mass media. **If we study the mass media we develop an understanding of the world in which we live.**

Not convinced?

- *There is no debate that the mass media is very powerful.*
- *Advertisers and politicians use the mass media to influence society. To be media literate is part of being an educated citizen.*
- *All of us spend a large proportion of our time exposed to the media. GCSE Media Studies helps us to examine the impact the media has on our lives.*
- *Education has traditionally concentrated upon literacy. Today, the visual image is as important as the printed word. Media Studies students learn to read and construct visual images.*
- *The ability to design, construct and edit media products are relevant, modern, practical skills. Skilled media studies students are employable.*
- *GCSE Media Studies develops group work skills.*
- *The media is an ever-expanding industry. GCSE Media Studies can help start students on the road to careers in the media.*

And, possibly the most important reason:

- *Because the media studies us!*

Assessment Methods

- 1) Coursework – unit 2. Three assignments = 60% of final mark.
- 2) Controlled Test – unit 1 (1 hour 30 minutes) = 40% of final mark.

Structure of the Examination

Examination takes the form of a **Controlled Test**. Preparation material is issued four weeks before the test as pre-release materials. Students are taught the test focus from September in year 11 onwards, although all teaching from the start of the course will contribute to this.

Controlled Assessment Deadline (including Practical Production): At the start of Year 11 in September

Other Information

No prior learning or level of attainment in Media Studies is necessary to qualify for this option. There is a significant practical element, and, for the theory element sustained academic application is required in the form of written assignments. So, a good ability to process and understand theories and to write in an accurate, clear and logical way is essential.

A study of theories and analysis/deconstruction are a considerable part of the course. However, practical work is an important element of the course. Pupils are encouraged to use up-to-date ICT programs to produce still images, moving images for film and TV and to experiment with sound for radio or film production. One of the coursework assignments takes the form of a practical production where pupils are required to construct a Media Artefact.

NB: IF ANYONE IS CONSIDERING MEDIA STUDIES THEY SHOULD NOT CHOOSE FILM STUDIES

Contact Name:

Mrs P Andrews

Music – Traditional

Level	GCSE
Board	Eduqas

Brief Summary of Course Content

This is a well-rounded course for musicians who want to develop all of their musical skills. There is a significant amount of coursework (60%) which is completed in the classroom with teacher support.

Performing (30%)

- Two pieces of music performed at grade 3 – 4 standards.
- Minimum of four minutes of performance; one minute must be ensemble playing.
- Internally marked and externally moderated.

Composing (30%)

- Two compositions to be submitted at the end of Year 11.
- One free choice composition; one from a brief set by the exam board.
- Minimum of three minutes of composition work.
- Internally marked and externally moderated.

Listening and Appraising (40%)

- Exam of 1 hour 15 minutes.
- Exam will include two questions on 'Set Works' studied throughout the course; other 6 be on unseen/unheard music.
- Exam will test musical elements, contexts, and language.

Other Information

The two-set works are currently: 'Since you've been gone' by Rainbow and 'Eine Kleine Nachtmusik, Movement 3, Minuet' by Mozart

Students are expected to have or continue to have instrumental lessons during the course to support their learning. Students must be aware of the benefits of extra-curricular work, and as such they will be expected to take part in a minimum of one school ensemble.

Contact Name

Mrs J Brear

Music – Rock School

Level 2 Certificate in Music Performance
Board RSL

Brief Summary of Course Content

The Rock School Level 2 Music Practitioner Certificate is we believe an inspiring course. The qualification has level 2 accreditation and therefore progression routes for post 16 courses are identical to GCSE.

The Rock school course is made up of purely practical work i.e. there is no written exam element. The Rock school course is made up of the following units:

Unit 1: Live Performance = 8 credits
Unit 2: Music Rehearsal skills = 8 credits
Unit 3: Listening to Music = 4 credits.

A Rock School Music Practitioners Level 2 Certificate is equivalent to the following GCSE grades:

Distinction = GCSE Grade A
Merit = GCSE Grade B
Pass = GCSE Grade C

Other Information

Students are expected to have or continue to have instrumental lessons during the course to support their learning.

Students must be aware of the benefits of extra-curricular work, and as such they will be expected to take part in a minimum of one school ensemble.

Contact Name
Mr M Bentham

Physical Education

Level GCSE
Board Edexcel (London)

Brief Summary of Course Content

Is GCSE PE right for me? Do you

- Have a keen interest in sport and have an interest in fitness, sport science and health?
- Take part in sport at lunchtime/after school and out of school within a club/venue?
- Want to develop knowledge and understanding in various sport related topics?
- Want to know more about the benefits of sport and exercise?
- Think you might want a sports-related career or an A Level/higher education course in the future?

What will I learn?

You will gain knowledge about:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness, and well-being
- Sport psychology
- Socio-cultural influences on sport

Know how to plan and participate in a 6-week exercise programme, and analyse and evaluate your performance.

How will I be assessed?

Course assessed over 4 components:

Component 1: Written examination - 1 hour 45 minutes - 36% towards total mark.
Fitness and body systems

Component 2: Written examination - 1 hour 15 minutes - 24% towards total mark.
Health and performance

Component 3: Practical performance (non-examined) – internally marked and externally moderated – 30% towards total mark

3 physical activities – one team, one individual, and one free choice

Component 4: Personal exercise programme (non-examined) – internally marked and externally moderated – 10% towards total mark

Contact Name:

Mr J Battye

Physical Education / Sport

Level 1 / 2 Technical Award in Sport
Board AQA (London)

Brief Summary of Course Content

Is Technical Award in Sport right for me? Do you

- Have a keen interest in sport and wish to learn about the industry?
- Want to develop your technical skills and theory associated with practical player performance?
- Have a keen interest in coaching and officiating or organising events?
- Want to develop knowledge and understanding in various sport related topics?
- Want to know more about the benefits of sport and exercise?

The subject matter will appeal to those who are practically minded and who enjoy working with others in a team environment. Whilst learners may wish to enter the world of sport as a career, only a minority will achieve status as elite player-performers even if they are gifted. However, in addition to learning about rules & regulations, techniques & skills and tactics & strategies, this qualification will provide the opportunity to study the sports industry more widely, potentially giving a number of career openings within the above areas.

What will I learn?

You will gain knowledge about:

- Sport / leisure management.
- Coaching
- Leadership
- Sport media / journalism
- Officiating
- Mentoring
- Practical player performance.

How will I be assessed?

Course assessed over 3 components:

Unit 1: Practical performance in 2 chosen sports (non-examined) – internally marked
Practical Player Performance. and externally moderated – 30% towards total mark

Unit 2: Practical performance as a coach. Officiating or organising of an event/activity.
Coaching & Officiating or Organising (non-examined) – internally marked and externally moderated.
– 30% towards total mark

Unit 3: Written examination - 1 hour 30 minutes - 40% towards total mark.
The Sport Industry Health, Physical Fitness and Safety, Contemporary issues in sport.
Local and national organisations of sport, Careers in physical activity and sport.

****This course is subject to Dfe approval to start in Sept 2017****

Contact Name:

Mr R Blezard

Religious Studies

Level GCSE
Board AQA

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

They will also gain an appreciation of how religion, philosophy and ethics form the basis of our Culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Brief Summary of Course Content

Most Key Stage 4 students complete a Religious Studies GCSE qualification in RPSE core time.

In Years 9, 10 and 11 pupils will study philosophical and ethical studies, covering topics relating to two world religions; Christianity and Islam. Some of the topics that will study will include exploring the nature of God, the problem of evil and suffering, the importance of religious texts in religion as well as studying life after death beliefs as well as religious figures of importance. Pupils will also explore various responses to ethical themes such as religion and the importance of relationships and family life through to religious responses to peace and conflict.

The main GCSE units of work will cover the following components:

- Christian beliefs, teachings and practices
- Islamic beliefs, teachings and practices
- Ethical studies; ranging from relationships and families to religion, peace and conflict.

Assessment Methods

Students will complete their GCSE exams in summer 2018, they will complete a written exam.

Other information:

Religious Education is at the **core** of your curriculum and educational experience at Holmfirth. It is of course about education, worship and prayer but there are other dimensions which are **essential** to your growth and preparation for life after high school.

Our GCSE covers a range of religions and philosophical and ethical themes, ensuring you and your students have a variety of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These are all extremely valuable skills which will help all pupils prepare for further education or careers that they choose in life.

Contact Name:

Miss M Durkin

Combined Science

Level	GCSE
Board	AQA

Brief Summary of Course Content

This is a new course from September 2016 and counts as 2 GCSEs. The new Combined Science GCSE is examined at the end of 2 years and replaces the old Core and Additional Science.

In this course, students study science in a contemporary context, gaining knowledge, skills and understanding of how science works in the world at large and its importance to society. Students study units such as disease, cloning, evolution, the environment, waves and the universe, energy and electricity, metals, oils and many more. Practical work plays a large part and pupils learn the skills of planning, recording and evaluating experimental data.

Structure of the Examination

Exams are a mixture of multiple choice, structured, closed short answer and open response. Students are marked on their quality of written communication as well as their knowledge.

There is no longer any controlled assessment. Students are instead expected to do 16 practical experiments in lesson time over the 2 years and will be examined on aspects of these experiments as part of the written exam papers.

Two levels of exam: Foundation level grades 1-5
Higher level grades 4-9

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology

Chemistry Paper 1

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.

Chemistry Paper 2

Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

Physics Paper 1

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Physics Paper 2

- Forces
- Waves
- Magnetism and electromagnetism

Contact Name:

Mrs J Ison

Biology

Level GCSE
Board AQA

Brief Summary of Course Content

Biology has to be taken alongside Physics and Chemistry if students choose separate science as an option. Biology is invaluable for anyone interested in living things and how they work. This course may help those who are thinking of further study in the field of medicine, health, ecology, animal science, microbiology, biochemistry etc. The course studies the biology of cells, nutrition and respiration. It also includes genetics, evolution, plants and ecology. Practical work plays a large part and pupils learn the skills of planning, recording and evaluating experimental data. Factors affecting human health are also studied and other ethical issues. Biology is an essential qualification for many areas concerned with the natural world. **This is a new GCSE specification from 2016.**

Structure of the Examination

Exams are a mixture of multiple choice, structured, closed short answer and open response. Students are marked on their quality of written communication as well as their knowledge. **There is no longer any controlled assessment.** Students are instead expected to do 10 practical experiments for Biology in lesson time over the 2 years and will be examined on aspects of these experiments as part of the written exam papers.

Two levels of exam: Foundation level grades 1-5
Higher level grades 4-9

There are 2 written Biology exams, each 1 hour 45 minutes, worth 50% each.

Paper 1 Biology

Topics 1–4: Cell biology; Organisation; Infection and response and Bioenergetics.

Paper 2 Biology

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology.

Biology **has** to be taken with Physics and Chemistry.

Contact Names:

Mrs J Ison
Mrs R George

Chemistry

Level GCSE
Board AQA

Brief Summary of Course Content

Chemistry has to be taken alongside Biology and Physics if students choose separate science as an option. The Chemistry course covers extraction of materials from the earth and their uses, atomic structure, reaction rates and energy. In addition, it also includes the development of the periodic table, acids and alkalis and the identification of substances. This course will suit anyone interested in the environment, material science and earth resources. Possible future career paths with chemistry include the pharmaceutical industry, metallurgy, nanotechnology and forensic science. Chemistry qualifications are highly valued by employers and institutions of higher education. **This is a new GCSE specification from 2016.**

Structure of the Examination

Exams are a mixture of multiple choice, structured, closed short answer and open response. Students are marked on their quality of written communication as well as their knowledge. **There is no longer any controlled assessment.** Students are instead expected to do 10 practical experiments for Chemistry in lesson time over the 2 years and will be examined on aspects of these experiments as part of the written exam papers.

Two levels of exam: Foundation level grades 1-5
Higher level grades 4-9

There are 2 written Chemistry exams, each 1 hour 45 minutes, worth 50% each.

Paper 1 Chemistry

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.

Paper 2 Chemistry

Topics 6–10: The rate and extent of Chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and using resources.

Chemistry **has** to be taken with Physics and Biology.

Contact Names:

Mrs J Ison
Mr A Adams

Physics

Level	GCSE
Board	AQA

Brief Summary of Course Content

Physics has to be taken alongside Biology and Chemistry if students choose separate science as an option. Physics is a fascinating insight into how the world works. Units studied include stars and the universe, waves, including earthquakes and optics, nuclear physics, electricity, magnetism and forces. Physics provides an essential basis for many branches of engineering, technology, computing and space research for example. The questioning, thinking and problem solving nature of this science is highly valued by employers and institutions of higher education. **This is a new GCSE specification from 2016.**

Structure of the Examination

Exams are a mixture of multiple choice, structured, closed short answer and open response. Students are marked on their quality of written communication as well as their knowledge.

There is no longer any controlled assessment. Students are instead expected to do 10 practical experiments for Physics in lesson time over the 2 years and will be examined on aspects of these experiments as part of the written exam papers.

Two levels of exam:

Foundation level grades 1-5

Higher level grades 4-9

There are 2 written Physics exams, each 1 hour 45 minutes, worth 50% each.

Paper 1 Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Paper 2 Physics

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

Physics **has** to be taken with Chemistry and Biology

Contact Names:

Mrs J Ison

Mr P Warburton

Engineering Maintenance

Level	Level 1 Certificate in Service and Maintenance Engineering (VRQ)
Board	Institute of the Motor Industry

Brief Summary of Course Content

The aim of the programme is to introduce students to working within the engineering industry. The course introduces the wider subjects offered in engineering disciplines. Units include:

- Health and Safety
- Engineering equipment and materials
- Basic Maths for engineers
- Working with customers and colleagues
- Projects in Engineering
- Working in the Engineering Industry
- Maintenance of mechanical systems
- Introduction to Engine operating principles
- Maintenance of vehicle wheels and tyres

The course offers both practical and theoretical units to build experience in workshop practices and knowledge and understanding of engineering systems maintenance. The course is assessed through multiple choice exams in the mandatory units together with a portfolio of evidence of practical work completed. The qualification is awarded when the student is fully competent and has completed both internal and external assessments and completion of a portfolio of evidence of units completed.

Students will be required to use appropriate personal protective equipment including safety boots and overalls. Progression routes are to Level 1 Diploma or a Level 2 Certificate in Engineering Maintenance.

- **If you are considering this course, you must speak to the contact member of staff before handing in your form. You should only choose one Level 1 Course**

Contact Names:

Mr M Whitehouse
Mrs C Futcher

Hair and Beauty

Level Level 1 Certificate in Hairdressing and Barbering
Level 1 Certificate in an Introduction to the Hair and Beauty sector

Board VTCT Vocational Training Charitable Trust
(Specialist awarding body for Hairdressing, Beauty Therapy and Complementary Therapy)

Brief Summary of Course Content

These are very practical-based courses and will be taught in a realistic salon working environment (school salon is NRG). Assessments will take place after each unit of study on clients attending the salon on a booking basis. Further assessment is through a portfolio of evidence including written projects and assignments which the student will complete throughout the course.

The qualifications are awarded when the student is fully competent with the associated units.

Year 10 students will undertake:

VTCT Level 1 Certificate in Hairdressing and Barbering which includes:

- Health and Safety within the Salon
- Customer Care and contribute to the development of effective working relationships
- Shampooing and Treatments of the hair and scalp
- Blow-drying Techniques
- Reception Duties

Some students may have the time and ability to undertake additional enrichments in:

- Basic cutting techniques
- Introduction to Colouring and various techniques

In Year 11 students will undertake:

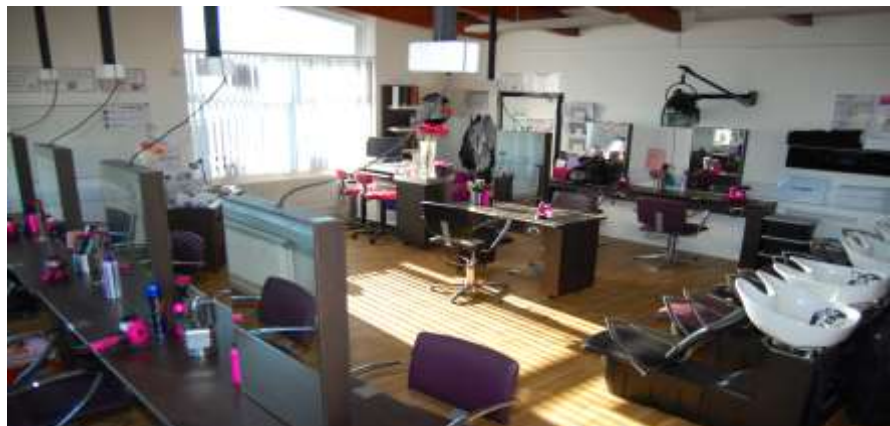
VRQ Level 1 Certificate in an Introduction to the Hair and Beauty sector which includes:

- Introduction to the hair and beauty sector
- Presenting a professional image in a salon
- Provide basic manicure treatment
- Basic make-up application
- Create a hair and beauty image

Students will be expected to wear a salon uniform which can be purchased through school.

Progression routes for both subjects exist in the form of studies at Level 2 and then Level 3 within the vocational sector.

➤ **If you are considering this course, you must speak to the contact member of staff before handing in your form. You should only choose one Level 1 Course**



Contact Names:

Mrs W Burrell
Mrs C Fletcher

Motor Vehicle Maintenance

Level Level 1 Certificate in Transport Maintenance (Generic)
Board Institute of the Motor Industry

Brief Summary of Course Content

The qualification is designed to engage and motivate 14-19 year olds who are interested in learning about the maintenance of motor vehicles and the various roles that are available in the retail motor industry. It has a practical and theoretical approach to assessment and includes many visual questioning techniques, which will stimulate and be of interest to students. The learner outcomes are assessed by a variety of task based assessment, observation of practical work, oral questioning, and online assessments. The qualification is awarded when the student is fully competent and has completed both internal and external assessments and completion of a portfolio of evidence of units completed. Students will be required to use appropriate personal protective equipment including safety boots and overalls.

In Year 10 Students will undertake:

- Health and Safety
- Using technical information
- Applying engineering techniques
- Foundation skills
- Moving loads
- Routine maintenance procedures
- Wheels and tyres

In Year 11 Students will undertake:

- Electrical systems
- Brakes
- Valeting
- Motorcycle maintenance
- Preparing to become a motorist
- Preparing to ride a motorcycle/scooter

Students will be expected to wear appropriate personal protective equipment including safety boots and overalls. Progression routes are to Level 1 Diploma or a Level 2 Certificate in Transport Vehicle Maintenance.

- **If you are considering this course, you must speak to the contact member of staff before handing in your form. You should only choose one Level 1 Course**

Contact Names:

Mr M Whitehouse
Mrs C Fitcher

Land-based Studies

Level Diploma in Land-based Studies – Level 1
Board City and Guilds

Brief Summary of Course Content

Land-based Studies is a vocational option for students, and is ideal for those students who are thinking of a career in the agricultural industry and would like to follow a practical hands-on course.

The aim of the course is to give students a broad understanding of working in the agricultural sector and will involve theory as well as practical lessons.

Year 10 will be taught in school and will focus mainly on horticultural, particularly establishing and maintaining plants.

Year 11 will focus more on the livestock side of the industry and will mainly be taught on local farms.

The course is complete when students can demonstrate they are fully competent in each module. These are internally assessed and then moderated to ensure the students have reached the required standard. The modules will include safe working practices; this is a key component as the course will involve practical outdoor work on a regular basis. It is important that students considering this option are enthusiastic about outdoor working and the farming industry. They will also be expected to wear appropriate personal protective equipment for this course, including overalls and weather-appropriate clothing.

Progression following this course could involve qualifications in land-based studies at a level 2 and then level 3.

- **If you are considering this course, you must speak to the contact member of staff before handing in your form. You should only choose one Level 1 Course**

Contact Name:
Mrs A Jones

YEAR 9 OPTIONS 2017

THE COMPULSORY COMPONENT

English Language and Literature	
Maths	
Science	From September 2017, all students who have not opted for Separate Sciences will take the new Combined Science Course. This is worth 2 GCSEs and will be examined at the end of Year 11. Students with a clear commitment and wish to study further science may use an option to do so, and enter for the 3 separate GCSE subjects, Biology, Chemistry and Physics.
ICT	All students will follow a core ICT course.
PE	Physical Education
RPSHCHE	Religious Studies, Personal, Social and Health Education, careers and Financial Education

THE OPTIONAL COMPONENT

The optional component contains individual subject choices. For students who wish to embark on courses of further or higher education, especially where no certain career decisions have been made, it is advisable for these choices to be as broad as possible. Students and their families will be invited to discuss their option choices with staff.

Please note that timetable restraints and non-viable course numbers mean certain combinations may not be successful.

VOCATIONAL/APPLIED COURSES : LEVEL 1

If you are considering one of the following courses, you must speak to the named contact member of staff before handing in your form to ensure that it is an appropriate choice for you.

You can only choose one of these level 1 courses to ensure that there is breadth and balance in your option choices.

- Engineering Maintenance Level 1
- Hairdressing NVQL1/Beauty Therapy Level 1
- Land-based Studies Level 1
- Motor Vehicle Maintenance Level 1

YEAR 9 OPTIONS 2017-19

Students should choose 4 subjects in total; 1 subject from Group A and 3 subjects from Group B. Please mark your column B subjects in priority order 1, 2, 3. You should also choose two reserve choices from Group B, please label them R1 and R2.

As stated in the introduction, students are expected to choose at least one of the optional English Baccalaureate subjects (indicated by *) to ensure all career paths remain open to them.

Students should only choose one course from each of the following subject groups: Art and Design, Music, Computing, Physical Education to ensure a broad and balanced options spread.

Some students may benefit from more personalised timetables. These will be discussed with individual students, as appropriate, during the options process.

Group A (choose 1 only)	
French *	
Geography *	
German *	
History *	
Separate Science *	
Spanish *	

Whilst the school will endeavour to ensure that all students get their choices, this may not always be possible. Some courses may not run if too few students choose an option, or a particular course may be full. Some students may, therefore, be required to follow a first reserve and/or a second reserve subject.

THE DEADLINE FOR HANDING IN THIS FORM IS WEDNESDAY 1 MARCH 2017. PLEASE TRY TO GIVE IT IN TO YOUR FORM TUTOR BEFORE THIS DATE.

Group B (choose 3 subjects and 2 reserves)	
Art and Design – Fine Art	
Art and Design – Graphic Communication	
Art and Design – Textile Design	
Business Studies	
Computing and ICT – CIDA	
Computer Science *	
Dance	
Design and Technology	
Drama	
Engineering Maintenance Level 1	
Food Preparation and Nutrition	
French *	
Geography *	
German *	
Hairdressing and Beauty Therapy Level 2 Certificate VRQ	
Hair and Beauty Level 1	
History *	
Land-based Studies Level 1	
Media Studies	
Motor Vehicle Maintenance Level 1	
Music – Traditional	
Music – Rock School	
Photography (Lens and Light-based Media)	
Physical Education – GCSE	
Physical Education – Technical Award	
Religious Studies	
Separate Sciences *	
Spanish *	