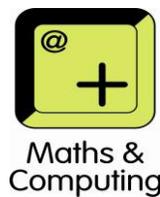


WHITBURN CHURCH OF ENGLAND ACADEMY

An Academy with Specialist Status in Maths and Computing



Spring 2014



OPTIMISING
SKILLS
FOR
THE
FUTURE

Options Timeline - Key Dates

JANUARY 2014							FEBRUARY 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

Wednesday 15th January

w/b 20th January

Wednesday 5th February

Friday 7th February

Thursday 13th February

Thursday 27th February

Monday 31st March

Year 9 Pre-options assembly

Careers Co-ordinator options talks begin in registration

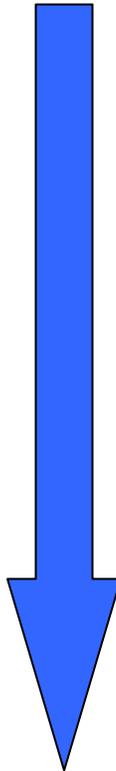
Year 9 Options Assembly

Options Booklets on Website

Options Evening at 6.00pm
Heads of Subject available between 4.45pm and 5.45pm in 'Food for Thought'.

Final deadline for forms on TRD

Option allocations complete



You are approaching a highly significant time in your education at Whitburn Church of England Academy; by the end of the spring term you will have considered and chosen the courses you will take for your GCSEs.

During the spring term you should discuss your ideas with your parents / carers to help clarify your thoughts about which options to choose. We hope that you will seek help and advice about your GCSEs. Your Head of Learning and Form Tutor will be very pleased to discuss any issues with you. Your subject teachers will be happy to give you information about their subject areas.

HOW SHOULD YOU CHOOSE?

As pupils in Year 9, it is quite natural that you may be undecided about your future plans and many of you will, without doubt, change your minds over the next two years.

You should therefore consider the following points:

- Keep your career options open by choosing **AS BROAD A RANGE OF SUBJECTS AS POSSIBLE**.
- Within the bounds of the option choices available, choose subjects that you **ENJOY** or in which you are **SUCCESSFUL** (preferably both).
- **LISTEN** to the advice of subject teachers, especially where new subjects are involved.
- If you do have definite career/job plans at this stage find out if there are certain subjects that would be **HELPFUL** to you to study.
- Don't take or drop subjects for the wrong reasons, and don't pay too much attention to the 'advice' given by friends: **WHAT SUITS THEM MAY WELL NOT SUIT YOU**. You also may not end up in the same class.
- Do **TALK** to pupils who are in Year 10 or 11 about a specific subject you might wish to study.
- Do get all the information you can from this booklet and by **ASKING QUESTIONS** before deciding on your subjects.
- Try not to choose a subject just because you **LIKE** (or dislike) the teacher. You may have different teachers next year.
- Do think about your **SKILLS** and how you work and try to match these with the different demands of the different subjects.
- Subjects have different amounts of marks awarded for examinations and for controlled assessments. Do think carefully about **HOW YOU BEST WORK** when making your selection of subjects.
- If you have any doubts or need any help, **ASK A TEACHER**.

THINGS TO THINK ABOUT WHEN CHOOSING YOUR OPTIONS

Making a Balanced Choice

It is important that you continue to study a variety of courses. Not only will this contribute to your general education, it will also mean that doors to a wide number of careers and further study will remain open to you.

A limited number of universities have indicated that continuing with a language subject at GCSE is of benefit for application for a wide range of courses. Pupils should take this into account when making their selection of subjects.

English Baccalaureate

The current coalition Government believes that all schools should offer pupils a broad range of academic subjects and the ENGLISH BACCALAUREATE (EBacc) promotes this aspiration. Year 9 pupils and their families will need to consider these developments when making options choices this year. The current Year 9 will be the second cohort who can make informed GCSE option choices in order to gain the EBacc.

The ENGLISH BACCALAUREATE is a certificate which will recognise and reward pupils **achieving at least 5 good passes (Grade A*-C)** across a core of selected academic subjects, which **MUST** include English, Mathematics, two Sciences, one Humanities subject and one Modern Foreign Language. The EBacc is not, at present, a requirement for University application. There is no additional exam and pupils will be awarded the EBacc if they attain C grades or higher in the appropriate combination of subjects. You will be able to study the following subjects in order to achieve the ENGLISH BACCALAUREATE:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSEs in Sciences - either Core and Additional Science, Core and Computer Science or Separate Science
- GCSE in Geography or GCSE History
- GCSE in Spanish or GCSE French

Any choice of options should be made on the basis of taking a balanced range of GCSE courses, considering possible future study, career options and, of course, subjects that you enjoy and have an aptitude for.

For a **BALANCED** range of subjects, we ask that you opt for **one** of the following:-

A HUMANITIES OPTION - Geography or History

OR

A LANGUAGES OPTION - French or Spanish

OR

COMPUTING SCIENCE *if eligible*

Opting for at least one of the above will provide you with a wide range of opportunities for future studies and career decisions.



Due to curriculum changes, all pupils in Year 9 have already started to follow the **SEPARATE SCIENCE** course. However, the decision to enter you for either Separate Sciences or for Core and Additional Science will be taken **following your performance in the Year 10 mock examinations**. As this is a very challenging course, pupils will need to demonstrate that they are coping with the higher academic demands of the course throughout Years 9 and 10 in order to be considered for entry.

Pupils wishing to opt for **COMPUTER SCIENCE** need to demonstrate that they have currently attained at least a 6b in Maths **and** a 5a in ICT due to the challenging nature of this qualification.

LOOKING AHEAD

In two years time you will be making another vital decision about your future. Listed below are the types of courses which at present can be taken after GCSE:

Advanced Subsidiary Level (AS)

These normally require only one year's study and are assessed in the summer of Year 12. Entry criteria for 'AS' Level study is typically 5 GCSE's or more at A*-C grades and pupils usually choose 4 subjects to study at 'AS' Level. Many sixth forms will have specific requirements for each particular 'AS' course; for example some may require a grade B or above at GCSE in that subject. At the current time, the marks from an 'AS' level qualification will no longer contribute to an 'A' level grade for your cohort; these will become stand-alone qualifications.

Advanced Level (AS+A2)

These normally require two years study and will be finally assessed during the summer of Year 13. They are the traditional route to Higher Education and pupils wishing to go to University should aim to study a minimum of 3 'A' Levels. Choices made at GCSE can affect what you go on to study later on, so you need to give it careful thought. Usually, if you think you might like to take a subject at 'A' level, you should also choose to study that subject at GCSE. There are also several 'new' subjects available at 'A' Level that can be taken without any previous study; these include Politics, Psychology, Philosophy, Sociology and Law. Those pupils targeting a future place at one of the 'Russell Group' Universities (the 20 leading Universities in the UK) should check specific courses for entry requirements as these can require a language and/or humanities subject at GCSE.

Vocational Courses

These can be studied over one or two years and are more practical based. These include Vocational 'A' Level Single or Double Awards as well as the BTEC National Award and National Certificate. Apprenticeships can also be completed.

WHO CAN HELP YOU CHOOSE?

Help is available in a variety of ways. We hope that the work you have already done in school, for example in PSHE lessons, will be helpful. In addition, several people are able and willing to help:

- Subject teachers, who know your strengths and weaknesses in their subjects.
- Your Form Tutor and Head of Learning, who have an overall picture of your progress.
- Our Careers Co-ordinator, Mr Moore, who can provide specialist information and links to websites such as Kudos.
- Any teacher you regard as an 'adviser'; they may know you well enough to be sympathetic and to help you sort out any problems.
- Parents/carers and other relatives.

It's not easy to make decisions about your future - this is why help is available and important. Don't feel that you have to 'get on with it' by yourself - you don't!

GCSE Courses

In Year 9 you have already started your GCSE courses in Science, English and RE. For GCSEs commencing in 2014, all GCSE assessment continue to be **linear** in structure, so that examinations are taken at the **end** of the course. Additional marks will be awarded for spelling, punctuation and grammar (SPaG) for GCSEs in English Literature, Geography, History and Religious Studies.

In almost all GCSE subjects **controlled assessment** has been introduced to replace coursework. Where subjects have controlled assessments, these are usually worth 25% of the total GCSE mark or maybe 60% of the total mark in the case of practical subjects.

What is a Controlled Assessment?

Controlled assessment is a form of internal assessment of the work of the course. For many subjects the controlled assessment task is similar to the old coursework task. The key difference is the new requirement for all of the work to be carried out under controlled conditions, which usually means in school under supervision. The stages in the process differ slightly between subjects but are usually as follows:

1. Pupils are issued with a set of task instructions provided by the exam board and some background information from their subject teacher.
2. Pupils carry out research which can still include fieldwork where applicable for example in Geography.
3. Pupils complete their final write-up individually under controlled (i.e. exam type) conditions with direct teacher supervision and within a specified time (usually 6 hours maximum when worth 25% of the total GCSE mark).

Will all GCSEs have controlled assessment?

No, though most will. Each GCSE subject is placed in one of three groups with a specified percentage of controlled assessment. The percentage depends on the range of skills to be assessed and the most effective way of assessing them.

The groupings are:

- Subjects with only external assessment and no controlled assessment, for example Mathematics and Religious Studies
- Subjects with 25 per cent controlled assessment, for example Business Studies and Geography
- Subjects with 60 per cent controlled assessment, for example Design and Technology and Modern Foreign Languages

Full details of the new GCSE specifications can be found on the exam board websites. Most subjects follow AQA specifications except Computing Science (OCR) ICT, Business Studies, Maths and Music (Edexcel).

YEAR 10 and 11 CURRICULUM

Everyone will study these **COMPULSORY** subjects:

English Language

Mathematics

Science

Physical Education

English Literature

ICT *or* Computing Science *or* Vocational ICT

Religious Education

Personal, Social and Health Education

In the core subjects, pupils are ranked in order of the Key Stage 3 level achieved in their Year 9 examinations. This data is used to create new sets and four parallel top sets continue instead of two. Most pupils will remain in the same set throughout Years 10 and 11, although a small number may be moved when progress is reviewed.



Option Choices ICT, X, Y and Z

You need to choose to study **FOUR OPTION SUBJECTS**, one from each option block below:

ICT OPTION 4 Hours	OPTION X 4 Hours	OPTION Y 5 Hours	OPTION Z 5 Hours
ICT	Business Studies	Art	Art
Computing Science	Food Products	Business Studies	Business Studies
Vocational ICT <i>(invited applicants)</i>	French	Geography	French
	Graphic Products	History	Geography
	Media Studies	Media Studies	History
	Music	Spanish	Media Studies
	Systems and Control	Vocational Learning <i>(invitation only)</i>	Physical Education GCSE
	Textiles		

In order to ensure as many as possible get their first option choices, it is necessary to shuffle pupils from P band to Q band and vice versa. This happens every year and, as sets are changed at the start of Year 10 too, pupils quickly settle into their new classes.

KEY STAGE 4 SUBJECTS

ART

Fine Art GCSE is an enjoyable yet demanding course aimed at pupils who have an interest in being creative, especially painting and drawing. Good organisational skills are needed to excel at this course.



By studying this course, you will:

- learn how to **research** a theme and how to improve your artistic skills.
- study historical and modern **artists, crafts people and designers**.
- learn how to **develop ideas** through experimenting with a variety of materials such as painting, drawing, mixed media, digital photography, creative textiles and possibly 3D.
- learn how to **create** a large personal piece of work based on your own research and ideas.

This course has two components:

- **Portfolio (60%)** is made up of your artwork taken from 4 projects you do in Year 10 and Year 11: Natural Forms; Still Life; Portraits; Mock Examination.
- **Controlled Test (40%)** is set by AQA and issued to you in January of Year 11. You will have 9 weeks to create a project then 10 hours to make a 'Final Piece'. The 10 hours is spread across two full days and you will be off timetable. This project is the Controlled Test.



Post 16 Progression can include A Level Art and Photography or BTEC Diplomas in Art & Design, Graphic Design and Photography. Career opportunities are many and varied, including film and media, Art therapy, fashion and textiles, computer game and theatre design, web design, animation, architecture and advertising to name a few.

CONTACT: *MRS DEMBRY*



BUSINESS STUDIES

The Business Studies GCSE course is covered in three units:

- Unit 1: Introduction to Small Business
- Unit 2: Investigating Small Business
- Unit 3: Building a Business



You will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. You will learn how businesses manage both their finances and the people who work for them.

Assessment

Unit 1: Written examination paper with multiple-choice and objective test questions based on the unit.

Unit 2: Controlled assessment task. You will be asked to research a small business and use the information to answer a question set by the exam board.

Unit 3: Written examination paper where questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions. For example, you may be given details of a business and asked a few questions based on that business.

Post 16 Progression This can include studying A-levels in Business Studies or Economics. Apprenticeships are often available in accountancy firms, retail businesses, insurance, banking and other financial areas. Business Studies and Economics can be studied to degree level, allowing you to specialise in areas such as international business, marketing, human resources management, global finance or economic development.

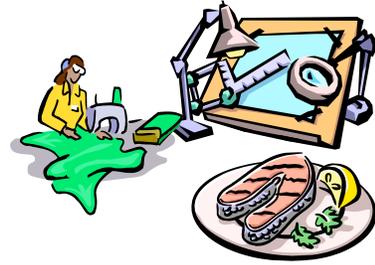
CONTACT: *MISS THIRLWELL*



DESIGN AND TECHNOLOGY

Within this subject a number of different courses can be taken:

- Food Products
- Graphic Products
- Systems and Control
- Textiles



All Design and Technology courses are concerned with Designing and Making. However the major difference between them is the type of practical outcome which you can achieve.

During Year 10 pupils are developing skills and subject knowledge in preparation for the Controlled Assessment Unit. Pupils will be given 45 hours to complete the Controlled Assessment and will be assessed in the following areas:

- Investigating the design context
- Development of design proposals
- Making products
- Testing and evaluation
- Communication skills



In **Food** pupils will complete the following work:

- Practical work on basic recipes and the development of their own products.
- Project work on nutrition, diet analysis and small electrical equipment to further develop understanding of recipes and ingredients and skills.
- Studies of food hygiene and safety, legislation and consumer requirements.

In **Graphics** pupils will complete the following work:

- Designing and making functional packaging to hold perfume/aftershaves and sweets. Imagery will be inspired by a 'Festival' theme.
- Drawing using technical and creative skills.
- Making CAD/CAM name plate projects, looking at industrial processes.
- Creating 'pop-up' mechanisms in products.

In **Systems and Control** pupils will complete the following work:

- Modelling prototype circuits
- Manufacturing an automata toy, using a range of mechanisms and workshop skills. This will include the use of CAD/CAM.
- Developing a range of circuits using CAD.
- Using Lego Mindstorm to build and program Lego robots.
- Building a model motor to develop their knowledge and manufacturing skills.

In **Textiles** pupils will complete the following work:

- Creative practical projects on accessories, soft furnishings and decorative techniques to develop basic skills
- Project work to develop their understanding of Textiles, including modern developments and current trends in fashion and design.

Pupils will be assessed through a Controlled Assessment Unit (60%) and a final 2 hour examination (40%).

Pupils will be expected to provide ingredients for Food Technology and fabrics for Textiles Technology; the products from these will be your property, though financial assistance may be available.

Post 16 Progression Many go on to study these subjects at A level, leading to further opportunities in Higher Education. Food Technology career possibilities include those in food marketing management, food product design, nutrition, catering, public health and hospitality business management. Textiles career possibilities include those in fashion design and textiles technology. Systems and Control can lead into careers such as those in manufacturing, electronics, product testing and engineering. Graphic Products leads into a variety of careers such as those in web design, animation, games design and production, architecture, marketing and advertising.

CONTACT: *MISS MACK*

INFORMATION AND COMMUNICATION TECHNOLOGY, COMPUTING SCIENCE and VOCATIONAL ICT - COMPULSORY

In Key Stage 4, pupils have the choice of studying GCSE ICT, GCSE Computing Science or Vocational ICT (invitation only). It is compulsory to study **one** of these options.



All of these options give pupils the ability to analyse, understand and control the technology that surrounds them. They learn standard ways of working, including how to use ICT in a legal and secure way. A qualification in ICT, Computing Science or Vocational ICT will develop skills in a variety of industry standard ICT applications and software.

COMPUTING SCIENCE

This demanding OCR course is aimed at pupils who have an interest in a career in computing, engineering or science.

Pupils need to have a keen interest in programming and have attained a secure level 6 (6b or above) in Mathematics and a 5a in ICT in order to be considered for this course.



By studying this course, you will:

- develop an understanding of current and emerging technologies
- acquire a knowledge of algorithms in programming and programming skills
- make informed decisions about the use of ICT
- develop computer programmes to solve problems.

This course has three components:

- Computer Systems and Programming, assessed through a written paper accounting for 40% of the GCSE grade. In this unit, pupils learn the theoretical side of computing.
- A practical investigation into the application of an ICT system, accounting for 30% of the GCSE grade.
- A programming module, accounting for 30% of the GCSE grade.

INFORMATION COMMUNICATION TECHNOLOGY

In this GCSE course (Edexcel) pupils will explore how digital technology impacts on the lives of individuals, organisations and society. Pupils learn about current and emerging technologies and the issues raised by their use. Pupils use a range of software and hardware tools to develop and evaluate digital products such as podcasts, web pages and spreadsheets.

The course comprises of two units:

- Living in a Digital World. This relates to emerging technologies and their use. It is assessed through a written paper, accounting for 40% of the GCSE grade.
- Using Digital Tools, a practical Centre Assessed Unit, accounting for 60% of the GCSE grade.

Vocational ICT (invitation only)

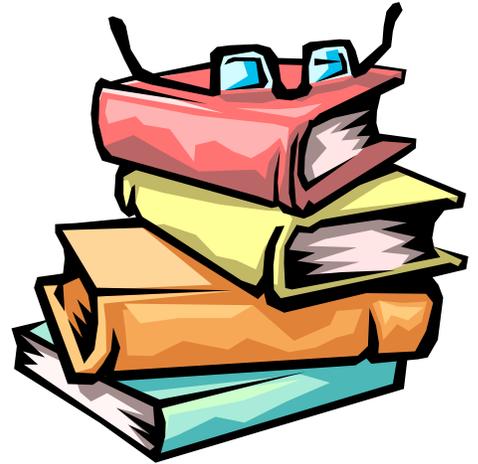
Vocational ICT is a skills and knowledge based course which aims to give pupils the ICT foundation they will need in future life. During this course, pupils can expect to develop practical skills in office software and develop their understanding of information communication technology. Accreditation is achieved via an on-screen examination.

Post 16 Progression The world is becoming increasingly dominated by the use of ICT systems, which influence every aspect of our everyday lives. These courses will help provide you with the skills and knowledge that you will need as an active participant in this exciting and dynamic world. These courses will also provide you with an essential foundation for any further courses including those specific to the use of computers and new technology such as ICT, Applied ICT, Computer Science AS and A- levels, as well as other vocational and employment based training courses.

CONTACT: *MR CLOUGHER*

ENGLISH LANGUAGE and ENGLISH LITERATURE - COMPULSORY

You will study an integrated course - AQA GCSE English Language/English Literature. This will generate two separate GCSE qualifications. The syllabus contains reading elements as well as written and oral controlled assessments. All pupils will be entered for both Language and Literature Examinations. The controlled assessment tasks account for 40% of the English Language GCSE and 25% of the English Literature GCSE.



There will be one written examination paper for Language and two for Literature. Additional marks will be awarded for spelling, punctuation and grammar (SPaG) in English Literature.

Post 16 Progression English is a requirement for the vast majority of Post-16 courses and employers look for it too. Having a GCSE in English will help you in all career paths in the future. These subjects can also help you towards a career in the legal profession, broadcasting, publishing, journalism, marketing, editorial work, copywriting, library work, acting, translating and teaching, to name a few. **If you fail to secure a grade C or above at GCSE, you now have to continue with this subject at Sixth Form or College. This also applies even if you are completing an apprenticeship or other work related training.**

CONTACT: *MRS MAUGHAN*



FRENCH

You will follow the **AQA Specification GCSE in French**. This will build upon the language learnt in KS3.

Reading and listening examinations will be taken at the end of year 11 whilst controlled assessments in writing and speaking will be prepared throughout the 2 year course.

In the French GCSE course, you will study four contexts and purposes:

- **Lifestyle:** *Health, Relationships and Choices*
- **Leisure:** *Holidays, Free Time and the Media*
- **Home and Environment:** *Environment, Home and the Local Area*
- **Work and Education:** *School/College & Future Plans, Current & Future Jobs*

The final examination tests four skill areas:

AO1: Understand spoken language (20%):

- Listening test set and marked by AQA

AO2: Communicate in speech (30%):

- Controlled Assessment (internally assessed and moderated by AQA; you submit two tasks for moderation)

AO3: Understand written language (20%)

- Reading test set and marked by AQA

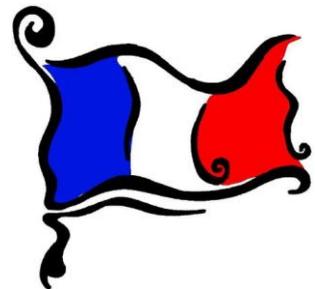
AO4: Communicate in writing (30%)

- Controlled Assessment (externally assessed by AQA; you submit two tasks)

Post 16 Progression Languages can be studied to A-level and to degree level.

Careers include interpreting, translating or teaching. However, as many jobs now require people to speak more than one language, being able to do so will increase your employability. Some universities will require the English Baccalaureate, which includes a C or above in MFL GCSE for entry.

CONTACT: *MONSIEUR LE GOFF*



GEOGRAPHY

This GCSE course is divided into three units:

Unit 1: Physical Geography - you will study topics such as Water in the Land, Restless Earth and The Coastal Zone

Unit 2: Human Geography - you will study topics such as Tourism, Population Change and The Development Gap.

Unit 3: Local Fieldwork Investigation

Assessment

You will sit two examination papers (one each for Units 1 & 2) worth 75% of the total marks and the other 25% of the marks are gained from a Geographical Enquiry which constitutes the controlled assessment.

Post 16 Progression The skills you develop in your geographical studies make you of potential interest to a wide range of employers as it is a much respected academic subject. Associated future careers include environmental and transport consultancy, surveying, cartography and architecture. In addition many geographers move into finance, law, accountancy and marketing.

CONTACT: *MISS WILLIAMS*



HISTORY

Unit 1: International Relations 1900 - 1939

The Causes of the First World War

Peacemaking 1918-1919 and the League of Nations

Hitler's Foreign Policy and the Causes of the Second World War

Unit 2: 20th Century Depth Studies

The Roaring 20s: USA, 1919-1929

Either:

The Depression and the New Deal in the USA 1929-41

Or:

Hitler's Germany 1929-1945



Either:

The USA and the Vietnam War 1964-1975

Or:

Race Relations in the USA, 1955-1968

Unit 3: Centre Assessed Unit: British History Historical Enquiry

Britain in the First and Second World Wars

Assessment

Unit 1: Written exam worth 37.5% of the total marks.

Unit 2: Written exam worth 37.5% of the total marks.

Unit 3: Controlled assessment: comprising 25% of the final mark.

Post 16 Progression History can be studied at A-level, but also prepares pupils for studying other subjects such as Sociology, Politics and Law. History is a much respected academic subject that can lead to any job that requires good research skills, good verbal and written communication skills and an understanding of people.

CONTACT: MR LIDDLE

MATHEMATICS - COMPULSORY

Mathematics is an essential skill in daily life as it is required to manage personal finances and assist in problem solving.



Pupils will be following a linear course which will be examined at the end of two years (Summer 2016). The advantage of following a linear course is that the content can be taught in any order to help pupils make connections across the different topic areas of mathematics and also there is a much lower burden of assessment throughout the course. This means that pupils are generally more focused and mature by the time they come to sit their Mathematics exam.

You will follow a course that will place more emphasis on problem-solving, applying mathematics in real-life contexts, reasoning and the functional elements of mathematics.

Assessment is by two written examination papers at the end of the course; one calculator and one non-calculator. The topic areas are Number and Algebra, Geometry and Measures and Statistics and Probability.

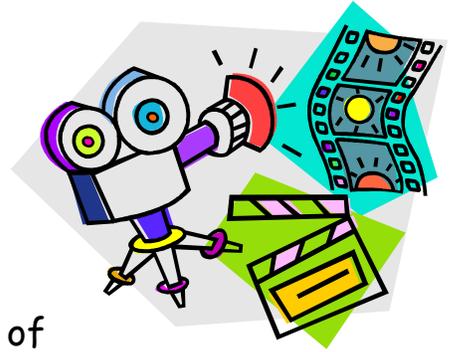
Post 16 Progression It has been proven that studying mathematics helps to increase your chances of future employment as most jobs require a basic level of mathematical competency. Furthermore *GCSE* Mathematics is an essential entry requirement for many Post-16 courses. **If you fail to secure a grade C or above at GCSE, you now have to continue with this subject at Sixth Form or College. This also applies even if you are completing an apprenticeship or other work related training.** It prepares you for A-level Mathematics and Science courses, as well as other subjects which involve statistics and numeracy, i.e. Economics, PE and Geography. Mathematics can also be studied to degree level, either as a stand-alone subject or as part of a course such as electronics, engineering and computer science.

CONTACT: *MRS BARTCH*

MEDIA STUDIES

In this GCSE course you will learn to:

- Respond critically and analytically to a range of mass media texts
- Investigate the nature of media consumption by different audiences
- Enhance your skills in the planning and creation of media products
- Engage with the developing world of media technologies



There are two units:

Unit 1: Investigating the Media

Unit 2: Understanding the Media

Assessment

Unit 1 is assessed through a written paper based on a pre-released topic with guidance and stimuli (40% of total mark). Unit 2 consists of a variety of controlled assessments set by AQA and is worth 60% of the total mark.

You will work in small groups and 'in role' to create media texts. You will develop a practical production in one area and at least one of the topics of study must involve the moving image. New to the specification from 2012 is the study of video games as media texts.

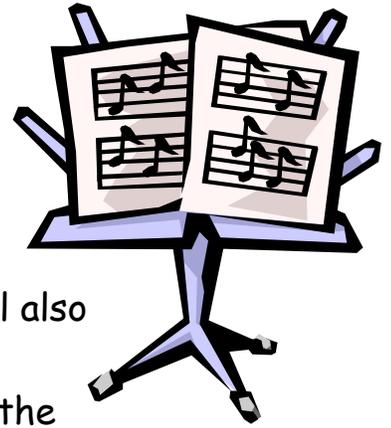
There are links with English especially in the study of media texts in the English Language exam and there are also strong links with ICT and the involvement of modern technology in media production.

Post 16 Progression Some go on to study A-level Media Studies. However this course gives you a valuable insight into media related work such as advertising, digital manipulation and web design, as well as the newspaper and magazine industries.

CONTACT: *MR SMAILES*

MUSIC

You will learn how to improve your performing skills and through work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. Music Technology options will be included to develop sequencing and recording skills. You will also learn how to analyse music in a variety of styles through detailed study of 12 set works from the Baroque period to the present day.



There are 3 units:

Unit 1: Performing Music (30%)

You will produce both a solo and an ensemble performance recorded at any time during the course. Performances may be on any instrument and in any style. Controlled assessment conditions will apply to this unit.

Unit 2: Composing Music (30%)

You will produce: two compositions or two arrangements or one arrangement with one composition. The combined length of the two pieces will be between two and four minutes. Controlled assessment conditions will apply to this unit.

Unit 3: Music - Listening and Appraising (40%)

This is an examination externally set and marked.

Post 16 Progression Music is a good preparation and solid foundation for further study in Music and Music Technology. It can lead to careers in the music industry, publishing, entertainment and teaching, or any job that involves communication and expressive skills. Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience; useful if you intend to pursue a career in performing arts or law.

CONTACT: *MR ROSE*

PERSONAL, SOCIAL & HEALTH EDUCATION - COMPULSORY



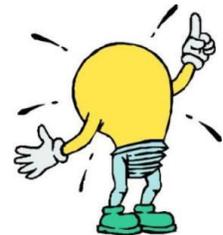
This is not a *GCSE* course. Throughout the program you are taught by your Tutors and specialist speakers where appropriate. Elements in this course will include Health Education, Careers Education, Personal Development, SRE and Citizenship.

You will be encouraged to develop your confidence, independent learning skills and to take on responsibility. You will also be encouraged to engage in group and class discussions, developing good relationships and to respect diversity between people. You will also be taught how to develop a healthy, safe lifestyle and economic and financial awareness.

Careers Education is an important part of this course and you will develop your own Independent Learning Plan (ILP). Preparation for Work Experience will take place and time will also be given so that you can negotiate *GCSE* and learning targets.

You will produce a Progress File which will provide evidence of your academic and non - academic progress which will support you in your post-16 choices and provide useful evidence to show future employers.

You will continue to receive Enterprise Education through PSHE, long registration activities and dedicated study programmes. This will be delivered by teaching staff and visitors from industry, business and outside agencies.



You will develop enterprising skills and attitudes to prepare you for work and later life. You will be empowered to take responsibility towards achieving your goals.

CONTACT: *MRS CRAIG*

PHYSICAL EDUCATION - COMPULSORY

This is not a GCSE course. You will all be taught at least two out of the six areas of activity. You are encouraged to show that you participate in physical activity to support a fit and healthy lifestyle and are taught in both single sex and mixed groups. You are regularly assessed according to National Curriculum criteria.



PHYSICAL EDUCATION GCSE

The GCSE course is made up of 2 units.



Unit 1: Knowledge and Understanding for the Active Participant

This is a written paper worth 40% of the total marks. Questions are multiple choice, short answer and extended answers based on pre-released information.

Unit 2: The Active Participant

This is a controlled assessment worth 60% of the total marks. In school you will complete at least six assessments as a performer across a range of sports and physical activities that are found in the six areas of the National Curriculum. Your final combination of four assessments must come from at least two areas of the National Curriculum. You may also be able to be assessed as an organiser, leader/coach, choreographer or official. Under the guidance of PE staff, you can also be assessed in up to two activities, according to the AQA marking criteria, from appropriate video evidence of activities such as golf, horse riding and skiing.



All pupils will be given the chance to gain the Sports Leader Award; this involves planning and delivering coaching sessions to a small group of younger pupils.

Post 16 Progression This course provides an excellent foundation for pursuing a range of Post-16 courses such as A-level Physical Education and allows for progression to related vocational qualification such as BTEC Nationals in Sport or Sport and Exercise Science. With further training, it can lead to a wide variety of employment opportunities in sports science, teaching, recreational management, coaching, officiating, the fitness industry and the armed forces.

CONTACT: *MR PEACOCK*

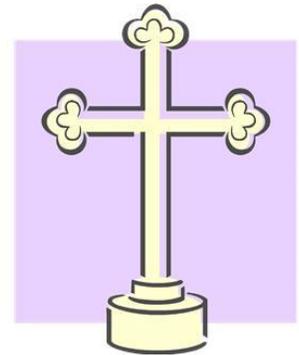
RELIGIOUS EDUCATION - COMPULSORY

You will follow the **GCSE Full Course - Ethics, Philosophy and Religion in Society**. You study two out of the six units available. This GCSE course commenced in Year 9 and lasts for three years. The GCSE course is designed to allow you to make a thematic study of religion and religious responses to fundamental questions of life with a particular focus on ethical and philosophical issues. Topics include:

Unit 2: Religion and Animal Rights
Religion and Planet Earth
Religion and Prejudice
Religion and Early Life
Religion and Young People
Religion, War and Peace



Unit 4 The Existence of God
Revelation
The Problems of Evil and Suffering
Immortality
Miracles
Science and Religion



Some pupils will study Unit 3 and topics include; Religious Attitudes to Matters of Life, Religious Attitudes to the Elderly and Death, Religious Attitudes to Drug Abuse, Religious Attitudes to Crime and Punishment, Religious Attitudes to the Rich and Poor in British Society and Religious Attitudes to World Poverty.

There is one written paper for each unit, which each contributes 50% of the total marks.

Post 16 Progression Religious Education is a valuable entry qualification to Post-16 education. This course develops your ability to listen, share and express views. It also develops your ability to acknowledge and respect others' opinions on a range of moral and ethical issues and questions of belief. Some go on to study Religious Studies, Ethics or Philosophy at A level.

CONTACT: *MISS HENDERSON*

SCIENCE - COMPULSORY

SEPARATE SCIENCES

Many of you will sit the **AQA Separate Science GCSE's** - in order to gain **three GCSEs in Science**: Biology, Chemistry and Physics. Everyone has started these GCSEs in Year 9, for entry to the 2016 GCSE exams.

SCIENCE - Dual Award

Some of you will sit the **AQA Co-ordinated 'Core' Science and 'Additional' Science** - in order to gain **two GCSEs in Coordinated Science**.

We will carefully track your progress using Key Assessment data from Years 9 and 10, combined with your attainment in the Year 9 examinations and Year 10 mock examinations. This data will be used to determine whether or not we feel that you will be able to cope with the demands of three separate sciences GCSEs. If this is the case then they you follow the Dual Award Coordinated Science GCSEs.

For both Science GCSE routes, topics covered will include areas of Biology, Chemistry and Physics - focusing on 'How Science Works'. These will be assessed by external assessments in Year 11. These papers contribute 75% of the final marks. The remaining 25% is drawn from 'Centre Assessed Unit' examinations which occur in school during Year 10 and Year 11. These are externally set, but internally assessed examinations.



Post 16 Progression Both courses will give you a firm foundation for a wide range of further qualifications and careers. Some study A-levels in Biology, Chemistry or Physics and others study subjects such as engineering, health care and environmental science. Future careers include medicine, veterinary care and dentistry.

CONTACT: *MR OREN*

SPANISH

You will follow the **AQA Specification GCSE in Spanish** which is designed to develop a lifetime means of communication with others. This will be an intensive course where you will complete a new language to GCSE level over two years.

Reading and listening examinations will be taken at the end of year 11 whilst controlled assessments in writing and speaking will be prepared throughout the 2 year course.

In the Spanish GCSE course, you will study four contexts and purposes:

- **Lifestyle:** *Health, Relationships and Choices*
- **Leisure:** *Holidays, Free Time and the Media*
- **Home and Environment:** *Environment, Home and the Local Area*
- **Work and Education:** *School/College & Future Plans, Current & Future Jobs*

The final examination tests four skill areas:

AO1: Understand spoken language (20%):

- Listening test set and marked by AQA

AO2: Communicate in speech (30%):

- Controlled Assessment (internally assessed and moderated by AQA; you submit two tasks for moderation)

AO3: Understand written language (20%)

- Reading test set and marked by AQA

AO4: Communicate in writing (30%)

- Controlled Assessment (externally assessed by AQA; you submit two tasks for marking)

Post 16 Progression Languages can be studied to A-level and, at degree level, can be studied either on their own or alongside nearly any other subject. Careers include interpreting, translating or teaching. However, as many jobs now require people to speak more than one language, being able to do so will increase your employability. Some universities will require the English Baccalaureate, which includes a C or above in MFL GCSE for entry.

CONTACT: *MONSIEUR LE GOFF*



VOCATIONAL LEARNING

One selected group of pupils will follow an alternative curriculum. If selected, you will attend Sunderland College and follow a curriculum which is more focused on the world of work and the Key Skills required by employers. You will, however, still have access to at least eight GCSE courses.

This route offers the opportunity to gain vocational qualifications that are designed to enable pupils to progress into further and higher education or to pursue apprenticeship/employment opportunities. This option will encourage the development of communication, team working and problem solving skills whilst working towards industry recognised qualifications such as NVQ's or City & Guilds in their chosen vocational area.

In Year 10 pupils will work towards a City and Guilds 7546 Certificate in Employability and Personal Development. Within this course they will follow a series of vocational taster courses such as motor vehicle studies, a range of construction trades including plastering, brickwork and joinery, catering and hair & beauty. Entry level qualifications in these areas will be gained.

In year 11 pupils will then choose one vocational area of interest and spend the year working towards a full Level 1 or Level 2 Certificate.

How will vocational courses help me after leaving school?

Employers want you to use your initiative; they need you to be able to recognise problems and come up with solutions. The vocational courses provide you with the chance to display all of your personal qualities and skills, rather than just academic achievements, to a potential employer. The awards are valued within Further and Higher Education, as well as being recognised by a wide range of employers.

CONTACT: *MR SHAW and MR MOORE*



CHOOSING YOUR OPTIONS

Please complete the boxes on the yellow form at the end of this booklet.

It should be returned to your Form Tutor by Tutor Review Day on **Thursday 27th February**. **If you fail to return your option form by the final deadline you will have the choices made for you.**

Please note that we **cannot guarantee** that everyone will follow their first choice of option subjects; we must consider pupil suitability, class sizes, staff numbers and the availability of specialist rooms.

To complete the Options Form:

- First decide which of one the ICT Options you wish to choose and **number** your choice. *Remember that you need to have attained a 6b in Maths and a 5a in ICT on your report to be eligible for Computing Science.*
- Next decide which of the subjects you wish to choose in Option X (4 hours per fortnight). Put a number 1 by your first choice and a number 2 by your second choice. **N.B. You must make a first and a second choice**
- Then choose subjects from the remaining two option blocks (Y and Z), writing a number 1 by your first choices in each block and a number 2 by your second choices in each block. **Put a star (*) next to your favourite second choice.**

YOU CAN ONLY PUT A NUMBER AGAINST A SUBJECT ONCE. ALL SECOND CHOICES MUST BE DIFFERENT FROM ALL FIRST CHOICES.

- Check you have chosen at least **one** of the following as a **first** choice:
Geography, History, Computing Science, French or Spanish.

Please note that all the information contained in this options booklet is current at the time of issue. However we reserve the right to make specification changes in the best interest of pupils or as a consequence of legislation.

SAMPLE OPTION FORM *to show you how to complete the boxes.*

Name	Billy Bloggs	Form	9AH
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ICT OPTION - 4 hours.	
GCSE ICT	1
GCSE Computing Science *	2
<p>*Pupils will need to attain a level 6b or above in Maths and a 5a in ICT by Tutor Review Day to be eligible for this course. <i>Those opting for Vocational Learning will follow the Vocational ICT course.</i></p>	

OPTION X - 4 hours	
Business Studies	
Food Products	
French	
Graphic Products	
Media Studies	2
Music	1
Systems and Control	
Textiles	

OPTION Y - 5 hours	
Art	
Business Studies	
Geography	2*
History	
Media Studies	
Spanish	1
Vocational Learning (invitation only)	
<p>Please check all different subjects chosen in each block and that the favourite 2nd choice is starred (*). Check you have chosen at least one of the following as a first choice: <i>Geography, History, Computing Science, French or Spanish.</i></p>	
<i>Pupil Signature</i>	<i>Parent Signature</i>
.....

OPTION Z - 5 hours	
Art	1
Business Studies	
French	2
Geography	
History	
Media Studies	
Physical Education GCSE	
<p>The ENGLISH BACCALAUREATE is a measure which will recognise and reward pupils achieving at least 5 good passes (Grade A*-C) across a core of selected academic subjects, which MUST include English Language, Mathematics, two Sciences, one Humanities subject and one Modern Foreign Language.</p>	
<i>Tutor Signature</i>	<i>Date form submitted to tutor</i>
.....

You can only put a number against a subject once. Notice that all the second choices are also shown in these Option Blocks.

OPTION FORM 2014 - FINAL COPY

Forms should be returned to your Form Tutor by 27th February 2014

Name		Form	9
ICT OPTION - 4 hours.		OPTION X - 4 hours	
GCSE ICT		Business Studies	
GCSE Computing Science *		Food Products	
<p>*Pupils will need to attain a level 6b or above in Maths and a 5a in ICT by Tutor Review Day to be eligible for this course. <i>Those opting for Vocational Learning will follow the Vocational ICT course.</i></p>		French	
		Graphic Products	
		Media Studies	
		Music	
		Systems and Control	
		Textiles	

OPTION Y - 5 hours		OPTION Z - 5 hours	
Art		Art	
Business Studies		Business Studies	
Geography		French	
History		Geography	
Media Studies		History	
Spanish		Media Studies	
Vocational Learning (invitation only)		Physical Education GCSE	
<p>Please check all different subjects chosen in each block and that the favourite 2nd choice is starred (*). Check you have chosen at least one of the following as a first choice: <i>Geography, History, Computing Science, French or Spanish.</i></p>		<p>The ENGLISH BACCALAUREATE is a measure which will recognise and reward pupils achieving at least 5 good passes (Grade A*-C) across a core of selected academic subjects, which MUST include English Language, Mathematics, two Sciences, one Humanities subject and one Modern Foreign Language.</p>	
		<p><i>Pupil Signature</i></p> <p>.....</p>	<p><i>Parent Signature</i></p> <p>.....</p>

Any combination of subjects you would like but cannot get above?