



Year 9 Options Booklet
For
2019-2020

www.gillotts.org.uk

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Contacts

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Dr Newbold	Deputy Headteacher
Mr Druce	Assistant Headteacher
Mrs McHugh	Assistant Headteacher
Mr Yeatman	Associate Member

Introduction to the Options Process

For the first time in your education you are able to have some choice in the subjects that you will study in Years 10 and 11. Part of the curriculum is fixed; the remainder of your timetable will be made up of areas you can choose which could include GCSEs or BTECs.

The aim of this booklet and the Year 9 GCSE Options Evening is to help you decide the most appropriate choices for your future. It is important that you seek advice and talk to people who can help you with these decisions. They include Adviza, your subject teachers, Subject Leaders, Heads of House and tutor as well as your parents and older students who are taking the course already.

We are committed to ensuring that you enjoy your experience of learning in Years 10 and 11 and that you strive to achieve the best that you can be. You should aim to choose courses that suit your needs that will challenge you and develop your life skills to prepare you for your future after Gillotts. On the next few pages you will find:

- An outline of the curriculum structure in Years 10 and 11 and the subjects which all students will study
- A summary of the option subjects which students can choose from
- A timescale of when you need to make your decisions by.

The remainder of the booklet contains information about all of the courses available to you in Years 10 and 11 and an Options Form. You need to read through each page carefully and ensure that you keep this booklet safe. When you have made your decisions you will need to return the Options Form to Student Services.

How have GCSEs changed?

The previous Coalition government decided that GCSE qualifications needed reforming. As a result, new GCSEs have been introduced in every subject over the last three years. The main changes which have been introduced with each of these new qualifications are:

- the end of controlled assessment/ coursework in almost all subjects with almost all assessment now being through final exams at the end of Year 11
- changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced
- the replacement of the grading system based on A*-G grades with a numerical grading system (9-1, with 9 being the highest achievable grade).

All the GCSEs which our current Year 9 will be studying are the new ones – with the new, more challenging content and the 9-1 grade scale.

Non-examined assessment

Although your child's grade will be based entirely on their performance in the final exams in most GCSE subjects, there are still a handful of subjects in which some of their overall grade will be based on work they do during the two years. These subjects are listed below:

- Art and Design
- Dance
- Design Technology
- Drama
- Food Preparation & Nutrition
- PE

The work completed as part of these courses, which is not done under exam conditions, is termed 'non-examined assessment'. More details of this can be found under the subject sections which follow and by following the links to the GCSE specifications.

How are the new GCSEs being graded?

As mentioned above, the new GCSE qualifications have included changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced. They have also involved a move from the old grade scale (based on A*-G or U) to a new, numerical scale based on 9-1 (9 is the highest grade).

How does this new grade scale compare with the old one?

The table below shows how the new (9-1) grade scale compares with the old one (based on A*-G):

Current GCSE grades	New GCSE grades
A*	9
A	8 7
B	6 5
C	4
D	3
E	2
F	1
G	

The Year 10-11 Curriculum

Our aim is that all of our students follow a broad and balanced curriculum that prepares them for their post-16 studies, the world of work and adult life. We believe that our curriculum is flexible enough to meet the individual needs of all our students in Years 10 and 11. Some subjects (the core) are compulsory but we offer the opportunity for students to make choices about subjects to study to support their core curriculum.

Subjects	Description
PSHE	This is mainly delivered through five off-timetable PSHE days. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
English	All of our students take English Language GCSE and the vast majority are also entered for a GCSE in English Literature.
ICT	ICT is used as a tool across the whole curriculum rather than being taught as a discrete subject.
Mathematics	All of our students take a GCSE in mathematics.
PE	Core PE is non-examined – students receive two hours of PE per week.
Religious Studies	All students start the Full Course RS GCSE in Year 9 and will complete this at the end of Year 11.
Science	Those students who do not opt for triple science (separate GCSEs in biology, chemistry and physics) will all take the Combined Science qualification (worth 2 GCSEs).

Option Subjects		
GCSEs		
Art and Design	Food Preparation & Nutrition	MFL – Spanish
Business	Geography	Music
Dance	History	PE
Design Technology	MFL – French	Triple Sciences
Drama	MFL – German	Sociology
Option Subjects		
Vocational Courses		
BTEC Children's Play, Learning & Development		BTEC Workskills
Other Courses		
Extra English & Maths		

English Baccalaureate subjects at GCSE

We are committed to offering a curriculum which provides a broad, balanced, relevant and personalised learning experience for all our students. It should also help to deliver outstanding achievement for all. However, we also need to ensure that it provides as strong a foundation as possible for future progression.

The government, employers and universities have recognised that while it is important to offer students a curriculum which meets their needs and interests, it is also crucial that doors are not closed off to them in terms of future progression; for example, for students hoping to go to university. The Russell Group of top universities has identified 'facilitating subjects' at A Level i.e. subjects which are most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects the Group identifies are those which the government has also included in a group of subjects at GCSE which it has termed the 'English Baccalaureate' (EBacc) subjects. These are:

- English Language
- Mathematics
- Sciences (Combined Science; Triple Science - Biology, Chemistry or Physics)
- Geography and history
- Languages (classical and modern)

The government has created a performance measure for schools which records the performance of students in the following subjects: English Language, mathematics, sciences (two or more), history or geography and a language. This reflects the importance which it, along with employers and universities, place on these subjects.

In order to ensure that our students are prepared as fully as possible for their adult life, the school governors took the decision that almost all students are required to opt for at least one additional EBacc subject (as well as the core curriculum of English Language, mathematics and combined science) as one of their GCSE options. The option form which is enclosed with this booklet therefore requires students to choose at least one subject from the following list:

- Triple Science (Biology, Chemistry and Physics)
- Geography
- History
- Modern Foreign Language (French, German or Spanish)

Students will be able to choose freely for their remaining three options. They are, of course, able to choose further EBacc subjects as part of these remaining choices. It should be noted, as outlined below, that all students currently studying two languages in Year 9 (French and German or French and Spanish) will be required to opt for a language at GCSE.

Do all students have to opt for an EBacc subject?

While we believe that this requirement is appropriate for the vast majority of our students, we are aware that it may not be suitable for everyone. We have therefore identified a small number of students for whom an alternative curriculum provision may be more appropriate to their needs and interests. These students will have received a letter with their options booklet outlining what we believe is the most appropriate combination of subjects for them. They will also have received a different version of the options' form which does not require them to choose an EBacc subject. The final decision, as to which students will be offered such alternative provision is the School's, and will be reached following consultation with the students/parents/ guardians as appropriate.

Languages at GCSE

We believe that it is in the best interests of students that they continue to study a foreign language at GCSE level. As a result, all students who are currently following dual language courses in Year 9 (French and Spanish or French and German) will be required to continue at least one of their current languages at GCSE level. The only exception to this requirement will be where a student has an identified Special Education Need affecting their learning of a language (e.g. dyslexia).

In addition, we would encourage students who have a talent for languages to continue to study both French and German or Spanish. Students who are currently studying one language in Year 9 are encouraged equally to continue to study French as a GCSE option.

Students who are required to choose a language at GCSE can choose this as their EBacc subject choice in the first column of their options form

'Achieving the EBacc'

While the EBacc collection of subjects is not a qualification in itself it is increasingly recognised as a measure of student achievement both by employers and universities. These are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open.

As explained above, the EBacc will be achieved by students who achieve Grade 4 or above in English Language, mathematics, two sciences, a modern foreign language (French, German or Spanish) and a humanity subject (geography or history).

We would therefore strongly encourage students who are taking a language also to take a humanity subject (geography and/ or history).

'The above policy (relating to English Baccalaureate subjects at GCSE), in the same way as any policy relating to the commitments of Gillotts School towards its students (and others), will be considered and applied giving due regard to the School's goals of eliminating unlawful discrimination, advancing equality of opportunity and fostering'

Options Timetable

The aim of the Options Evening is to outline the different routes available in Years 10 and 11 and to explain the options' process in detail. In addition, there will be an opportunity to ask meet with a careers advisor from Adviza. You will also be able to discuss your child's option choices at the Year 9 Parents Consultation Evening on Thursday 31st January 2019.

Students are required to complete their Options Form (at the back of this brochure) and return it to Student Services by Monday 4th February 2019.

Subjects will be placed into option blocks for timetabling purposes after students have expressed their preferences; not all combinations of option choices will be possible. We do our best to meet all our students' first choices but, inevitably, this cannot be guaranteed.

If a subject is undersubscribed we may have to withdraw it. If a subject is oversubscribed we may ask some students to consider taking a different subject.

In cases where we are not able to offer a student all his/ her choices, parents will be contacted and students will be advised about the alternatives available to them.

Provisional choices will be confirmed by late April/ early May. Although students will be given the opportunity to change their option choices after this date, we cannot guarantee that they will be able to switch to a subject which they want to study.

Key Dates

Date	Activity
Monday 7th January 2019, 7pm	GCSE Options Evening - Options Booklet issued
Thursday 31st January 2019, 5pm	Year 9 Parents' Consultation Evening
Monday 4th February 2019	Options form due in
Late April / early May 2019	Confirmation of options

English Language and English Literature

[AOA English language](#)

[Link to Exam Board Website](#)

[AOA English literature](#)

Why study English Language and Literature

English Language

English Language is one of the most important subjects. It gives you confidence for life and offers you a passport for success. It is essential to be a good reader, writer, speaker and listener. When studying English Language, you are shown how to improve in all of these areas.

Reading

You will be taught how to comprehend what you read and given strategies that will enable you to get the most out of every text.

Writing

You will develop a wide range of writing skills. You will get experience in writing for many different purposes and to different audiences.

Spoken Language

You will be continually improving your verbal communication skills. Whether it's delivering a formal speech, working as part of a team or taking on a role, you will have the opportunity to express yourself and grow as a result of listening to what others have to say.

English Literature

English Literature is a really enjoyable subject. You will be introduced to many key figures from Britain's literary heritage. You will learn more about the nature of humanity, social and historical contexts of work, and the power of the written word whilst studying some brilliant novels, plays and poems.

Possible Careers

Media-related careers, publishing, law, marketing, advertising, theatre-related careers, teaching, careers including communication skills generally. English qualifications are very important for entry to all courses in Higher Education and to employers.

Aptitudes Needed

An interest in reading and writing. Clear expression on paper and orally. Good listening skills. Willingness to contribute to discussions and to develop arguments. Ability to keep to deadlines.

Topic Structure

- Fiction reading and writing
- Non-fiction reading and writing
- Romeo and Juliet
- Strange Case of Dr Jekyll and Mr Hyde
- An Inspector Calls
- Poetry - Power and Conflict
- Unseen Poetry

Assessment Structure	
<p>English Language Exam 1 Fiction Extract Analysis: 25% 40 MARKS Read and plan – 15 minutes</p> <p>Q1: comprehension 4 marks 5 minutes Q2: use of language 8 marks 10 minutes Q3: structure 8 marks 10 minutes Q4: analysis (character/setting/theme etc.) 20 marks 20 minutes</p>	<p>English Language Exam 1 Fiction Writing: 25% 40 MARKS 45 minutes. 5 planning; 30 writing; 10 editing.</p> <p>The opening of a story / a description of a photograph or image.</p> <ul style="list-style-type: none"> • Clear, effective, imaginative writing. • Tone, style, register • Organise ideas • A range of vocabulary • A range of sentence structures • Accurate spelling <p>Accurate punctuation</p>
<p>English Language Exam 2 Non-Fiction Analysis: 25% 40 MARKS Read and plan – 15 minutes</p> <p>Q1: comprehension 4 marks 5 minutes Q2: summary/synthesis 8 marks 8 minutes Q3: use of language 12 marks 12 minutes Q4: compare attitudes and how they are conveyed 16 marks 20 minutes</p>	<p>English Language Exam 2 Non-Fiction Writing: 25% 40 MARKS 45 minutes. 5 planning; 30 writing; 10 editing.</p> <p>Write to present a viewpoint.</p> <ul style="list-style-type: none"> • Clear, effective, imaginative writing. • Tone, style, register • Organise ideas • A range of vocabulary • A range of sentence structures • Accurate spelling <p>Accurate punctuation</p>
<p>English Literature Exam 1 Romeo and Juliet 20% 34 marks (includes 4 marks for SPAG) 50 minutes including reading and planning time.</p> <p>An essay on a theme or a character: start with a given extract and develop your essay to discuss the whole play.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context. • Accurate grammar, spelling and punctuation. 	<p>English Literature Exam 2 Strange Case of Dr Jekyll and Mr Hyde 20% 30 marks 50 minutes including reading and planning time.</p> <p>An essay on a theme or a character: start with a given extract and develop your essay to discuss the whole play.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context.
<p>English Literature Exam 2 An Inspector Calls Approx. 20% 34 marks (4 included for SPAG). 45 minutes.</p> <p>An essay on a character or a theme.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context. 	<p>English Literature Exam 2 Anthology poetry comparison Approx. 20% 30 marks. 45 minutes.</p> <p>Compare a given poem from the anthology to another that you choose from the anthology.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology.

<ul style="list-style-type: none"> • Accurate grammar, spelling and punctuation. 	<ul style="list-style-type: none"> • Show understanding of the context.
<p>English Literature Exam 2 Unseen poetry analysis Approx. 20%. 32 marks.</p> <p>Analyse 1 given poem. 24 marks. 30 minutes. Compare the given poem to a second given poem. 8 marks. 15 minutes.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. <p>Use relevant subject terminology.</p>	<p>Spoken Language This is teacher assessed throughout the year and will be graded separately from the written GCSE exams. It will be reported with your GCSE grades.</p> <p>More precise information to follow, but in the meantime, take speaking in class seriously!</p>

Mathematics

Why study Mathematics?

Maths is a subject that you all have to study, but even so it is worth thinking about why this is and how it can be useful to you.

While studying maths you will learn about a range of techniques and methods, develop your problem-solving skills and improve your ability to think logically. You will be given opportunities to develop your IT skills and your communication skills. All of these are attributes potential employers will look for, as well as being useful to you if you choose further and higher education.

Possible Careers

Almost all jobs and careers require you to have maths GCSE but there are also many careers in which you would make a lot of use of your mathematics. These include business management, psychology, banking, ICT, engineering and medicine, to name just a few. You will also find that you will need a 5-9 grade for entry to most university courses.

Aptitudes Needed

A willingness to persevere with an activity when you feel unsure of your ability is essential. You will be expected to cope with not knowing and to use problem solving and reasoning skills to work out the answers to problems. You need to be prepared to work and think hard (but the buzz you get when things suddenly fall into place is worth waiting for!).

Topic Structure

There are 243 topics which are tested on the Mathematics papers. These are broadly divided into the areas of Algebra, Ratio and Proportion, number, Data and Statistics and Geometry. Any of the topics on the specification can appear on either/all of the papers.

Assessment Structure

Paper 1 – Non-calculator (Foundation and Higher papers – 1 hr 30mins)
Paper 2 – Calculator (Foundation and Higher papers – 1 hr 30 mins)
Paper 3 - Calculator (Foundation and Higher papers - 1 hr 30 min)

Additional Information (including any entrance requirements for the course)

Students will have to pass GCSE Mathematics and so, should they fail to achieve a Grade 4 they will have to redo their qualification as part of their College studies or apprenticeship. Students wishing to study A level Maths need to achieve a Grade 7 or higher.

PE - Core

Why study Core PE?

Fitness and Health are important. PE helps you to stay active; teaches you the importance of physical exercise and leads to good habits for the future. Students will have four periods of PE per week during which they will participate in a range of indoor and outdoor activities.

Topic Structure

Students work on rotations indoors for Terms 1 - 4 - this includes:

- Use of the Gym
- Basketball
- Badminton
- Volleyball
- Handball
- Table tennis

Outside lessons follow:

- Hockey
- Netball
- Rugby
- Football

Terms 5 and 6 follow:

- Softball
- Rounders
- Cricket
- Athletics

Religious Studies

Specification Code
AQA 8062

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Religious Studies?

Do you want to understand why people do the things they do? Do you want to analyse religious teaching on issues such as creation, abortion, poverty and war? Do you want to evaluate the importance and influence of religion today? Completing a course in RS is the answer. Religious Studies looks at different religious responses to many of today's ethical issues, causing you to think about your own responses to these issues and evaluate the current role that religion plays in society.

Possible Careers

RS is valuable to have in medicine, the media, teaching and areas involving psychology and sociology, the law or working in a faith community. By completing the Religious Studies course, you will open yourself up to many possibilities.

Aptitudes Needed

Students who achieve well in this subject are those who enjoy learning about other people's opinion/beliefs on religious and global issues and those who display a keen interest in questioning the world around us.

Topic Structure

Paper 1 - Christianity and Islam

Section A - Christianity: Beliefs, teachings, practices and worship

- Key Beliefs
- Jesus Christ and Salvation
- The Role of the Church
- Festivals

Section B - Islam: Beliefs, teachings, practices and worship

- Allah
- Holy books and Angels
- The Four Pillars
- Predestination

Paper 2 - Thematic Studies. Students study these four topics:

- Relationships and families
- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment

Assessment Structure

The course will be assessed by completing 2 exams at the end of Year 11 worth 50% each.

Paper 1 - Christianity and Islam

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE
- Question types: Multiple choice, explanation of factual information, evaluation

Paper 2 - Thematic Studies

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE
- Question types: Multiple choice, explanation of factual information, evaluation

Additional Information (including any entrance requirements for the course)

The following websites and resources will provide useful support for your child during their GCSE (subject) course: <http://www.bbc.co.uk/education/subjects/zb48q6f>

Science – Combined Science

Specification Code
OCR 21st Century Science B
J260

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Science?

We offer two different science courses for our students: Combined Science and Triple Science. Which of these the students will study will depend on both their interest and ability in the subject.

The Combined Science course involves 8 lessons per fortnight and will be equivalent to two GCSE grades. They will study all three sciences (Biology, Chemistry and Physics) but will not go into as much depth as the Triple Science course. However, it is still an appropriate route for students wanting to go on to take science at A Level if you achieve a top set of grades.

If you would like to find out more about the different options – and which you might be best suited to – please speak to your science teacher in the first instance. Details of the Triple Science course can also be found in the options section later on in this booklet.

Possible Careers

Medicine, veterinary practice and nursing, teaching, engineering, pharmaceuticals, physiotherapy, sports science; nursing, marine biology, geology, surveying.

Aptitudes Needed

Many careers require GCSE science and students may find that the Combined Science course puts them in a great position to pursue these careers successfully. Studying the Combined Science course provides students with a variety of skills that can be applied to many areas of work, such as analysing and problem solving.

Topic Structure – Combined Science

Topic Structure -Biology

1. You and your genes
2. Keeping healthy
3. Living together-food and ecosystems
4. Using food and controlling growth
5. The human body-staying alive
6. Life on earth-past, present and future
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Topic structure- Chemistry

1. Air and water
2. Chemical patterns
3. Chemicals in the natural environment
4. Material choices
5. Chemical analysis
6. Making useful chemicals
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Topic Structure- Physics

1. Radiation and Waves
2. Sustainable energy
3. Electric circuits
4. Explaining motion
5. Radioactive materials
6. Matter-models and explanations
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Assessment Structure – Combined Science***Paper 1: Biology***

Covers all Biology topics

Structured questions including extended writing

1 hour 45 minutes

95 marks

26.4% weighting

Paper 2: Chemistry

Covers all Chemistry topics

Structured questions including extended writing

1 hour 45 minutes

95 marks

26.4% weighting

Paper 3: Physics

Covers all Physics topics

Structured questions including extended writing

1 hour 45 minutes

95 marks

26.4% weighting

Paper 4: Data Analysis

Covers all Biology/Chemistry and Physics topics

Science literacy and practical questions including extended writing

1 hour 45 minutes

75 marks

21% weighting

Additional Information (including any entrance requirements for the course)

None

The Option Subjects

The subjects from which you should make your option choices.

GCSE Subjects (Each worth 1 option choice)

Art and Design		
Specification Code AQA 8202	Link to Exam Board Website	Link to GCSE Specification

Why study Art and Design?

You should consider studying art and design at GCSE if it is a subject you enjoy. It will give you a qualification that could lead to a career in the creative industries or it may give you knowledge and skills that will be an enhancement in your adult life as a consumer of images in this highly visual world.

You will be able to explore a wide range of creative skills and develop ideas in a personal manner. You will work to express yourself visually and gain a deeper understanding of how the world of art and design impacts society.

Possible Careers

The creative industries in the UK are considered amongst the best in the world. Your ability to be imaginative and original will serve you well in the following careers where art and design is a good starting qualification.

Architect, set designer, graphic designer, gallery curator, film director, sculptor, media arts correspondent, artist in residence, art therapist, fashion designer, advertising consultant, costume designer, teacher, museum education officer, fine artist, community art worker, art critic, ceramicist, textile artist, occupational therapist, illustrator, film animator, picture editor, jewellery designer, mural artist, and many more just look in the job sections of the newspapers under creative and media.

Aptitudes Needed

It is essential that you have a keen interest in art and design. You will have to be prepared to complete a minimum of 1-2 hours homework every week. You will need to be organised and at times work independently. You must be prepared to take risks and work outside your comfort zone in order to progress. You should also be able to evaluate your own work and the work of others, learning from achievements and mistakes.

Assessment Structure

Unit 1 - Portfolio

Portfolio 60% of the grade

Assessment will be ongoing with weekly homework tasks and interim and final grades given for each project. Self-assessment, peer group marking and teacher assessment will be used. There will also be ongoing, intermittent one to one tutorials.

Exam board marking criteria will be used at all times.

Unit 2 - External Assessment

40% of the grade

The same criteria are used as for the portfolio. Teachers advise and assess work until the final 10 hour exam where students must work unaided.

The final exam assessment will be done by staff and moderated by the exam board.

Additional Information (including any entrance requirements for the course)

Gallery Visit – A one-day gallery visit is planned for the start of Year 11 to collect primary data in relation to their ongoing project. This will cost approximately £20 and details about the trip will be sent to you before the end of Term 3 in Year 10. We will be able to provide support in cases of financial hardship.

Business

Specification Code:
IBSO

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Business?

- What makes Richard Branson a successful businessman?
- How does Tesco make sure it is the most popular supermarket?
- How did e-bay become so successful?
- How do phone companies provide video & TV on their phones?
- Why is China making and selling so many of the things we buy?

An understanding of how business works will help you to make sense of the world you live in. It also provides you with skills regardless of the path you choose for the future. You might be interested in setting up your own business one day or in working for a large company and want to know how they work. Or you simply have an enquiring mind and want to know what makes a great entrepreneur. If this is the case, then this is the course for you.

Possible Careers

This course will help you in higher and further education courses. It will also be helpful in careers such as accountancy, law, marketing, leisure and tourism or management.

Topic Structure

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment Structure

Paper 1: Investigating small business

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Assessment overview

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Paper 2: Building a business

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Assessment overview

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Additional Information (including any entrance requirements for the course)

None

Dance		
Specification Code AQA 8236	Link to Exam Board Website	Link to GCSE Specification

Why study Dance?

It is an opportunity to be creative and imaginative in a practical way. You study a variety of dance styles and professional works. You also learn how to improve and develop your own skills and choreography as well as learning how to be a healthy dancer. The work includes learning set technical studies and choreographing your own pieces using a variety of starting points. There are opportunities to work in groups sharing ideas and work individually to really challenge yourself.

Possible Careers

Dance teacher, professional dancer, performing arts career, dance movement therapy, dance/performing arts administrator.

Aptitudes Needed

You need to be enthusiastic about dance and have a willingness to learn and develop your ideas. You need to be prepared to work independently in your own time as well as in class and at lunch times. You do not need to have studied dance out of school but you do need to have an interest in it. You also need to be committed to doing practical activity every lesson and organised enough to remember your kit and exercise book every lesson.

Topic Structure

Theory:

- Dance appreciation of professional set works
- Critical appreciation of own performance and choreography

Practical:

- Solo performance
- Duo/trio performance
- Choreography

Assessment Structure

Unit 1 Choreography = 30%

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Unit 2 Performance of Set Technical Study =30%

Set phrases through a solo performance (approximately one minute in duration)

Duet/trio performance (three and a half minutes in duration)

40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

Unit 3 Theory Paper

Written Exam = 40%

Written Exam 1hr 30 mins

What is assessed?

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

Additional Information (including any entrance requirements for the course)

The following websites and resources will provide useful support for your child during their GCSE course:

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

Google classroom

Design Technology

Specification Code
Edexcel (IDT0)

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Design and Technology?

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The aims and objectives of this qualification are to enable students to:

- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work

Possible Careers

Many students enjoy studying Design and Technology so much that they go on to study A/S and A Level Design and Technology: Product Design for a further two years. However it is possible to study any D&T related course at post-16.

Students usually study one or more of the creative subjects including, A Level Art and Design, Media and/or Film, BTEC National Diploma in Art and Design or Media. Of course, if post-16 is not for you, employers value the Design and Technology qualification as it develops creative, technical and transferable skills. Possible careers include Architect, Interior Designer, Mechanical Engineer, Product Designer, Materials Technologist, Software Engineer, Structural Engineer, Furniture designer.

Aptitudes Needed

Creativity is a fundamental part of design and technology. Many designers believe the quality of the initial idea and thought-provoking, innovative design to be cornerstones of every successful product. Students will be required to think, question, explore, create and communicate. Combining knowledge and understanding with practical skills, these activities are intended to provide breadth in creative learning and depth in the application of practical and transferable skills.

Topic Structure

Core content

- I.1 The impact of new and emerging technologies
- I.2 How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment
- I.3 How energy is generated and stored in order to choose and use appropriate sources to make products and power systems
- I.4 Developments in modern and smart materials, composite materials and technical textiles
- I.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of force
- I.6 How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs
- I.7 The use of programmable components to embed functionality into products in order to enhance and customise their operation
- I.8 The categorisation of the types, properties and structure of ferrous and non-ferrous metals
- I.9 The categorisation of the types, properties and structure of papers and boards
- I.10 The categorisation of the types, properties and structure of thermoforming and thermosetting polymers
- I.11 The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles
- I.12 The categorisation of the types, properties and structure of natural and manufactured timbers
- I.13 All design and technological practice takes place within contexts which inform outcomes
- I.14 Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
- I.15 Investigate and analyse the work of past and present professionals and companies in order to inform design
- I.16 Use different design strategies to generate initial ideas and avoid design fixation
- I.17 Develop, communicate, record and justify design ideas, applying suitable techniques

Material categories

- Metals
- Papers and boards
- Polymers
- Systems
- Textiles
- Timbers

Assessment Structure (GCSE course)

The Edexcel GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component.

Component 1 (*Paper code: IDT0/1A, 1B, 1C, 1D, 1E, 1F)

Written examination: 1 hour and 45 minutes

50% of the qualification 100 marks

Content overview

The paper includes calculations, short-open and open-response questions as well as extended-writing questions focused on:

- Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others
- Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.
- Students must answer all questions in section A (40 marks).
- Students must choose one specialism in section B – either Metals, Papers and Boards, Polymers, Systems, Textiles or Timbers (60 marks).
- Students must have calculators and rulers in the examination

Component 2 (Paper code: IDT0/02)

Non-examined assessment

50% of the qualification 100 marks

Content overview

Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to. Projects will be internally assessed and externally moderated.

- Students will produce a project which consists of a portfolio and a prototype
- The portfolio will contain approximately 20 to 30 sides of A3 paper (or electronic equivalent) There are four parts to the assessment:

1 – Investigate This includes investigation of needs and research, and a product specification

2 – Design This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design

3 – Make This includes manufacture, and quality and accuracy

4 – Evaluate This includes testing and evaluation.

Additional Information (including any entrance requirement for the course)

Students are expected to provide materials for making their final GCSE product. The estimated cost for this is approximately £50. We will be able to provide support in cases of financial hardship.

Drama

Specification Code
WJEC GCSE 9-1

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Drama?

GCSE Drama is an exciting, creative and challenging course. It provides transferable skills that will benefit students whatever path they choose to follow. Invaluable skills such as communication, teamwork, problem solving, confidence, empathy, resilience and negotiation are among the many that a qualification in drama can provide. Employers really value the skills Drama offers and it is a popular GCSE for that reason.

During the course, students have the opportunity to interpret and perform a scripted work and to create their own devised pieces of drama.

Students will learn to:

- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills;
- engage actively in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

A drama GCSE qualification can support students on a journey to many exciting careers. It opens doors to many areas allowing students to develop skills of public speaking and interpretation of ideas.

Students reflect on every practical lesson with a written diary, helping them to prepare for the written exam and to continually improve their work.

It is a fun course, allowing students some valuable time to express themselves and be creative, as well as opportunities to work with other and a space to explore other cultures and contexts.

Possible Careers

Actor, director, producer, stage manager, writer, journalist, translator, presenter, lawyer, set design, costume design, curator, entertainer, sales, camera person, researcher, architect, animator, publisher, teacher, choreographer, coach, lecturer, theatre manager, buyer, broadcaster, public relations officer, editor, developer, designer, and the list goes on.

Aptitudes Needed

An enthusiasm for drama and the ability to commit to rehearsals agreed with your group. Dedication to your group and piece. Willingness to “give it a go” and try things out.

Topic Structure

Component 1: Devising Theatre

Students will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre.

Component 2 :Performing from a Text

Students study two extracts from the same performance text chosen by the centre.

Component 3:Interpreting Theatre

Section A: Hard to Swallow by Mark Wheeler

Section B: Live Theatre Review.

Assessment Structure

Component 1

40% Practical assessment

Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification.

Students will be assessed on either acting or design. Students will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Students must produce:

- a realisation of their piece of devised theatre, (10%)
- a portfolio of supporting evidence (20%)
- an evaluation of the final performance or design. (10%)

Component 2

20% Practical assessment

Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification.

Students will be assessed on either acting or design. Students study two extracts from the same performance text chosen by the centre. Students participate in one performance using sections of text from both extracts.

Component 3

40% Written assessment

Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification.

Section A:

Set Text - A series of questions on one set text. The current Year 10 will be studying Hard to Swallow by Mark Wheeler

Section B:

Live Theatre Review. One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Additional Information (including any entrance requirements for the course)

As part of the course it is essential that students see at least one piece of live theatre with the class.

Food Preparation and Nutrition

Specification Code
AQA 8585

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Food Preparation and Nutrition?

This course uses practical work as the basis for learning. You will improve your basic skills and develop advanced ones in both sweet and savoury dishes; gain a fuller understanding of nutrition; discover the science behind your favourite recipes; gain an insight into where our food comes from and look at the factors that influence our food choice.

Possible Careers

Success in the Food GCSE can lead many careers in catering, hospitality, food science, working in the retail industry testing and purchasing at huge quantitiesa range of careers is possible.

Aptitudes Needed

A love of food and willingness to experiment with recipes; organisational skills; willingness to work hard on a range of practical tasks and design work; keen to have a go at new skills and try out ideas; working to achievable targets....and also wanting to do well!!

Topic Structure

Food, nutrition and health: Macronutrients, micronutrients, nutritional needs and health
Food science: Cooking of food and heat transfer, functional and chemical properties of food
Food safety : Food spoilage and contamination, principles of food safety
Food choice : Factors affecting food choice, British and international cuisines, sensory evaluation
Food provenance: Environmental impact and sustainability of food, food processing and production.

Assessment Structure

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

Food preparation skills are integrated into five core topics:

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

Non Exam Assessment accounts for 50% of the GCSE grade. This takes place in Year 11 of the course, from September 2020. This is divided into two parts consisting of an investigation into a

food topic, with a written response, and food preparation assessment to be completed in one 3 hour session. This is aimed to be a rewarding and enjoyable course.

Written paper externally marked, accounts for 50% of GCSE grade: 1 hour and 45 minutes.

Additional Information (including any entrance requirements for the course)

Pupils are expected to provide ingredients for all practical work throughout the GCSE course. The estimated cost of ingredients is approximately £50. We will be able to provide support in cases of financial hardship.

Geography

Specification Code
AQA 8035

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Geography?

GCSE geography is topical and relevant involving a wide range of skills and concepts.

Geography provides you with the opportunities to:

- find out more about the challenges and opportunities the world offers, and how to get involved
- investigate issues of sustainability - will the earth's resources be able to provide for the world's population in the future
- explore the way different landscapes developed and the great natural forces involved
- learn more about natural processes and how people shape the planet on which we live
- understand the way today's global industries are influenced by geography.

Possible Careers

As a result of the broad spectrum of skills you gain while studying geography there is a wide range of career options available to you which could include:

Economic developer, location analyst, eco-tourism advisor, media researcher, cartographer, GIS specialist, remote sensing analyst, planner, estate agent, social worker, air-worker, diplomat, charity co-ordinator, flood prevention officer, weather presenter, hydrologist, coastal manager, conservation officer, pollution analyst, forestry ranger and estate manager.

Aptitudes Needed

You will need good communication skills in both speaking and writing. You need to be able to work independently and as part of a team. A conscientious and hard-working attitude will help with problem-solving and decision-making. The new GCSE has increased the emphasis on interpreting maps and graphs so you will be putting your maths and science skills to good use.

Topic Structure

Paper 1 – Living with the physical environment

Section A – The challenge of natural hazards

Section B – The living world

Section C – Physical landscapes in the UK

Paper 2 – Challenges in the human environment

Section A – Urban issues and challenges

Section B – The changing economic world

Section C – The challenge of resource management

Paper 3 Geographical applications

Section A – Issue evaluation

Section B – Fieldwork

Geographical skills (including map skills, graphical skills, numerical skills and statistical skills) will be taught as part of all three topics and will be assessed on.

Assessment Structure

Paper 1 – Living with the physical environment

- Written Exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology)
- 35% of GCSE
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2 – Challenges in the human environment

- Written Exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology)
- 35% of GCSE
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3 – Geographical applications

- Written Exam: 1 hour 15 minutes
- 76 marks (including 6 marks for spelling, punctuation, grammar and specialist terminology)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before the exam
- Question types: multiple-choice, short answer, levels of response, extended prose

Additional Information (including any entrance requirements for the course)

Fieldwork – GCSE geographers need to complete two pieces of fieldwork which will be assessed by examination as part of the GCSE course. We are planning to take them on a weekend residential to Weymouth in September of Year 11. There will be a cost of approximately £190 for this trip. The school may be able to provide support in cases of financial hardship.

History

Specification Code

Edexcel 1H10

Exam Board Website Link

GCSE Specification Link

Why study History?

Do you want to understand how the past has created the world we live in today? Do you want to improve your thinking skills? Do you want to be able to analyse, evaluate and reach conclusions? Do you understand why so many industry leaders and MPs have studied history? Then history is for you.

Possible Careers

History focuses on analytical skills and therefore is ideal preparation for a number of careers such as business, law, accountancy, management, economics, psychology, politics and many more. Leading universities and colleges such as Cambridge, highly respect history as an academic subject and emphasise its value in their prospectuses.

Aptitudes Needed

History students need to be committed to success and excited by the pursuit of knowledge. Are you willing to work towards becoming a self-monitoring learner, deeply engaged in the process of reflecting, self-reviewing, evaluating and adjusting learning strategies?

Topic Structure

Paper 1: Thematic study and historic environment

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

Medicine in Britain, c1250–present

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case study (The Black Death)

c1500–c1700: The Medical Renaissance in England

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case studies (William Harvey. The Great Plague)

c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case studies (Jenner. Cholera in London)

c1900–present: Medicine in modern Britain

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case studies (Penicillin. The fight against lung cancer).

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- Knowledge, selection and use of sources for historical enquiries

Paper 2: Period study and British depth study

British depth study: Anglo-Saxon and Norman England, c1060–88

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66

- Anglo-Saxon society
- The last years of Edward the Confessor and the succession crisis
- The rival claimants for the throne
- The Norman invasion

Key topic 2: William I in power: securing the kingdom, 1066–87

- Establishing control
- The causes and outcomes of Anglo Saxon resistance, 1068–71
- The legacy of resistance to 1087
- Revolt of the Earls, 1075

Key topic 3: Norman England, 1066–88

- The feudal system and the Church
- Norman government
- The Norman aristocracy
- William I and his sons

Superpower relations and the Cold War, 1941–91

Key topic 1: The origins of the Cold War, 1941–58

- Early tension between East and West
- The development of the Cold War
- The Cold War intensifies

Key topic 2: Cold War crises, 1958–70

- Increased tension between East and West
- Cold War crises
- Reaction to crisis

Key topic 3: The end of the Cold War, 1970–91

- Attempts to reduce tension between East and West
- Flashpoints
- The collapse of Soviet control of Eastern Europe

Paper 3: Modern depth study

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

Key topic 1: The development of the civil rights movement, 1954–60

- The position of black Americans in the early 1950s
- Progress in education
- The Montgomery Bus Boycott and its impact, 1955–60
- Opposition to the civil rights movement

Key topic 2: Protest, progress and radicalism, 1960–75

- Progress, 1960–62
- Peaceful protests and their impact, 1963–65
- Malcolm X and Black Power, 1963–70
- The civil rights movement, 1965–75

Key topic 3: US involvement in the Vietnam War, 1954–75

- Reasons for US involvement in the conflict in Vietnam, 1954–63

- Escalation of the conflict under Johnson
- The nature of the conflict in Vietnam, 1964–68
- Changes under Nixon, 1969–73

Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75

- Opposition to the war
- Support for the war
- The peace process and end of the war
- Reasons for the failure of the USA in Vietnam

Assessment Structure

Paper 1

Thematic study and historic environment : Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: surgery and treatment

Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2

Period study and British depth study: Superpower relations and the Cold War, 1941–91.

Anglo-Saxon and Norman England, c1060–88

Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3

Modern depth study : The USA, 1954–75: conflict at home and abroad

Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks

Additional Information (including any entrance requirements for the course)

A recent report revealed that history is the most common degree amongst the nation's MPs and a significant number of CEOs of companies such as Goldman Sachs. The skills of historians are more in demand than ever, so our students with high prior attainment can expect to be challenged with specific wider reading to develop the range and depth of their knowledge.

Modern Foreign Language - French

Specification Code
AQA 8658

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Modern Foreign Languages - French?

Languages were vocational long before the word was invented to describe other areas of study!

Top 10 reasons to study a foreign languages:

1. **Tomorrow's World** - In most countries it's the norm to speak another language. In the EU, such people are well placed to take advantage of the single market. 52.7% of Europeans are fluent in two languages.
2. **Job Opportunities** - A language will give you the edge over monolingual applicants. You are a potential bridge to new customers. 94% of employers think that foreign language skills are important.
3. **Other Cultures** - Learning a language opens the door into other cultures. 75% of the World's population speak no English at all.
4. **Better English & Maths** - Research shows that learners who have developed analytic and interpretive abilities through the study of a foreign language, have enhanced levels in English and Maths.
5. **Critical & Creative** - Learning a language increases your problem-solving skills, improves memory, self-discipline and self-esteem.
6. **Higher Education** - Foreign language skills are a requirement for some degrees. In many fields (science, medicine, law, politics, journalism...), a reading knowledge of a foreign language is expected.
7. **Travel** - Language abilities let you see and appreciate things that monolingual visitors cannot. "The most important trip you may take in life is meeting people halfway" (Henry Boye).
1. **Study Abroad Options** - All current Year 9 students met "Erasmus" students from different parts of Europe at Gillotts earlier this year: students who are experiencing a new culture and learning a new language while having a great social life to boot!
9. **A Richer Life** - Graduates with languages skills earn more than those who do not. But richness in life is not measured in pounds and pence. Studying a language, learning about different cultures, engaging with new people all lead to a richer, more fulfilling life.

Possible Careers

Every possible job you can think of can be done better if the person in that line of work has developed language skills!

From a receptionist in an office block who welcomes foreign clients to a train manager who needs to help foreign tourists. From a sales person who needs to wine and dine a potential customer to a police officer who needs to give some directions to a foreign driver. From a soldier who needs to communicate with foreign soldiers on a joint exercise to.... The list is endless.

Some language learners may end up as translators, interpreters or, dare I say, teachers, but the majority don't! Most do the job they are trained to do whether it be an accountant or a zoo-keeper, they just do it **better** because they are able to do it using their language skills.

Aptitudes Needed

An open mind, a willingness to "have a go" and an understanding that fluency in a language is not the most important thing: it's all about communication!

Topic Structure

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Assessment Structure

Unit 1 - Understanding and responding to different types of spoken language

How it is assessed

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
(40 marks (Foundation Tier), 50 marks (Higher Tier))

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Listening (25%)

Unit 2 - Understanding and responding to different types of written language

How it is assessed

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes

How it is assessed

7–9 minutes (Foundation Tier) + preparation time
10–12 minutes (Higher Tier) + preparation time
60 marks (for each of Foundation Tier and Higher Tier)

Speaking (25%)

Unit 4 - Communicating effectively in writing for a variety of purposes

How it is assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier

Writing (25%)

Additional Information (including any entrance requirements for the course)

None

Modern Foreign Language - German

Specification Code
AQA 8668

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Modern Foreign Languages - German?

Languages were vocational long before the word was invented to describe other areas of study!

Top 10 reasons to study a foreign languages

1. **Tomorrow's World** - In most countries it's the norm to speak another language. In the EU, such people are well placed to take advantage of the single market. 52.7% of Europeans are fluent in two languages.
1. **Job Opportunities** - A language will give you the edge over monolingual applicants. You are a potential bridge to new customers. 94% of employers think that foreign language skills are important.
1. **Other Cultures** - Learning a language opens the door into other cultures. 75% of the World's population speak no English at all.
4. **Better English & Maths** - Research shows that learners who have developed analytic and interpretive abilities through the study of a foreign language, have enhanced levels in English and Maths.
5. **Critical & Creative** - Learning a language increases your problem-solving skills, improves memory, self-discipline and self-esteem.
1. **Higher Education** - Foreign language skills are a requirement for some degrees. In many fields (science, medicine, law, politics, journalism...), a reading knowledge of a foreign language is expected.
1. **Travel** - Language abilities let you see and appreciate things that monolingual visitors cannot. "The most important trip you may take in life is meeting people halfway" (Henry Boye).
1. **Study Abroad Options** - All current Year 9 students met "Erasmus" students from different parts of Europe at Gillotts earlier this year: students who are experiencing a new culture and learning a new language while having a great social life to boot!
1. **A Richer Life** - Graduates with languages skills earn more than those who do not. But richness in life is not measured in pounds and pence. Studying a language, learning about different cultures, engaging with new people all lead to a richer, more fulfilling life.

Possible Careers

Every possible job you can think of can be done better if the person in that line of work has developed language skills!

From a receptionist in an office block who welcomes foreign clients to a train manager who needs to help foreign tourists. From a sales person who needs to wine and dine a potential customer to a police officer who needs to give some directions to a foreign driver. From a soldier who needs to communicate with foreign soldiers on a joint exercise to.... The list is endless.

Some language learners may end up as translators, interpreters or, dare I say, teachers, but the majority don't! Most do the job they are trained to do whether it be an accountant or a zoo-keeper, they just do it **better** because they are able to do it using their language skills.

Aptitudes Needed

An open mind, a willingness to "have a go" and an understanding that fluency in a language is not the most important thing: it's all about communication!

Topic Structure

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Assessment Structure

Unit 1 - Understanding and responding to different types of spoken language

How it is assessed

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
(40 marks (Foundation Tier), 50 marks (Higher Tier))

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Listening (25%)

Unit 2 - Understanding and responding to different types of written language

How it is assessed

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes

How it is assessed

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

Speaking (25%)

Unit 4 - Communicating effectively in writing for a variety of purposes

How it is assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier)

Writing (25%)

Additional Information (including any entrance requirement for the course)

Possible Berlin trip – 4 days in September of Year 11 which will roughly be about £600. This trip is not compulsory and support may be provided in cases of financial hardship.

Modern Foreign Language - Spanish

Specification Code
AQA 8698

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Modern Foreign Languages - Spanish?

Languages were vocational long before the word was invented to describe other areas of study!

Top 10 reasons to study a foreign languages:

1. **Tomorrow's World** - In most countries it's the norm to speak another language. In the EU, such people are well placed to take advantage of the single market. 52.7% of Europeans are fluent in two languages.
1. **Job Opportunities** - A language will give you the edge over monolingual applicants. You are a potential bridge to new customers. 94% of employers think that foreign language skills are important.
1. **Other Cultures** - Learning a language opens the door into other cultures. 75% of the World's population speak no English at all.
4. **Better English & Maths** - Research shows that learners who have developed analytic and interpretive abilities through the study of a foreign language, have enhanced levels in English and Maths.
5. **Critical & Creative** - Learning a language increases your problem-solving skills, improves memory, self-discipline and self-esteem.
6. **Higher Education** - Foreign language skills are a requirement for some degrees. In many fields (science, medicine, law, politics, journalism...), a reading knowledge of a foreign language is expected.
7. **Travel** - Language abilities let you see and appreciate things that monolingual visitors cannot. "The most important trip you may take in life is meeting people halfway" (Henry Boye).
8. **Study Abroad Options** - All current Year 9 students met "Erasmus" students from different parts of Europe at Gillotts earlier this year: students who are experiencing a new culture and learning a new language while having a great social life to boot!
9. **A Richer Life** - Graduates with languages skills earn more than those who do not. But richness in life is not measured in pounds and pence. Studying a language, learning about different cultures, engaging with new people all lead to a richer, more fulfilling life.

Possible Careers

Every possible job you can think of can be done better if the person in that line of work has developed language skills!

From a receptionist in an office block who welcomes foreign clients to a train manager who needs to help foreign tourists. From a sales person who needs to wine and dine a potential customer to a police officer who needs to give some directions to a foreign driver. From a soldier who needs to communicate with foreign soldiers on a joint exercise to. The list is endless.

Some language learners may end up as translators, interpreters or, dare I say, teachers, but the majority don't! Most do the job they are trained to do whether it be an accountant or a zoo-keeper, they just do it **better** because they are able to do it using their language skills.

Aptitudes Needed

An open mind, a willingness to “have a go” and an understanding that fluency in a language is not the most important thing: it’s all about communication!

Topic Structure

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Assessment Structure

Unit 1 - Understanding and responding to different types of spoken language

How it is assessed

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
(40 marks (Foundation Tier), 50 marks (Higher Tier))

Each exam includes 5 minutes’ reading time of the question paper before the listening stimulus is played.

Listening (25%)

Unit 2 - Understanding and responding to different types of written language

How it is assessed

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes

How it is assessed

7–9 minutes (Foundation Tier) + preparation time
10–12 minutes (Higher Tier) + preparation time
60 marks (for each of Foundation Tier and Higher Tier)

Speaking (25%)

Unit 4 - Communicating effectively in writing for a variety of purposes

How it is assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier

Writing (25%)

Additional Information (including any entrance requirement for the course)

None

Music

Specification Code
Edexcel IMU0

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study Music?

If you enjoy playing music, enjoy making up your own music or even just really enjoy listening to music then this could be this course for you. Music GCSE provides you with opportunity to develop each of the skills of performing, composing and listening through a variety of different mediums. You will have the opportunity to develop your skills on your chosen instrument and also to explore the world of music technology by using it to compose your own music. You will study a range of different music ranging from Bach to Beethoven, Queen to John Williams and some interesting world music fusions and use these pieces to help inspire your own compositions and performances.

Possible Careers

Instrumental Performance: Armed Forces Musician, Dance, Rock or Jazz Band, Orchestral Musician

The Recording Industry: Producer, Engineer/Mixer, Studio Arranger, Music Copyist

The TV and Radio Industry: Radio/TV Commercial Musician, Music Researcher, Administrator.

Music Technology: Sound and video editor, Technology –based Music Instruction Designer

Music Librarianship: College/university or Orchestra Librarian

Vocal Performance: Dance Band/Nightclub vocalist, concert/opera soloist

Conducting: Choir, Orchestra, Opera Conductor

Composing: Film Score Composer, Commercial Jingle Composer, TV Show Composer

Music Therapy: Hospitals, Special Education, nursing Home, Clinic for Disabled Children

Retail: Sheet Music Sales, Instrument Sales, CD Sales

Music Education: Early childhood Music Teacher, School Music Teacher

Aptitudes Needed

Most importantly, an enjoyment of music! Curiosity about how music is put together and a creative interest in developing musical ideas of your own. Ideally you should have a particular instrumental (or vocal) study that you wish to offer for performance coursework.

Topic Structure

The paper will be in 2 sections:

Section A

6 questions in response to listening extracts played in a CD during the examination

Also includes one question on musical dictation and one question on an unfamiliar piece (with a simple score provided).

Section B

Students will be asked to compare in detail an extract of one of the set works with an extract from an unfamiliar listening piece (related to one of the set works). Students will hear the pieces and see the scores.

Assessment Structure

Unit 1: Performing

- 2 Performances
- 60 Marks (30 marks for Solo Performance, 30 marks for Ensemble Performance)
- 30% of GCSE

Unit 2: Composing

- 2 Compositions
- 60 Marks (30 marks per composition)
- 30% of GCSE

Unit 3: Appraising

- Listening and Writing Exam: 1 hour 45 minutes
- 80 Marks
- 40% of GCSE

The performance can be given on any instrument including voice. Both the ensemble and the solo performances can be given on the same or different instruments. Both performances must be at least one minute long with a combined length of minimum four minutes.

Additional Information (including any entrance requirement for the course)

It is highly recommended that students are able to read music notation and play an instrument/sing. This is vital for the performance aspect of the course as well as for studying the Set Works. We also encourage students to have regular instrumental lessons so that they have instrument specialist feedback for their performances and for theory help.

PE

Specification Code
OCR J587

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study PE?

Physical exercise is an important part of a healthy lifestyle. It is a growing area and can lead to careers in:

- Leisure Industry
- Teaching
- Coaching/instructing
- Physiotherapy

Possible Careers

- Leisure Industry
- Teaching
- Coaching/instructing
- Physiotherapy

Aptitudes Needed

An enthusiastic approach towards all sports with a willingness to learn and improve your own ability and skill level. You need to be organised and bring the correct kit for every lesson and complete all the homework set. You need to have a sound level of sporting ability in most sports and be able to play in at least one school team.

Topic Structure

Component 01: Physical factors affecting performance

1.1 Applied anatomy and physiology

1.1.a The structure and function of the SKELETAL SYSTEM

1.1.b The structure and function of the MUSCULAR SYSTEM

1.1.c Movement analysis

1.1.d The CARDIOVASCULAR and RESPIRATORY SYSTEMS

1.1.e Effects of exercise on the body systems

1.2 Physical training

1.2.a Components of fitness

1.2.b Applying the principles of training

1.3 c Preventing injury in physical activity and training

Component 02: Socio-cultural issues and sports psychology

2.2.a Engagement patterns of different social groups in physical activities and sports

2.1.b Commercialisation of physical activity and sport

2.1.c Ethical and socio-cultural issues in physical activity and sport

2.2 Sports psychology

2.2 Sports psychology

2.3 Health, fitness and well-being

2.3 Health, fitness and well-being

Component 03: Performance in physical education (NEA)

3.1 Performance of three activities taken from the two approved lists in specification*

- one from the individual list
- one from the team list
- one from either list

3.2 Analysing and evaluating performance (AEP), coursework.

If you click on the following link it will download a copy of the (subject) GCSE specification which we are following: <http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>

Assessment Structure

Component 01: Physical factors affecting performance

30% OF TOTAL GCSE

1 hour written paper

60 marks

Component 02: Socio-cultural issues and sports psychology

30% OF TOTAL GCSE

1 hour written paper

60 marks

Component 03: Performance in physical education (NEA)

3.1 Performance of three activities taken from the two approved lists in specification*

- one from the individual list
- one from the team list
- one from either list

3.2 Analysing and evaluating performance (AEP), coursework.

Additional Information (including any entrance requirements for the course)

You need to be taking part in sport on a regular basis outside of school as well as playing for the school teams for at least one sport.

Science – Biology (Triple Science)

Specification Code

OCR 21st Century Science

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study separate sciences?

The triple science course provides thorough preparation for further studies in science, including A-levels and the International Baccalaureate.

Extra topics are covered on the triple science course, which is a help to students who are certain they wish to pursue further education in Sciences.

Many careers require GCSE science, and students may find that the separate science course puts them in a great position to pursue these careers successfully.

Studying the triple science course, as with many scientific qualifications, provides students with a variety of skills that can be applied to many areas of work, such as analysing and problem solving.

Possible Careers

Medicine; veterinary practice and nursing; engineering, pharmaceuticals, physiotherapy, sports science, nursing, marine biology, geology and surveying.

Aptitudes Needed

On the triple sciences course students take three GCSEs, one in each of the sciences: biology, chemistry and physics. They gain a separate GCSE grade for each of these three sciences at the end of Year 11. This differs from the combined science courses where students gain 2 science GCSEs. Students who really **enjoy science** and find it **interesting** and **motivating**, often choose to take the triple science course at GCSE.

Topic Structure

Topic Structure -Biology

1. You and your genes
2. Keeping healthy
3. Living together-food and ecosystems
4. Using food and controlling growth
5. The human body-staying alive
6. Life on earth-past, present and future
7. Ideas about science

Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Assessment Structure

Biology Paper 1: Breadth

cover all Biology topics
short answer questions up to 3 marks
1 hour 45 minutes
90 marks
50% weighting

Biology Paper 2: Depth

cover all Biology topics
structured questions including extended writing
1 hour 45 minutes
90 marks
50% weighting

Additional Information (including any entrance requirement for the course)

The challenging nature of the subject content and the mathematical skills required to study triple science mean that we would expect students opting for the this option to have a secure understanding of key concepts in both science and maths- achieving at least a Grade 3 in both subjects by the end of Year 9.

Students will also need to have shown a strong work ethic throughout Years 7, 8 and 9 in science. Decisions will be made on an individual basis.

When completing your option form, you will need to get Mr West to sign it. He will only sign your form after a discussion with your current teacher. If a parent would like a further discussion about this, please contact Mr West at school.

Science – Chemistry (Triple Science)

Specification Code

OCR 21st Century Science
B J25

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study separate sciences?

The triple science course provides thorough preparation for further studies in science, including A-levels and the International Baccalaureate.

Extra topics are covered on the triple science course, which is a help to students who are certain they wish to pursue further education in Sciences.

Many careers require GCSE science, and students may find that the separate science course puts them in a great position to pursue these careers successfully.

Studying the triple science course, as with many scientific qualifications, provides students with a variety of skills that can be applied to many areas of work, such as analysing and problem solving.

Possible Careers

Medicine; veterinary practice and nursing; engineering, pharmaceuticals, physiotherapy, sports science, nursing, marine biology, geology and surveying.

Aptitudes Needed

On the triple science course students take three GCSEs, one in each of the sciences: biology, chemistry and physics. They gain a separate GCSE grade for each of these three sciences at the end of Year 11. This differs from the combined science course where students gain 2 science GCSEs. Students who really enjoy science and find it interesting and motivating, often choose to take the triple science course at GCSE.

Topic Structure

Topic structure- Chemistry

1. Air and water
2. Chemical patterns
3. Chemicals in the natural environment
4. Material choices
5. Chemical analysis
6. Making useful chemicals
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6

Assessment Structure

Chemistry Paper 1: Breadth

cover all Chemistry topics
short answer questions up to 3 marks
1 hour 45 minutes
90 marks
50% weighting

Chemistry Paper 2: Depth

cover all Chemistry topics
structured questions including extended writing
1 hour 45 minutes
90 marks
50% weighting

Additional Information (including any entrance requirement for the course)

The challenging nature of the subject content and the mathematical skills required to study triple science mean that we would expect students opting for the this option to have a secure understanding of key concepts in both science and maths- achieving at least a Grade 3 in both subjects by the end of Year 9.

Students will also need to have shown a strong work ethic throughout Years 7, 8 and 9 in science. Decisions will be made on an individual basis.

When completing your option form, you will need to get Mr West to sign it. He will only sign your form after a discussion with your current teacher. If a parent would like a further discussion about this, please contact Mr West at school.

Science – Physics (Triple Science)

Specification Code

OCR 21st Century Science B
J259

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study separate sciences?

The triple science course provides thorough preparation for further studies in science, including A-levels and the International Baccalaureate.

Extra topics are covered on the triple science course, which is a help to students who are certain they wish to pursue further education in Sciences.

Many careers require GCSE science, and students may find that the separate science course puts them in a great position to pursue these careers successfully.

Studying the triple science course, as with many scientific qualifications, provides students with a variety of skills that can be applied to many areas of work, such as analysing and problem solving.

Possible Careers

Medicine; veterinary practice and nursing; engineering, pharmaceuticals, physiotherapy, sports science, nursing, marine biology, geology and surveying.

Aptitudes Needed

On the triple science course students take three GCSEs, one in each of the sciences: biology, chemistry and physics. They gain a separate GCSE grade for each of these three sciences at the end of Year 11. This differs from the combined science courses where students gain 2 science GCSEs. Students who really enjoy science and find it interesting and motivating, often choose to take the separate sciences course at GCSE.

Topic Structure

Topic Structure

1. Radiation and Waves
2. Sustainable energy
3. Electric circuits
4. Explaining motion
5. Radioactive materials
6. Matter-models and explanations
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Assessment Structure

Physics Paper 1: Breadth

cover all Physics topics
short answer questions up to 3 marks
1 hour 45 minutes
90 marks
50% weighting

Physics Paper 2: Depth

cover all Physics topics
structured questions including extended writing
1 hour 45 minutes
90 marks
50% weighting

Additional Information (including any entrance requirement for the course)

The challenging nature of the subject content and the mathematical skills required to study triple science mean that we would expect students opting for the this option to have a secure understanding of key concepts in both science and maths- achieving at least a Grade 3 in both subjects by the end of Year 9.

Students will also need to have shown a strong work ethic throughout Years 7, 8 and 9 in science. Decisions will be made on an individual basis.

When completing your option form, you will need to get Mr West to sign it. He will only sign your form after a discussion with your current teacher. If a parent would like a further discussion about this, please contact Mr West at school.

Sociology

Specification Code
AQA 4190

[Exam Board Website Link](#)

[Link to GCSE Specification](#)

Why study Sociology?

Sociology is the study of society and the world around us. It is an examination of how society, and the individuals and groups within it, function. Students will reflect on their own experience of the social world in which they live.

Possible Careers

Psychology, criminology, counselling, social work and the health service.

Aptitudes Needed

Sociology students need to be dedicated to the pursuit of excellence.

Are you willing to work towards becoming self-monitoring learners, deeply engaged in the process of reflecting, self-reviewing, evaluating and adjusting learning strategies?

Topic Structure

1. Key concepts and processes of cultural transmission
 - a. Key sociological concepts
 - b. Debates over the acquisition of identity
 - c. The process of socialisation
2. Families
 - a. Family diversity and different family forms in the UK and within a global context
 - b. Social changes and family structures
 - c. Social changes and family relationships
 - d. Sociological theories of the role of the family
 - e. Criticisms of family
3. Education
 - a. Sociological theories of the role of education
 - b. Processes inside schools.
 - c. Patterns of educational achievement
 - d. Factors affecting educational achievement
4. Sociological research methods
 - a. Usefulness of different types of data
 - b. Methods of research
 - c. Sampling processes
 - d. Practical issues affecting research
 - e. Ethical issues affecting research
5. Social differentiation and stratification
 - a. Sociological theories of stratification
 - b. Different forms and sources of power and authority
 - c. Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality
 - d. Factors which may influence access to life chances and power
 - e. Poverty as a social issue
6. Crime and deviance
 - a. Social construction of concepts of crime and deviance
 - b. Social control
 - c. Patterns of criminal and deviant behaviour
 - d. Sociological theories and explanations of deviance and criminal behaviour
 - e. Sources of data on crime
7. Applied methods of sociological enquiry
 - a. The process of research design
 - b. Interpreting data

Assessment Structure

Student will sit two written exams at the end of Year 11, lasting 1 hr 45 mins each. Both exams are worth 50% of the final grade.

Paper 1: Understanding Social Processes

Paper 2: Understanding Social Structures

Non GCSE Options

BTEC Children's Play, Learning and Development (1 option choice)

Specification Code

Edexcel BTEC
600/6814/0

[Link to Exam Board Website](#)

[Link to GCSE Specification](#)

Why study the BTEC First Award in Children's Play, Learning and Development

BTECs are vocational based courses which help you prepare for the world of work. This course can act as a direct route into employment in the children's play/care sector but can also provide a stepping stone onto children's play/care related Level 3 courses and beyond.

There are lots of jobs involving young children and a BTEC in Children's Play, Learning and Development would be an excellent qualification to offer. If you had thought of becoming a nurse, working with early year's children or in a nursery this could be the course for you. It will also be of interest to students who have simply found that they are good with small children and want to find out more about them in order to understand them better.

It will support progression onto other level 2 vocational qualifications or onto Level 3 vocational qualifications such as the BTEC Level 3 Nationals in Children's Play, Learning and Development or the BTEC Level 3 Nationals in Health and Social Care. It could also support progression onto apprenticeships within the early years and health & social care sectors.

This is a module based course which is assessed through a combination of external assessment (60 minute exam) and building up a portfolio of evidence over the two years. The final qualification is equivalent to one GCSE grade (4-9).

It is a very interesting, interactive and challenging course which gives you the opportunity to study a child and possibly do work experience in this field too.

As it is a single option it will take up one of your option choices.

Possible Careers

Nursery care, children's play, learning support, teaching [with other qualifications], nursing.

Aptitudes Needed

Ability to cope with a rigorous course of study; organisational skills; being able to work to targets; good literacy and written skills; interested in young children.

Topic Structure

Unit 1

- A. Understand growth and development in children.
- B. Understand the characteristics of children's development from birth up to eight years.
- C. Understand how adults in early years settings can support children's development.

Unit 2

- A. Understand how play promotes children's development in early years settings.
- B. Understand how different play opportunities promote children's development.
- C. Understand how play is structured in early years settings to promote children's development.

Unit 3

- A. Understand the importance of inclusive practice in early years.

- B. Explore ways in which early years setting implement inclusive practice.
- C. Understand how children are empowered in early years settings.
- D. Understand the role of the key person in supporting children's development.

Assessment Structure

Unit 1: Patterns of Child development

25% (30 hours)

1 hour External exam set and marked by EDEXCEL, taken in May of Year 10.

Unit 2: Promoting Children's development through Play

25% (30 hours)

3 written assignments completed in January to June in Year 10. These include written reports, PowerPoint presentations and information leaflets.

Unit 3: The principles of early years practice

50% (60 hours)

4 written assignments completed September to April in Year 11. These include written reports, PowerPoint presentations and information leaflets.

Additional Information (including any entrance requirement for the course)

This is the course that we currently offer to students. However, there are some new courses being developed and we will make a final decision about which one we will follow later on this academic year. The content of all the courses which will be available is similar.

BTEC Workskills (2 option choices)

Specification Code

Pearson BTEC Level 2 95-GLH
Award in Workskills

[Link to Exam Board Website](#)

[Link to Specification](#)

Why study BTEC Workskills?

BTEC Workskills provides students with the opportunity to earn a BTEC qualification which is equivalent to a GCSE. It involves a series of units each of which deal with developing skills which are relevant to the world of work.

Each unit carries with it a number of Guided Learning Hours. Assuming that they complete the unit, the number of Guided Learning Hours for each unit will be added up to determine the level of the final qualification.

This course is particularly suited to students who may find choosing four, more traditional GCSEs, a bit of a challenge. They will still come out with 8 GCSEs which is enough for entrance for post 16 school and college courses while, at the same time, developing useful employability skills. It is an opportunity to develop a particular interest and to explore the more practical side of their education.

Possible Careers

You will be provided with opportunities to develop a wide range of skills (time management, planning, organisation, teamwork, finance and preparing for the job market).

Students may work on a volunteering project; plan, create and produce an enterprise project; learn how to balance a budget, and lead various teambuilding and leadership activities. Students will leave the course with a wide range of skills which will help them prepare for the world of work. The range of modules is so varied, it could lead to a multitude of possible careers, so it is a chance to explore lots of different options.

Aptitudes Needed

An ability to create a portfolio of work-related and life skills involving the units taught from each teacher. Students will need to show willingness to participate in a range of activities, the desire to learn new skills and try new things.

Topic Structure

Which it may study include:

- Managing Your Own Money
- Searching and Applying for a Job
- Preparing for an Interview and Interview Skills
- Working in a Team
- Planning and Running an Enterprise Activity
- Producing a Product
- Investigating Rights and Responsibilities at Work

The actual units which will be studied (out of a choice of over 120) will be decided by the teacher and students at the start of the year. There is a lot of flexibility with the qualification and we will ensure that the units studied meet everyone's interests.

Additional Information (including any entrance requirement for the course)**Extra English and/ or Mathematics**

Depending on staffing availability we also hope to be able to use some of the lessons each fortnight for additional support in English and/ or maths.

Work experience

We may also be able to organise some 'mini' work experience for the students as part of this course.

This will count as two option choices. You will need to select two other option subjects (plus a reserve)

Extra English and Maths (1 option choice)

Why study Extra English and Maths?

While every subject is important in its own right, having strong literacy and numeracy skills is fundamental both to success at school and in adult life. It is therefore very important that all students develop a secure grasp of these skills as well as leaving school with as good a GCSE as possible in English Language and Mathematics.

In what we believe will be a welcome move, we have therefore identified a group of students for whom we believe extra lessons in English and Maths will really help. They will have received details of this in the letter which accompanies the option booklet. The Subject Leaders in English and Maths will also be having follow-up discussions with these students in their lessons and are very happy to discuss why they believe this will be an appropriate 'option choice' for your child.

They can be contacted by e-mail or by telephone – and will be very happy to arrange a meeting to discuss your child's needs.

Mrs Flett (English Subject Leader): aflett@gillotts.org.uk
Ms J Kershaw (Maths Subject Leader): jkershaw@gillotts.org.uk

If your child's options letter does not make reference to this as a possible choice but you would like your child to be considered for the group, please contact your child's Head of House in the first instance.

As it is a single option it will take up one of your option choices.

How will it work?

The plan is for the Extra English/ Maths lessons to take place during one of the option blocks. Thus, rather than following four GCSE subjects, your child would follow three subjects (e.g. geography, PE and sociology) plus extra English/ Maths.

When completing your child's option form you should select the 'Extra English/ Maths' option and include your order of preference for this subject. You should then choose four further option (three which you would like your child to follow plus one reserve subject).

The current plan is for these lessons to be staffed by members of the English/Maths team with some support from other members of staff.

Please note:

- students who have opted for BTEC Workskills will not be able to take this option
- students who opt for this will still be able to achieve 9 GCSEs- most school and college 6th Forms as well FE colleges/ universities will only consider their 'best 8' when considering applications.

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