

Reach Higher



Welcome from the Executive Headteacher



Dear Student,

It is an exciting time for you. The option process is designed to ensure that all students have the opportunity to study a broad range of subjects including the core subjects of English, Mathematics and Science.

We ask that parents and students go through the information contained in this booklet together, refer to the subject course details on the Carterton Community College website: www.cartertoncc.oxon.sch.uk and attend the Year 9 Parents' Evening where you and your parents will be able to discuss which route and course is appropriate and complete the options form before the 22nd March.

It is extremely important that you login to Kudos, (information about Kudos is at the back of this booklet) in order that you have a better understanding of which subjects lead to which careers.

This year pupils will continue to have the option to follow the EBacc route. This means that as well as studying the core subjects in English Mathematics and Science students can also taking a language and a humanities subject. We believe that in future years, universities and employers will consider the EBacc route as an indication of a well-rounded education and this will stand you in good stead.

This period of consultation is very important and this will lead to each student following a curriculum which supports progression routes into Post 16 education.

Mr Damian Booth
Executive Headteacher

QUESTIONS TO CONSIDER

Who chooses the courses?

This is a decision made after consultation with your group tutor, subject teachers and your parents.

Why is my choice important?

You are making a two-year commitment and it is vital that you get it right to achieve success. Your choice now may make a big difference to which course you study later, at college, university or at work. Similarly, certain areas of employment may not be open to you after the choices you make.

Which courses must I take?

As well as choosing your options there are some compulsory courses, please see table on page 7.

DO

- ✓ Find out exactly what each course involves by reading the details and decide whether you can cope with the demands of the subject.
- ✓ Ask your teachers for advice on your level of achievement and future potential in each subject
- ✓ Consider the entrance requirements of areas of employment of interest to you, but bear in mind these are minimal and that in today's workplace, requirements are often pitched higher.
- ✓ Be careful not to close any doors at this stage because you may need certain qualifications later on - ensure you have a subject balance.
- ✓ Take into account your interests and your future career plans

DON'T

- ✗ Choose a subject because your friend is doing the course – they might not be on the same career path as you
- ✗ Avoid a subject because you don't like the teacher
- ✗ Pick a subject because you think it will be easy

Who can help me choose?

Your form tutor and house leader - will be able to offer you advice and guidance. Subject teachers - who can give you some idea about your suitability for the course and information about the subject.



Your parents - who know you best of all. Your parents will be here with you at the KS4 Information Evening and you can begin talking about this then and with your tutor during small group meetings.

You can get advice from our careers guidance practitioner (Adviza) who can show you details of different areas of work.

Can I change my mind later?

The subjects you choose are for the next two years. We expect everyone to complete their courses once they have decided on them. Therefore, it is very important that the right choice is made at the outset. As a result, we ask you to spend quite a long time considering your decisions. It is only in exceptional circumstances that students are permitted to change their courses once they have begun in September.

Will I have to do more homework and independent study?

Yes. You will have to spend more time on homework for each subject as the courses you are following involve more independent study. You will be set homework for two or three subjects each day, for one hour per subject. Remember though, you will have fewer subjects to study. Regular work at school and home and good study habits will be essential to relieve the pressure and help you to achieve success.

Will I definitely have all the subjects I ask for?

The majority of students will be allocated the selection of courses they have chosen. However, each year minor changes do need to be made. This affects only a very few students and we will do everything within our power to offer the selection you make.

Somebody said if there aren't enough students opting for a subject then that subject will not run. Is this true?

Yes! Obviously we cannot run a course for just a handful of students. This would cost too much and it wouldn't be fair to the subjects that have larger class sizes.

How many qualifications will I be studying for?

You may find that you are following between 10 - 11 accredited courses. Each of your options count as one subject. Everyone studies mathematics and two English qualifications and top sets can also study further maths during mathematics time.

LEARNING PATHWAYS

Your option choices will be guided by which Learning Pathway you follow. Learning Pathways are designed to optimise your achievement by guiding you to courses that best suit your individual learning needs.

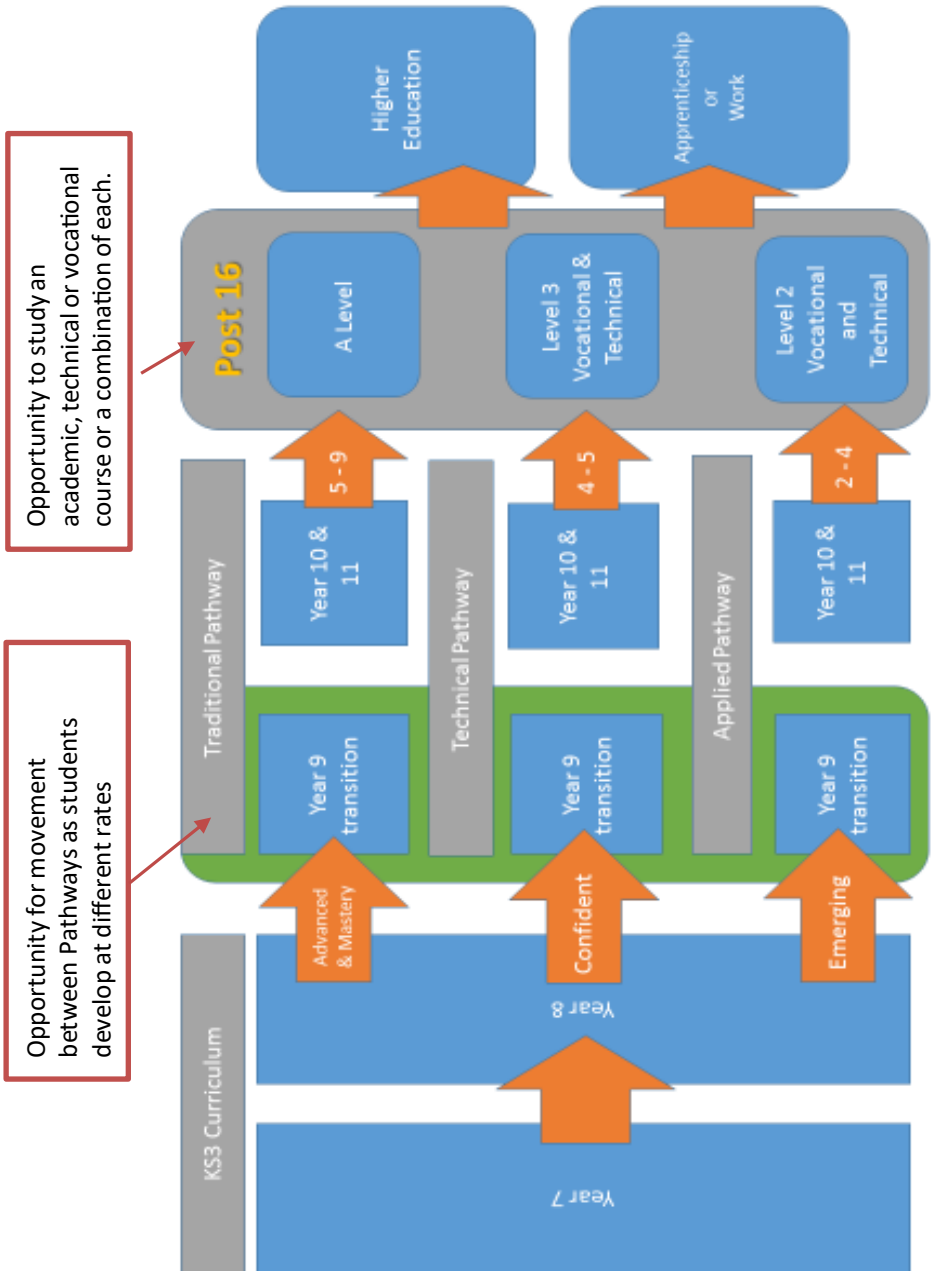
There are three Learning Pathways you can follow:

- Traditional** An academic pathway made up of mainly GCSE courses including 3 sciences and other Ebacc subjects.
- Technical** A mixed and balanced pathway made up of Ebacc subjects, Technical Awards and vocational qualifications
- Applied** A pathway with a more hands on approach to learning made up of Core compulsory GCSEs and vocational qualifications.

The Learning Pathway you follow is determined by your academic profile and feedback from your teachers. It can also be influenced by discussion between you and Faculty Leaders so use the option process time to talk to your Tutor and Heads of Faculty if you feel a different Learning Pathway would be best for you.

Being on the right Learning Pathway at Key Stage 4 is important as it best prepares you for your next steps after GCSEs at Post 16 and beyond.

LEARNING PATHWAYS – THE 11 – 19 CURRICULUM



KEY STAGE 4 PROVISION

Here are the different courses and qualifications that you can study:

COMPULSORY SUBJECTS	Qualification
English Language and English Literature *	2 GCSEs
Mathematics *	1 or 2 GCSEs
PHSE & Citizenship	No qualification
Physical Education (core provision)	No qualification
STEM (Traditional Pathway only)	Technical Award
Science *	2 or 3 GCSEs
EBACC OPTION SUBJECTS	
Computer Science*	GCSE
French*	GCSE
Geography*	GCSE
History*	GCSE
OPTIONS SUBJECTS	
Art and Design	GCSE
Children’s Play, Learning and Development	BTEC Level 2 Technical Award
Engineering	V-CERT Technical Award
Fashion and Textiles	Level 2 Technical Award
Food and Cookery	V-CERT Technical Award
Graphic Design	V-CERT Technical Award
Media Studies	GCSE
Music	GCSE
Physical Education	GCSE
Religious Studies	GCSE
Sociology	GCSE
Sport	BTEC Level 2 Technical Award
Travel and Tourism	BTEC Level 2 Technical Award

*Subjects that contribute to the English Baccalaureate;
(5 GCSE’s at grade 9-4 in English, Maths, Science, a Language and a Humanity)

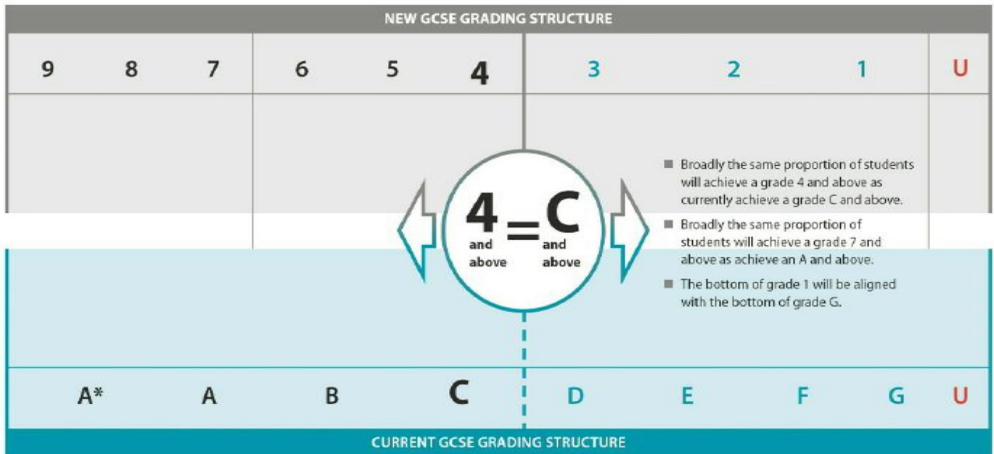
The viability of all courses is dependent on numbers choosing the course .

GRADING FOR THE GCSEs IN 2020

In 2020 students will receive 9 - 1 grades in all subjects.

There will be one tier of paper for English Language & Literature and two tiers (Higher and Foundation) for mathematics and science.

Assessment approaches vary for each subject. Please check the subject pages for specific details. For English and mathematics, the grade will be based entirely on the summer examinations.



BTEC Qualifications

BTEC stands for 'Business and Technology Education Council', which used to run the award, first introduced in 1984. BTECs are now awarded by the Pearson Edexcel exam board and are taken in more than 100 countries at all levels, from pre-GCSE to Degree equivalent. They are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education. A BTEC takes a practical approach to learning, without missing any of the important theory on the subject.

Technical Awards – New qualifications

Technical Awards are more practical in nature and provide students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace.

Technical Awards will be equivalent to a GCSE qualification and will count towards performance tables. They can be included in progress 8 as part of the non-EBacc open group of subjects.

The EBacc

The English Baccalaureate (EBacc) is a school performance indicator linked to the GCSE. It measures the percentage of students in a school who achieve a minimum of 7 GCSE at grade 4 and above in traditional academic GCSE subjects (to include English, maths, a science, one of history or geography, an ancient or modern foreign language, and one additional GCSE-level qualification). Though the qualification contains the term baccalaureate, it is not, unlike the French baccalaureate, a passport for entry into universities. Subjects qualifying for EBacc are highlighted in this booklet with a *

IMPORTANT DATES

Date	
22/02/18	Y9 Option Presentation & Introduction to the Options Process (PSHE) Y9 Options Evening to Parents/Carers
08/03/18	Y9 Parents Evening with subject staff
22/03/18	Options Forms to be handed in
24/04/18	Data Collection Point 3
25/05/18	Confirmation of final Options

ENGLISH*

GCSE English Language

GCSE English Literature

AQA

Compulsory Core subject

Students are likely to take either a GCSE English course or a combined GCSE English Language & English Literature course. The specification is divided into Foundation covering work for grades 1 to 5, and Higher covering work for grades 4 to 9. Decisions about which route students will follow are made based on which course suits the student's ability and progression over the first year of GCSE English Language.

GCSE English Language

Covers the following units:

- Speaking and Listening
- Understanding Spoken and Written Texts and Writing Creatively

GCSE English Literature

Covers the following units:

- Exploring Modern Texts (play and prose)
- Poetry Across Time
- The Significance of Shakespeare and the English Literary Heritage

Assessment

English Language

Paper 1: Written Examination (50%) 1hr 45m

Paper 2: Written Examination (50%) 1hr 45m

English Literature

Paper 1: Written Examination (40%) 1hr 45m

Paper 2: Written Examination (60%) 2hr 15m

Unless you achieve at least a good pass in both of these subjects you will have to continue studying them at Sixth Form or college until you achieve a good pass.

MATHEMATICS*

GCSE Maths

Pearson Edexcel

Compulsory Core subject

All students will follow the new syllabus which covers

- number, algebra, ratio, proportion and rates of change
- geometry and measures
- probability, statistics

The specification is divided into Foundation covering work for grades 1 to 5, and Higher covering work for grades 4 to 9.

The decision about which tier of entry students are entered for will be made in Year 11, depending on understanding of topics covered.

The aims of the syllabus are to encourage Students to:

- Develop a positive attitude to Mathematics
- Consolidate basic skills and meet appropriately challenging work
- Apply Mathematical understanding to solve problems
- Think and communicate Mathematically—precisely, logically and creatively
- Appreciate the place and use of Mathematics in society
- Apply mathematical concepts to situations arising in their own lives
- Understand interdependence of different Mathematics branches
- Acquire the skills needed to use technology such as calculators and computers effectively
- Acquire a firm foundation of further study

Assessment

All papers sat at either foundation or higher level

Paper 1: Written Examination [non-calculator] (33.3%) 1hr 30m

Paper 2: Written Examination (33.3%) 1hr 30m

Paper 3: Written Examination (33.3%) 1hr 30m

Unless you achieve at least a good pass in this subject you will have to continue studying it at Sixth Form or college until you achieve a good pass.

PSHE & CITIZENSHIP

Personal, Social, Health and Economic Education Compulsory Core Subject

Personal, Social and Health and Economic Education (PSHEE) are calendared sessions once every 6 weeks plus additional specialist sessions for the whole year group when appropriate. All staff including Tutors, Heads of House, Leadership Team and advisers/speakers from the Community plays a part in this programme.

PHSEE will focus on developing Students' confidence, sense of responsibility and preparation for adult life. Topics will include:

- Preparation of a Record of Achievement
- Health such as diet, exercise, drugs and stress
- Relationships and Sex Education
- Mentoring Students on achievements and targets
- Career and work related activities including preparation for Work Experience
- Action planning and study skills

Important aspects of the Citizenship programme will be included in the PSHEE Programme and Students may be actively involved in some practical citizenship work. Some of the areas covered will be:

- Human Rights
- Crime and the Law
- Global Issues
- The Media
- Democracy in Action

SCIENCE*

GCSE Combined Science

GCSE Separate Sciences

Pearson Edexcel

Compulsory Core Subject

We offer students two learning pathways of either;

- **Combined science** is a two year GCSE that covers a mixture of Biology, Chemistry and Physics worth 2x GCSE
- **Separate Sciences** is a three year GCSE for higher ability students and those who show a natural aptitude and flair for science. Biology, Chemistry and Physics are studied separately as stand-alone GCSEs, each subject is worth 1x GCSE (3xGCSE in total).

Combined Science consists of 6 written examinations

Paper 1: Biology 1	Paper 2: Biology 2
Cells and control, Genetics, Natural selection and genetic modification, Health, disease and medicines	Plant structures and functions, Animal coordination, control and homeostasis, Exchange and transport in animals, Ecosystems and material cycles

Paper 3: Chemistry 1	Paper 4: Chemistry 2
States of matter and mixtures, Chemical changes, Extracting metals and equilibria	Groups in the periodic table, Rates of reaction and energy changes, Fuels and Earth science

Paper 5: Physics 1	Paper 6: Physics 2
Motion and forces, Conservation of energy, Waves, Light and the electromagnetic spectrum, Radioactivity, Astronomy	Energy - Forces doing work, Forces and their effects, Electricity and circuits, Static electricity, Magnetism and the motor effect, Electromagnetic induction, Particle model, Forces and matter

Separate Sciences consists of 6 examined papers

Paper 1 Biology	Paper 2 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

Paper 1 Chemistry	Paper 2 Chemistry
States of matter and mixtures Chemical changes Extracting metals and equilibria	Groups in the periodic table Rates of reaction and energy changes Fuels and Earth science Separate chemistry 2

Paper 1 Physics	Paper 2 Physics
Motion and forces Conservation of energy Waves, Light and the electromagnetic spectrum, Radioactivity, Astronomy	Energy - Forces doing work, Forces and their effects, Electricity and circuits Static electricity, Magnetism and the motor effect, Electromagnetic induction, Particle model, Forces and matter

Assessment

Combined Science: 6 Written Examinations each (20%) 1hr 10m

Triple Science: 6 Written Examinations each (20%) 1hr 45m

A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

ART AND DESIGN

GCSE

OCR

Optional Subject

The type of course is a “Fine Art” GCSE Art Course which means that the Students will experience a broad range of materials and processes, which includes: drawing, painting, print-making and mixed media.

The first term of the course will provide the Students with a foundation of skills which will help them to look and see form, tone, colour and texture, this will involve:

- raising the Students level of skill in putting down what they see on paper to help Students find ways of developing from a given starting point towards a final piece of work.
- to help Students become aware of the work of other artists and designers.

All units of work are based on “themes” and each last for about three of the new terms. Each unit will include observational drawing and development towards a final piece of work. Throughout the year, the Students will have gained a foundation of skills enabling them to decide on the direction of their own work, although all Students will still work to the same theme.

There are 3 units of coursework to be completed. The first 2 are theme based and common to all Students. Students select an individual theme to develop a body of work from. The third is based around the exam experience. An external exam is set where they will have 35 hours preparation and a 10 hour practical exam.

Assessment

Teacher Assessed (60%) externally moderated

Practical exam (40% externally set) 10hrs

NB. Homework is vitally important for the development of the student’s skills and helping to build up their folder of coursework. Homework is set on a regular basis and supports the work done in the class.

COMPUTER SCIENCE*

GCSE Computer Science

OCR

Optional Subject

The aims and objectives of this qualification are to enable students to understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.

Component 1: Principles of Computer Science

- Understanding algorithms - interpret, amend and create algorithms.
- Understand the requirements for writing program code.
- Understanding of binary, data, storage, compression and encryption.
- Understanding of computer networks and the internet.
- Awareness of emerging trends, the impact of computing on individuals, society and the environment
- Understanding of computer networks and the internet.

Component 2: Project

Students will develop a computer program. That will draw on:

- algorithms, decomposition and abstraction
- design, write, test and refine a program
- data

Component 3: Application of Computational Thinking

- Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.
- Understanding of components of computer systems; ability to construct truth tables, logic statements and read and interpret pseudo-code.

Assessment

Component 1: Written Examination (40%) 1hr 40m

Component 2: Teacher Assessment (20%) externally moderated

Component 3: Written Examination (40%) 2hrs

GRAPHIC DESIGN

V-CERT Technical Award

NCFE

Optional Subject

V Certs are a suite of high quality technical qualifications which are appropriate for pupils who are motivated and challenged by learning through hands-on experience and through content which is concrete and directly related to those experiences.

Technical Awards in Graphic Design are designed to provide pupils with the skills, knowledge and understanding of graphic design as form of visual communication.

Graphic design covers various aspects of visual communication and presentation, using imaginative and effective designs that create and combine words, symbols, and images to convey ideas and messages.

Common uses of graphic design include identity (logos and branding), publications (magazines, newspapers and books), corporate branding, advertisements and product packaging.

On this course I will learn to:

- Identify and experiment with graphic design components.
- Learn about graphic designers, their work and working in the industry.
- Work to graphic design briefs, refining and selecting ideas.
- Form a graphic design portfolio and explore creative direction.

Students will study four core units:

Unit 1 Introduction to graphic design - Internally assessed and externally assessed

Unit 2 Graphic design practice - Internally assessed and externally assessed

Unit 3 - Responding to a graphic design brief - Internally assessed and externally assessed

Unit 4 - Graphic design portfolio - Internally assessed

Assessment

Written Examination (40%)

Teacher Assessment (60%)

ENGINEERING

V-CERT

NCFE

Optional Subject

V-Certs are a suite of high quality technical qualifications which are appropriate for pupils who are motivated and challenged by learning through hands-on experience and through content which is concrete and directly related to those experiences.

Technical Awards in Engineering are designed to provide pupils with the skills knowledge and understanding of the applied study of engineering drawing, tools and materials.

On this course you will learn to

- Understand how drawing is applied in engineering.
- Learn about and use appropriate tools and equipment.
- Understand and use appropriate materials.

Students will study four core units:

- **Unit 1 Introduction to engineering** - Internally assessed portfolio of evidence
- **Unit 2 Introduction to engineering drawing** - Externally assessed through a 4 hour 45 minute written/practical exam
- **Unit 3 Tools and equipment for engineering** - Internally assessed portfolio of evidence
- **Unit 4 Engineering materials and their properties** - Internally assessed portfolio of evidence

V-CERT Technical Award is the equivalent to 1 GCSE.

Assessment

Teacher Assessment (60%) externally moderated

External Assessment (40%)

FASHION AND TEXTILES

Level 1/2 Technical Award in Fashion and Textiles

AQA

Optional Subject

Who is this qualification for? This qualification is intended for learners aged 14-16 who are interested in using textiles in a practical way within the context of the fashion industry and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature. The Technical Award in Fashion and Textiles will give learners the opportunity to develop an understanding of:

- materials, components and technologies and the ability to select these appropriately
- how to read, interpret and work from drawings, plans and instructions
- quality and how this can be achieved by making to fine tolerances
- key technical terminology related to materials and properties
- commercial and industrial practices within the Fashion and Textiles industries
- career opportunities in the sector.

What will the learner study as part of this qualification? Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours. The qualification is synoptic in nature and learners will make clear links between the practical skills they develop through units 1 and 2 and the associated theoretical knowledge in Unit 3.

Assessment

Unit 1: Skills demonstration Teacher Assessment (30%)

Unit 2: Extended making project Teacher Assessment (30%)

Unit 3: Fundamentals of Fashion and Textiles Written Exam (40%) 1hr 30m

FOOD AND COOKERY

V-CERT Technical Award

NCFE

Optional Subject

V Certs are a suite of high quality technical qualifications which are appropriate for pupils who are motivated and challenged by learning through hands-on experience and through content which is concrete and directly related to those experiences.

Technical Awards in Food and Cookery are designed to provide pupils with the skills, knowledge and understanding of using different cooking techniques and methods required for further study, apprenticeships or a career in food.

On this course you will learn to:

- Prepare and cook using basic skills.
- Understand food and its functions in the body and in recipes.
- Understand balanced diets and modification of recipes for health.
- Plan and produce dishes for a purpose.
- Ensure a safe and hygienic environment

Students will study four core units:

- **Unit 1 Preparing to cook** - Internally assessed portfolio of evidence
- **Unit 2 Understanding food** - Internally assessed portfolio of evidence
- **Unit 3 Exploring balanced diets** - Externally assessed through a 2 hour written exam paper
- **Unit 4 Plan and produce dishes in response to a brief** - Internally assessed portfolio of evidence

Assessment

Written Examination (40%)

Teacher Assessment (60%)

FRENCH*

GCSE French

AQA

Optional Subject

In French, the language taught builds on that already learned in Key Stage 3 and covers three themes; Identity and culture; Local, national, international and global areas of interest; Current and future study and employment. The emphasis is on practical communication skills, appropriate to the needs of a young person visiting the foreign country or receiving foreign visitors here.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

This is a linear qualification. Students sit all their exams at the end of the course. GCSE French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same year at the end of Year 11.

GCSE lessons are delivered in designated teaching rooms with ICT used where relevant. Emphasis is placed on independent learning and communication, with students required to delve into the culture of the countries concerned as well as becoming proficient with their language skills. Students are required to learn a wide range of vocabulary and language structures, which will build up over the two-year course.

Assessment

Written Examination: Listening (25%) 35m – 45m

Teacher Assessment: Speaking (25%) 7m – 12m

Written Examination: Reading (25%) 45m - 1hr

Written Examination: Writing (25%) 1hr – 1hr 15m

GEOGRAPHY*

GCSE Geography

Pearson Edexcel

Optional Subject

GCSE Geography students in Key Stage 4 will be following the new Edexcel Syllabus which contains nine topics studied across the 2 years of the course.

These are:

- Hazardous Earth
- Development dynamics
- Challenges of an urbanising world
- The UK's evolving physical landscape
- The UK's evolving human landscape
- Geographical investigations
- People and the biosphere
- Forests under threat
- Consuming energy resources

These nine topics are taught and examined in three papers, Global Geographical Issues, People and the Environment

Assessment

Written Examination 1 (37.5%) 1hr 30m

Written Examination 2 (37.5%) 1hr 30m

Written Examination 3 (25%) 1hr 30m

HISTORY*

GCSE History

Pearson Edexcel

Optional Subject

This GCSE consists of 4 topics, each of which deals with a theme of change over time. There are three examination papers, which are sat at the end of the course.

Students answer questions that assess their knowledge and understanding including questions based on provided sources.

Some questions are compulsory. For other questions students answer from a choice of options.

Component 1: Thematic study and historic environment

- Medicine in Britain, c1250 to the present and The British sector of the Western Front, 1914–18: Treatment of injuries and the trenches.

Component 2: Period study and British depth study

- Anglo-Saxon and Norman England, c1060–88

Component 3: Modern depth study

- The USA, 1954–75: conflict at home and abroad

Assessment

Component 1: Written Examination (30%) 1hr 15m

Component 2: Written Examination (40%) 1hr 45m

Component 3: Written Examination (30%) 1hr 20m

MEDIA STUDIES

GCSE Media Studies

WJEC Eduqas GCSE

Optional Subject

In GCSE Media Studies the students study at least three different media topics including at least one print based and one audio visual based topic. Examples of the media forms studied include: film, television, animated film, radio, magazines, music videos, and websites.

Component 1: Exploring the Media

- Newspapers, Advertising and marketing film
- Video games, Radio

Component 2: Understanding Media forms and products (30%)

- Television – one set episode from a choice of genres
- Music – cross-media study including a music magazine, online and social media and a music video

Component 3: Creating Media Products (30%)

Develop knowledge of representation and Media language from:

- Television – create a sequence from a new television programme
- Advertising and Marketing: Music- create a music video or a promotional website
- Advertising and Marketing: Film – print based marketing material for a new film
- Magazines – create a new print or online magazine

Assessment

Component 1: Written examination (40%) 1 hr 30min

Component 2: Written examination (30%) 1 hr 30min

Component 3: Non-exam assessment (30%) moderated by WJEC

MUSIC

GCSE Music

Pearson Edexcel

Optional Subject

GCSE Music requires and develops a range of skills and builds on the knowledge you will have gained at KS3. There are 3 main elements to the qualification: Listening and appraising; performance and composition.

Listening and Appraising

You will learn about 8 set works:

- Questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One set of questions on an unfamiliar piece
- Write an essay comparing a set work and one unfamiliar piece

Performance

- Solo performance that must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance that must be of at least one minute in duration, and may comprise one or more pieces
- Performances should be **grade 3 standard or above**.

Composition

Two compositions:

- One composition to a brief set by the exam board
- One free composition in a style of students' choice

Assessment

Written Examination Listening Exam (40%) 1hr 45m

Teacher Assessment: Performance (30%) externally moderated

Teacher Assessment: Two Compositions (30%) externally moderated

PHYSICAL EDUCATION

GCSE Physical Education

AQA

Optional Subject

Component 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Component 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Component 3: Practical performance

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

Team Activity	Badminton, Basketball, Cricket, Dance, Football, Hockey, Netball, Rowing, Rugby League, Rugby Union, Squash, Table tennis, Tennis, Volleyball
Individual Activity	Athletics, Badminton, Boxing, Cycling, Dance, Golf, Gymnastics, Equestrian, Rock climbing, Skiing/Snowboarding, Squash, Swimming, Table tennis, Tennis, Trampolining

Assessment

Component 1: Written Examination 1 (30%) 1hr 15m

Component 2: Written Examination 2 (30%) 1hr 15m

Component 3: Teacher Assessment (40%) externally moderated

RELIGIOUS STUDIES

GCSE Religious Studies

AQA

Optional Subject

This course fulfils the Oxford Agreed Syllabus for Religious Studies and provides the compulsory Religious Education element at Key Stage 4.

Christianity Beliefs and Teachings Practices	Islam Beliefs and Teachings Practices	Philosophy and Ethics Relationships and Families Then Existence of God Peace and Conflict Religious and Non-Religious Beliefs
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This course is designed to allow Students to:

- Develop sensitivity and respect for those who hold views and commitments different from their own
- Develop an attitude of openness towards the diversity of religious practice
- Consider reasons why people hold different beliefs
- Evaluate arguments for and against key issues using a variety of viewpoints

Note: Colleges look at predicted grades in RE very closely as it's one of the only subjects in which all students take the same examination for comparisons!

Assessment

Component 1: Written Examination (25%) 1hr

Component 2: Written Examination (25%) 1hr

Component 3: Written Examination (50%) 2hrs

SOCIOLOGY

GCSE Sociology

AQA

Optional Subject

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Component 1: The sociology of families and education

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Component 2: The sociology of crime and deviance and social stratification

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Assessment

Component 1: Written Examination (50%) 1hr 45m

Component 2: Written Examination (50%) 1hr 45m

SPORT STUDIES

Level 2 Cambridge National Certificate Sport Studies

OCR

Optional Subject

The Cambridge Nationals in Sport Studies takes a vocational sector focus, but includes some core sport/physical education themes. You will have the opportunity to apply your knowledge about different types of sport, skills development and sports leadership to your own practical performance. You will learn about the issues in sport such as funding, participation, ethics and role models and the media. You will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

This course will enable learners to:

- develop a range of skills through involvement in sport in different contexts
- develop your ability to apply theoretical knowledge to practical situations
- understand the complexity of different areas the sports industry
- increase your awareness of different ways to stay involved in sport and careers within sport.

Assessment and units

Sport Studies Units	Assessment method
Mandatory	
Contemporary issues in sport	Written paper OCR set and marked 1 hour – 60 marks
Developing sports skills	Centre assessed tasks
Optional	
Sports leadership OCR moderated	Centre assessed tasks
Sport and the media	Centre assessed tasks
Working in the sports industry	Centre assessed tasks
Developing knowledge and skills in outdoor activities	Centre assessed tasks

STEM

BTEC Level 2 Technical

Pearson Edexcel

Compulsory Subject (Traditional Pathway only)

A hands-on course that gives you a taste of what the STEM sector is like, as well as the skills and confidence to succeed in your next steps.

The Technical Award in STEM, you can get to know the Science, Technology, Engineering and Mathematics (STEM) disciplines, develop valuable skills and techniques and explore potential careers in industry.

It is designed to develop the skills employers are keen to see and may help some learners develop towards apprenticeships or to junior roles in STEM industries. Equipping learners with the transferable and technical skills they will use in the workplace.

The subject is an introduction to work in the STEM sector. You will learn:

- How the STEM disciplines work together
- How to develop key skills and an understanding of STEM processes
- How to put what you've learned into practice to solve real-life problems.

You will develop knowledge and skills in the following:

- iterative processes
- prototype design and manufacture
- scientific enquiry
- analysis and evaluation
- end user requirements
- mathematical principles
- the theory of deconstruction to reconstruct

The knowledge and transferable skills gained will be useful in subjects such as Science, Technology, Engineering and Maths. These skills include communication, problem-solving, research and team working skills.

The course has two internally assessed components, and one that's externally assessed.

CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

BTEC Level 2 Technical Award

Pearson Edexcel

Optional Subject

This Technical Award is for anyone interested in working with children as a teaching assistant or nursery assistant. Alternatively, progressing onto higher level courses can lead to qualifications which will help you to gain employment in careers such as teaching or as an early years practitioner.

The units studied cover all aspects of understanding and supporting young children's play and development, including supporting children's physical care needs, supporting children through play, child development and developing professional practice skills working in the early years. You will also complete a practical experience assessment portfolio.

There will be the opportunity to experience a number of visits and work placements in a variety of childcare settings, such as primary schools and day nurseries working with children aged 0-5 years

Assessment

Unit 1 Patterns of child development – Externally assessed

Unit 2 Promoting children's development through play – Internally assessed

Unit 3 The principles of Early Years practice – Internally assessed

TRAVEL AND TOURISM

BTEC Level 2 Technical Award

Pearson Edexcel

Optional Subject

The travel and tourism sector is one of the largest and fastest growing in the world.

An understanding of this sector is essential for anybody looking to pursue a career in travel and tourism, and knowledge of travel geography has been identified by employers as being a very important asset for working in the industry.

Have you ever thought about how many different types of tourism there are, and how important the travel and tourism sector is to the UK economy? Or about the industries within the sector, their varied roles, and how they work together? Have you considered how technology is changing the way tourists and travellers engage with the sector and its organisations?

Many people travel regularly for work and leisure, and the world of travel and tourism is of interest to the majority of people in the UK. Whether travelling into the UK from abroad, going on holiday or a business trip overseas, or visiting friends and relatives or taking a short break domestically, many industries work together to provide tourists and travellers with the products and services they need.

Assessment

Core Units

Unit 1 The UK Travel and Tourism Sector – Externally assessed

Unit 2 UK Travel and Tourism Destinations – Internally assessed

Optional specialist units

Unit 3 The Development of Travel and Tourism in the UK – Internally assessed

Unit 4 International Travel and Tourism Destinations – Internally assessed

Unit 5 Factors Affecting Worldwide Travel and Tourism – Internally assessed

Unit 6 The Travel and Tourism Customer Experience – Internally assessed

ADDITIONAL INFORMATION

A good starting point for choosing your options

Some students know what they want to when they leave school, and can therefore plan accordingly, however, for those that don't, it can be a confusing time. There is a huge amount of information available on the internet to help you research different careers, courses and apprenticeships. As a starting point try using **KUDOS**.

This is a programme that asks you about 50 questions according to your likes and dislikes and then suggests a list of possible careers that may suit your preferences. You can then use the site to research loads of information on qualifications needed and the level of qualification needed, information on the job, what it involves, what the positives and negatives are and the salary etc. All you need to do is to type in the **license code (pawlike15)** to enter the programme and then you can set up your own **user name and password** so that you can use the programme as often as you need.

Other useful websites to look at are:



www.eclips-online.co.uk provides up to date careers and labour market information on over 1000 jobs and careers. Login with the school password; OX18 1BU



A fantastic web site with information on every career under the sun. You can watch video clips from real professionals to find out the best bits and most annoying bits of every type of job. www.careerbox.co.uk



The National Career Service – A great website with a wealth of information and advice about all aspects of planning your careers including tips on writing your CV's, personal statements and covering letters plus information on Interview techniques and questions you might be asked. Also find out about the best jobs for the future.

www.nationalcareersservice.direct.gov.uk



Find out all about Apprenticeships – what they are, all the different types and all the vacancies in your area.

www.apprenticeships.org.uk



All Year 11 students will continue in some form of education or training until at least the end of the school year in which you turn 18. This doesn't necessarily mean staying on at school; you could leave school after year 11 to start an Apprenticeship or a job with training. If you are planning to continue your learning in the workplace, you need to start thinking as soon as possible about the kind of work to aim at.

Be realistic – but **AIM AS HIGH AS YOU CAN.**

Work is an important part of most people's lives **OPTION** choices can affect your whole way of life, so you need to **PLAN AHEAD** rushed choices are not likely to be the right ones.

It's your life so the kind of work you do is IMPORTANT it can affect:

- Your general view of life
- The way you think about things
- Your circle of friends and acquaintances
- How much money you earnyour lifestyle.

Over your adult lifetime you will spend a lot of time at work so it makes sense to try to find something that, besides earning you money to live on, suits the kind of person you are.

Career choice involves thinking about your **OWN INTERESTS, ABILITIES, SKILLS & VALUES** and matching them against particular types of work.

You may have the chance to use a computerised guidance system, for example Eclips OR **KUDOS** these look at your interests, together with other factors, to produce a list of jobs for you to consider.

If a career seems 'out of the norm', don't let this put you off.

- There are questions that can be asked about all careers, for example:
- What does the work involve day-to-day?
- What level of skills and qualification would I need for entry?
- What training is offered? Can I gain qualifications part time?
- Who would I be working with?
- Are there jobs locally or would I have to leave home?
- What do people like and dislike about the job?
- How secure a job is it?
- What is the starting pay? (**Remember...Grades 3-1 will mean an extra year doing an apprenticeship**)
- Would I have to move to gain promotion? What hours would I work?
- What might this job lead to later on?

Time to do some thinking!

Can you imagine how you would cope with particular tasks and responsibilities? Can you picture yourself in various jobs? Be sure to think about the bad points of a job – there are always some drawbacks!

Think about **YOU** it is **YOU** who must make the decisions and **YOU** cannot drift along, not worrying about **YOUR** future.

Things to think about!

So that you receive a good general education, your school will make sure that you study a broad range of subjects. Where you have the opportunity to choose between subjects, try to make a balanced selection to keep your future options open. You may be encouraged to achieve the **English Baccalaureate** (EBacc); this

isn't a qualification but is awarded if you get 7 GCSEs at 9-4 grades in English, Maths, Science (inc. Computer Science), French and Geography or History. If you stop studying a subject after year 9, it doesn't mean that you can't pick it up again in the future. In 6th Forms and Colleges of further education, you can take GCSE courses either on their own or alongside other courses. Some GCSEs are entered at different levels or tiers. Your teacher will discuss which level is right for you.

ENGLISH*, MATHS* & SCIENCE*

In these essential subjects, aim to get the highest grades you can, preferably grade 5 or above. They are the subjects most often required for courses and careers. For example, if you want to be a teacher, **you must** have grades 9-5 in English and Maths, **whatever subject you want to teach**.

There are several science courses available. You need to check out what is offered at your school, and look carefully at what the various courses involve. Most students take GCSE combined science which is a broad-based course covering all aspects of the sciences.

DESIGN & TECHNOLOGY

If you are a practical person and like making things, you will enjoy designing and making products, learning about materials and processes and using various tools and equipment. Design Technologies are available as a GCSE in Design & Technology and Food Preparation & Nutrition as well as Technical Awards in Fashion & Textiles and Visual Communication. Engineering is available as a BTEC qualification.

HUMANITIES

History and Geography can be taken as separate subjects. Because they involve a lot of written work, these subjects are sometimes acceptable as evidence of your ability in English, even if you don't get a good grade in English itself.

History* provides a background for arts and social science careers and courses. It is also useful for working in areas such as archaeology, heritage, archives and museums.

Geography* can provide a useful background for careers and courses in areas such as exporting and importing, travel and tourism, logistics, planning, land management, surveying, geology and conservation.

Religious Education (RE) is about understanding people's cultural background and beliefs, and about morals and values. It provides a basis for courses and careers in the arts and social sciences, as well as caring work, medical and healthcare professions, and jobs in the community (such as social work, youth work and community work.)

Get advice from the people who know you best, e.g. your tutor or subject teachers. For advice and guidance about how the decisions you make now will affect the opportunities available to you beyond year 11, speak to our careers adviser or make an appointment with **ADVIZA**.

To get started, here are some things you should consider.

Interests, skills and abilities

- What sort of interests do you have?
- Are there any that could be used in a job?
- What are you good at? As well as thinking about school subjects, think about things you do in your life generally. For example, are you particularly good at organising things, listening to people, managing your money or practical tasks?
- Do you like the things you are good at? (It doesn't automatically follow!)
- What things are you not so good at? Are there certain skills that you need to develop?
- What jobs involve activities that you might enjoy?
- Do you like working closely with others in a team, or do you prefer to work independently?
- Are you an indoors or an outdoors person?

Think about **YOU** when answering the above questions. It's **YOU** who must make the decisions. **YOU** cannot drift along, not worrying about **YOUR** future. Please don't have regrets later because **YOU** didn't think about **YOU**

Traditional Pathway Options

Core (Compulsory)	EBACC Option (Choose 1)	Open Option (Choose 3)
GCSE English Language GCSE English Literature GCSE Maths GCSE Biology GCSE Chemistry GCSE Physics STEM Core PE	GCSE French* GCSE Computer Science GCSE Geography GCSE History	V Cert Food and Cookery GCSE Fashion and Textiles V Cert Graphics V Cert Engineering GCSE Music GCSE Religious Studies GCSE Art and Design GCSE PE GCSE Media studies GCSE Sociology

*subject to selection

Technical Pathway Options

Core (Compulsory)	EBACC Option (Choose 1)	Technical Option 1 (Choose 1)	Technical Option 2 (Choose 2)
GCSE English Language GCSE English Literature GCSE Maths GCSE Combined Science PSHE Core PE	GCSE Geography GCSE History* GCSE Computer Science GCSE French*	V Cert Tech Food and Cookery GCSE Fashion and Textiles V Cert Tech Award Graphics V Cert Tech Award Engineering BTEC Tech Award Children's play, learning and development	GCSE Music GCSE Religious Studies GCSE Art and Design GCSE PE* or OCR National Sport Studies BTEC Tech Award Travel & Tourism GCSE Media studies GCSE Sociology

*subject to selection

BTEC Tech Award Children's play, learning and development can be selected as a Technical option 1 or 2

Applied Pathway Options

Core (Compulsory)	Ebacc Option (Choose 1)	Applied Option (Choose 3)
GCSE English Language GCSE English Literature GCSE Maths GCSE Combined Science PHSE Core PE	GCSE Geography GCSE Computer Science	V Cert Food and Cookery GCSE Fashion and Textiles V Cert Engineering V Cert Graphics BTEC Travel & Tourism OCR National Sport Studies BTEC Childcare

«Known_Name»
«Surname»
«House» «Class»

Reminder:
Our parental questionnaire is
still available to complete.
Use the barcode/QR reader
app or camera on your phone
to get access.

