



Options Book

Key Stage 4 Courses 2022-2024

Sunrising, East Looe, Cornwall, PL13 1NQ

Dear Parents/Carers and Students

The purpose of this booklet is to inform you of the courses available, to explain the curriculum and the option choices that we offer to students at Key Stage 4.

A Broad and Balanced Curriculum

All students follow a compulsory core of subjects at GCSE in English, Mathematics, Science, EPR (Ethics, Philosophy and Religion) and non-GCSE courses in PSHCE and PE. In addition, students choose four further subjects. We believe students should follow a broad and balanced curriculum and therefore offer a range which includes technology and creative subjects in our KS4 curriculum in order to keep students' options open for their future study and careers. All courses are GCSE or level 2 equivalent courses such as a BTEC First Award. All courses on offer have a progression route to Further Education.

The English Baccalaureate (EBacc)

As you are probably aware, the government in recent years has promoted the English Baccalaureate as a suite of GCSE qualifications that if completed successfully at grade 4 or above, demonstrates that a student has completed a 'core of academic' study.

The English Baccalaureate (EBacc) is made up of six GCSEs: English, Mathematics, two Science GCSEs (either Combined Science or two from Biology, Chemistry, Physics or Computer Science), a Modern Foreign Language (Spanish or French) and a Humanities subject (Geography or History). A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025. At Looe Community Academy we offer two pathways and we would strongly recommend that students opt for the English Baccalaureate to protect themselves in the future if this gains popularity with universities to determine suitability for their courses. Certainly, this is being encouraged by the government.

The Options Form

Students should choose a pathway and subjects which will suit their abilities and their needs. The choices should be both enjoyable and challenging. If they are unsure about their choices, they should discuss this with their tutor, Leader of Learning or subject teachers. Please take the opportunity to use the parents'/carers' evening on Wednesday 9 March to discuss potential options choices with the relevant subject teachers.

Students will need to complete and detach the form on the back of this booklet. We also request that a note of these is made on the following page to keep for their future reference.

We will endeavour to give students their preferred choice, but please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses at any time during this process. Students will begin their Key Stage 4 courses in June 2022 and during the first 3 weeks of the course, we are happy to discuss changes if a student feels they have made a wrong choice. However, on returning from the summer holiday, students will be required to continue on their chosen pathway.

Preliminary choices must be made by completing, detaching and returning the form at the back of this booklet to the student's form tutor by Friday 18 March.

Yours faithfully



Scott Yalden
Headteacher



MAKE A NOTE OF YOUR CHOICES HERE AND KEEP FOR REFERENCE
PLEASE RETURN THE FORM ON THE BACK PAGE TO YOUR TUTOR

Name Tutor Group

EBacc Pathway (strongly recommended as per the DfE guidance)	Choose one (✓)		Choose one (✓)		Choose three subjects by stating '1', '2', '3' in order of preference	
	French		Geography		French	
	Spanish		History		Spanish	
	<i>In total, four subjects will be allocated from your choices, if possible</i>				Geography	
					History	
					Computer Science	
					Engineering Design Level 1/2 certificate	
					Design and Technology	
					Food Preparation and Nutrition	
					Textiles	
					Art and Design	
					Music BTEC	
					Drama (Performing Arts Tech Award)	
	Performing Arts (Dance) BTEC					
PE						
Sociology						
Non EBacc Pathway	Choose one (✓)				Choose four subjects by stating '1', '2', '3', '4' in order of preference	
	French				French	
	Spanish				Spanish	
	Geography				Geography	
	History				History	
	Computer Science				Computer Science	
	<i>In total, four subjects will be allocated from your choices, if possible</i>				Engineering Design Level 1/2 certificate	
					Design and Technology	
					Food Preparation and Nutrition	
					Textiles	
					Art and Design	
					Music BTEC	
					Drama (Performing Arts Tech Award)	
					Performing Arts (Dance) BTEC	
PE						
Sociology						

Are you talented in science and interested in three separate awards in Physics, Chemistry and Biology? Y/N

Please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses.

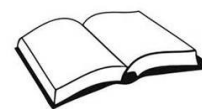
NB Choose only Textiles or Art and Design
Choose only Design and Technology or Engineering Design

Qualification Ladder – University, Further Education and Lifelong Learning

It is important that you understand the qualification ladder and where each of your option choices is placed on it. The ladder shows how all qualifications are placed in relation to the more established and well known awards.

Level 8	<ul style="list-style-type: none"> • Doctorate, e.g. PhD, DPhil • Level 8 award /certificate/diploma
Level 7	<ul style="list-style-type: none"> • Master's degree e.g. MA, MSc, MEng • Postgraduate certificate/diploma e.g. PGCE • NVQ level 7 • Award/certificate/diploma level 7
Level 6	<ul style="list-style-type: none"> • Degree apprenticeship • NVQ level 6 • Award/certificate/diploma level 6 • Bachelor's degree with honours, BA Hons, BSc Hons • Ordinary degree without honours • Graduate certificate • Graduate diploma
Level 5	<ul style="list-style-type: none"> • Higher National Diploma, HND • BTEC professional award level 5 • NVQ level 5 or Award/certificate/diploma level 5 • Diploma of higher education, Dip HE • Foundation degree
Level 4	<ul style="list-style-type: none"> • Certificate of higher education (Cert HE) • Higher apprenticeship • Higher National Certificate HNC • NVQ level 4 or Award/certificate/diploma level 4
Level 3	<ul style="list-style-type: none"> • AS and A-levels grades A,B,C,D or E • NVQ level 3 or Award/certificate/diploma level 3 • National certificate level 3 • International Baccalaureate diploma • Advanced Apprenticeship • Music grades 6,7,8 • Tech level
Level 2	<ul style="list-style-type: none"> • GCSEs at grades A*, A, B, C, CSE grade 1, O level grade A, B, C • GCSE grades 5 – 9 • NVQ level 2 or Award/ certificate /diploma level 2 • Essential /Functional skills, level 2 • English Baccalaureate • Intermediate Apprenticeship • Music grades 4 and 5
Level 1	<ul style="list-style-type: none"> • NVQ level 1 or Award/ certificate /diploma level 1 • GCSEs at grades D, E, F, G • GCSEs at grades 1-4 • First certificate • Music grades 1,2,3
Entry Level	<ul style="list-style-type: none"> • Entry level certificate / award/ diploma • Entry level Functional Skills • Skills for Life

ENGLISH GCSE (*Compulsory core*)



What will you be learning?

During Years 10 and 11, all students will study two GCSEs: English Language and English Literature.

GCSE English Language

This course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students will read and respond to a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction. They will also develop their creative writing skills, focusing on descriptive and narrative writing and writing to present a viewpoint.

Speaking and Listening (now called Spoken Language) is assessed separately. Students will give a formal presentation, responding to questions and also asking questions for clarification.

What is the assessment?

Reading and writing skills will be assessed through two written final exams. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Spoken Language will be assessed through a presentation in class.

GCSE English Literature

Students will read and analyse: a play by Shakespeare, a 19th century novel, a modern text (play) and a range of poetry. The course will encourage students to become thoughtful, critical readers and to read widely for pleasure.

What is the assessment?

Assessment will be by two written final exams. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

What will you be working towards?

All students will be working towards a GCSE English Language and GCSE English Literature qualification.

What happens when you have finished?

Having completed the course, students may choose to continue their studies at A-Level or they could seek employment. Whatever choices are made in the future, English will be a core component of the communication successes that life requires.

MATHEMATICS GCSE (*Compulsory core*)



What will you be learning?

The aims of the course are for students to develop their mathematical skills in a way which encourages confidence as well as providing satisfaction and enjoyment.

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. We support students to engage with, explore, enjoy and succeed in maths.

All students have the opportunity to follow a course that enables them to be numerate and builds on what they already know. This course encourages students to:

- ▶ consolidate their understanding of mathematics
- ▶ be confident in their use of mathematics
- ▶ extend their use of mathematical vocabulary, definitions and formal reasoning
- ▶ develop the confidence to use mathematics to tackle problems in the workplace and everyday life
- ▶ take increasing responsibility for the planning and execution of their work
- ▶ develop an ability to think and reason mathematically
- ▶ learn the importance of precision and rigour in mathematics
- ▶ use a calculator effectively and efficiently
- ▶ make connections between different areas of mathematics
- ▶ realise the application of mathematics in the world around them
- ▶ use ICT appropriately
- ▶ develop a firm foundation for appropriate further study.
- ▶ develop fluent knowledge, skills and understanding of mathematical methods and concepts
- ▶ acquire, select and apply mathematical techniques to solve problems
- ▶ reason mathematically, make deductions and inferences and draw conclusions
- ▶ comprehend, interpret and communicate mathematical information in a variety of forms
- ▶ appropriate to the information and context.

Content

Students will have three or four timetabled lessons each week, each of one hour duration and should expect to spend time on additional study (including homework and reading through notes). Homework will regularly be set each week and can be up to a total of two hours per week.

The course covers six areas of mathematics:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

What is the assessment?

The scheme of assessment is linear with three question papers at each tier to be taken in the same examination series. The following information is the same for both Foundation and Higher tiers.

- ▶ Paper 1: Written paper (non-calculator) – 33⅓% of the GCSE Mathematics assessment
1 hour 30 minutes
80 marks
- ▶ Paper 2: Written paper (calculator) – 33⅓% of the GCSE Mathematics assessment
1 hour 30 minutes
80 marks
- ▶ Paper 3: Written paper (calculator) – 33⅓% of the GCSE Mathematics assessment
1 hour 30 minutes
80 marks

All papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

What will you be working towards?

Students will be working towards a GCSE in Mathematics following the GCSE Mathematics curriculum accredited by AQA exam board, syllabus 8300. Students in Sets 1 and 2 normally following the Higher Tier scheme of work and students in Sets 3, 4 and 5 following the scheme at Foundation Tier. Students following the Higher Tier course will have access to grades 9 - 4. Students following the Foundation Tier have access to grades 5 – 1.

Method of Study

It is hoped that you will experience a variety of approaches to study, including:

- ▶ Formal class work
- ▶ Use of investigations
- ▶ Use of group work
- ▶ Use of calculators and computers
- ▶ Regular internal assessment and feedback to help with your studies.

You will find some topics more difficult than others. Your teachers will be more than happy to assist you with these difficulties, both in class and outside lesson time, if you ask.

What happens when you have finished?

The course can lead to further study e.g. A-levels, National Diplomas, access courses for mature students, training and employment. A grade 5 at GCSE is required for many numerical related courses and jobs and is particularly useful for running a business, computer courses, handling household accounts etc.

SCIENCE GCSE (*Compulsory core*)



What will you be learning?

The science of today is the technology of tomorrow and we passionately believe that science has something to offer every student. Science has changed our lives and is vital in understanding our past and shaping our future. The course provides the foundation for understanding the world around us, through the disciplines of biology, chemistry and physics. Building on prior learning from Key Stages 1, 2 and 3 and developing three key areas:

- Knowledge and understanding of the key scientific ideas, techniques and procedures
- Application of knowledge and understanding to new contexts
- Analysis of information and ideas, including interpretation, evaluation, making judgements, drawing conclusions and developing experimental procedures.

What will you be working towards?

All students will be studying AQA Science Trilogy as part of the core curriculum. This will give them the opportunity to achieve the highest grades and awards them a double GCSE in Science (2 GCSE grades). The content of this course is spread equally across the 3 Science disciplines of Biology Chemistry and Physics.

Three Separate Sciences

The more talented students, with an interest in possibly taking Science further, will be offered the opportunity to do extra lessons or give up an option and 'convert' AQA Science Trilogy into three separate sciences GCSE Biology, GCSE Chemistry and GCSE Physics (AQA). This will give those students the best preparation for A-level and other Level 3 Science Courses post-16. They are not, however, a prerequisite for those courses. Getting good grades of 6 or above in 2 Science GCSEs is much more important and so this option is only advisable for students who we feel will cope with the more difficult work. Consultation will be undertaken to identify how this can be delivered to meet students' needs.

How is it assessed?

AQA Science Trilogy: Students will take 6 GCSE papers of 1 hour 15 minutes each at the end of Year 11. They will gain 2 GCSEs of grades varying from 1-1 to 9-9. Students who reach a grade, (say grade 4) but not quite the next grade (eg grade 5) will score for example 5-4.

Three Sciences: Students will take 6 GCSE papers of 1 hour 45 minutes each at the end of Year 11. They will gain a GCSE in each of Biology Chemistry and Physics graded 1-9 (3 GCSEs in total).

RELIGIOUS STUDIES GCSE **(ETHICS, PHILOSOPHY AND RELIGION)** *(Compulsory core)*



What will you be learning?

All students will study a GCSE in Religious Studies. Students began studying this GCSE at the beginning of Year 9 and will continue throughout Key Stage 4.

In Religious Studies students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. As communities become more diverse, there is a greater need for a more understanding and tolerant society. Religious Studies plays a vital role in creating social cohesion through generating questions, thinking, listening and understanding between communities, to reduce friction, intolerance and social unrest.

All students study the AQA Specification A GCSE 9-1 course in Religious Studies. Students sit two examinations each lasting 1 hour and 45 minutes, and each worth 50% of the final qualification.

The topics students study are:

- Paper 1: The study of religions: beliefs, teachings and practices. Two papers; one Christianity and one Buddhism (both papers sat leading to a total examination length of 1 hour 45 minutes)
- Paper 2: Thematic studies (issues such as Relationships and the Family, Religion and Life, Peace and Conflict and Religion and Human Rights).

All exams will have compulsory questions focusing on knowledge, understanding and evaluation of the identified themes or subject content. Religious Studies papers are designed to give access to the full range of grades and are not tiered.

What will you be working towards?

All students will be working towards a GCSE qualification (9-1) in Religious Studies.

What happens when you have finished?

There are opportunities for students to continue with Religious Studies at A-level if they wish. A background in Religious Studies will also enhance any future studies in Psychology, Sociology, English Literature or History at A Level. In many areas of work employers look for someone with an enquiring mind, understanding and an appreciation of other people's points of view, and an ability to come to clear, informed decisions. These are all skills which are developed in Religious Studies. Specifically, an EPR qualification meets needs in many of the caring professions, broadcasting, journalism, publishing and teaching, as well as full time work with religious agencies. The skills of empathy and tolerance gained in EPR can enhance work undertaken in a variety of fields such as medicine, and teaching. Most importantly, it helps create an understanding of different beliefs, cultures and ethical beliefs which are fundamental to life as a citizen of the world.



The PSHCE programme of study for Year 10 and 11 students is part of a whole school approach to the personal development of young people.

What will you be learning?

PSHCE provision encapsulates three core themes:

Theme 1: Health and Wellbeing

How to manage transition

- How to maintain physical, mental and emotional health and wellbeing including sexual health
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health and to stay, and keep others safe, how to identify help, advice and support
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- How to respond in an emergency including administering first aid
- The role and influence of the media on lifestyle, body image and consumerism
- Sexual health is included within this core theme, however, it is important that it is also considered within the context of healthy relationships

Theme 2: Relationships

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss, including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support.

Theme 3: Living in the Wider World

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can influence life outcomes.

The PSHCE curriculum provision is enhanced through partnership working with external agencies such as:

Careers Service, the Police, Brook, Healthy Schools, Sixth Forms and Colleges, Youth Parliament, Amnesty International, local Clergy, Magistrates, online E-Safety awareness experts, business partners and Alumni support and work experience course.

What is the assessment?

Essential skills are evaluated using 'Skills Builder' to assess the development of listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork skills in PSHCE, across the school and beyond.

What happens when you have finished?

The course enables students to be aware of future roles in society in which they live. It prepares students with necessary skills and qualities to navigate the wider world and world of work.

CORE PHYSICAL EDUCATION *(Compulsory core)*



All students must undertake two hours of compulsory Physical Education each week. The Key Stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum.

What will you be learning?

In Years 10 and 11 there is a pathway system for one lesson a week and students may opt for a pathway of their choice:

- Creative
- Team sports
- Individual sports
- Fitness activities
- Leadership

There is also an option available to gain a qualification in Sports Leadership.

For all sports, full sport and PE kit must be worn.

The ranges of activities are designed to cater for every need and interest throughout the year and activities range from traditional and competitive sports, to recreational, creative and fitness activities. A wide variety of extracurricular activities are offered to all students. A number of fixtures with other schools take place on a regular basis.

What happens when you have finished?

The course will also help students to appreciate the necessity for some form of physical activity to enable them to lead a healthy lifestyle. The objective is to promote physical activity and lifetime participation in sporting activity as part of a healthy balanced lifestyle.

SOCIOLOGY



What will you be learning?

Sociology is the study of how society is organised and uses social science techniques to understand human behaviours and social structures. As a subject Sociology is like a Humanities subject but uses special techniques such as interviews, surveys, observations and case studies to form ideas about groups of people. Sociologists also use data to work out trends, for example crime rates or birth rates.

You will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide you with a deeper, more theoretical understanding of the social world.

You will study why sociologists believe the family is so important and look at changing patterns of family life. You will study the functions of the education system, looking at differences between gender, ethnicity and social class in terms of who does best in our education system.

In addition, you will study rates of crime - whether all crime is reported or not and whether it is rising or falling and why. Sociologists look at different rates of offending amongst criminals by race, age or ethnicity. Throughout the course you will be required to debate ideas, present persuasive arguments in essays, analyse classic Sociological theory and develop your own opinions about the world around you.

What is the assessment?

One exam will be assessing these topics:

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

The other exam will assess:

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

What will you be working towards?

A GCSE qualification which is based on the results from 2 examinations.

What happens when you have finished?

After securing a good GCSE grade in sociology you will have the option to continue with the subject at A-Level. The most obvious higher education path would be to study a degree in Sociology but due to the diversity of the subject you are able to choose a vast array of courses, to name just a few: Psychology, Media Studies, Criminology, History, Geography, Social Work, English, Law, Politics and Journalism.



What will you be learning?

The choice of topic areas studied will be:

- The risks of natural hazards; earthquakes & volcanoes, weather hazards, tropical storms, extreme weather in the UK, climate change
- The living world; ecosystems, tropical rainforests, and hot deserts or cold environments
- Physical landscapes in the UK; coastal landscapes, and river landscapes or glacial landscapes
- Urban issues and challenges; world migration and natural increase, megacities, urban planning
- The opportunities and challenges of urban change in the UK eg. Cultural mix, recreation, health, sprawl, and regeneration
- Sustainable urban living; water and energy conservation, waste recycling, reducing traffic congestion
- The changing economic world; global variations in development and quality of life, tourism, fair trade, aid, political, social and environmental changes, the economy of the UK,
- The challenge of resource management; food, water, or energy
- Geographical applications; Issue evaluation, fieldwork, maps, graphs and photo skills

What is the assessment?

- Paper 1: Living with the Physical Environment 1 hour 30 minutes equals 35% of GCSE
- Paper 2: Challenges in Human Environment 1 hour 30 minutes equals 35% of GCSE
- Paper 3: Geographical Applications 1 hour 15 minutes equals 30% of GCSE including a pre-released booklet and questions on fieldwork

What will you be working towards?

GCSE Geography grade 1-9 awarded by AQA based on the specification AQA 8035. This can then be used to go on to AS and A-level or related GNVQ, or as a supplementary GCSE, with a broad base of skills and knowledge to use on other courses/careers and everyday life.

What happens when you have finished?

We need Geography to understand our surroundings. It helps us to put world events into place and to be involved in influencing decisions that affect ourselves and our environment, whether locally or globally. Colleges, universities and most importantly employers regard people with qualifications in Geography as having skills in real world decision making about people and how they act and react to their physical environment, past, present and future in a hopefully increasingly sustainable way. Key skills include: communication (written, oral, ICT), teamwork, flexibility, decision making, self-management, creativity, problem solving and analysing. The list of potential careers is vast. Geography is the second most employable degree after medicine in the UK.

HISTORY GCSE (Option)



What will you be learning?

The course has 3 examination papers to prepare for.

Paper 1: Edexcel GCSE History 1HI0/11

Students will learn about *Medicine through Time c1250-present day*. Therefore, topics such as: surgery, science and technology, individuals and institutions and inventions will be covered through the ages, including the Black Death, circulation, vaccination and key individuals like William Harvey and Alexander Fleming. In this paper, there is also an additional case study on World War 1: injuries, treatment and the trenches on the Western front. The students will be developing an understanding of the nature and process of change, which will involve identifying and understanding trends and turning points in medicine.

Paper 2: Edexcel GCSE History 1HI0/24-25

This second paper involves a period study and a British depth study. The period study will focus on the *American West, 1835-1895*. Topics such as: way of life and beliefs of Plains Indians; early settlement and conflict; development of the Plains and conflict and conquest will form the structure of this first part of the paper. The 2nd part will be the British depth study which will cover the period *c1060-88 and incorporate Anglo-Saxon and Norman England*. Some topics studied will be: the Norman Conquest; securing the kingdom and Norman England following the Battle of Hastings.

Paper 3: Edexcel GCSE History 1HI0/31

This final paper is a modern depth study. The topic will be *Weimar and Nazi Germany, 1918-39*. Students will learn how the Weimar Republic ruled Germany up to 1933, including the Treaty of Versailles and its impact; hyperinflation and recovery; the Wall Street Crash and up to when Hitler was made Chancellor. The focus will then be life in Nazi Germany up to the start of WW2.

What is the assessment?

Paper 1:	Examination – 1 hour and 15 mins. Worth 30% of final mark
Paper 2:	Examination – 1 hour and 45 mins. Worth 40% of final mark
Paper 3:	Examination – 1 hour and 20 mins. Worth 30% of final mark

What will you be working towards?

All students will be working towards a GCSE in history, with grades 1-9 available.

What happens when you have finished?

On completion of the GCSE, you will have the opportunity to go on to study history or politics at A-level. Perhaps more importantly you will have acquired a distinct understanding of what has shaped our world today, as well as learning some key study and life skills that will undoubtedly impress future employers. You will have learnt to argue in context, to build interpretations from sources of evidence and be able to link many of our current issues that we face to events in the past. In short, you can study anything!

“Let us study things that are no more. It is necessary to understand them, if only to avoid them.”

— Victor Hugo, *Les Misérables*

“History will be kind to me for I intend to write it.” — Winston S. Churchill

FRENCH GCSE / SPANISH GCSE **(MODERN FOREIGN LANGUAGES) (*Option*)**



What will you be learning?

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how a language works, then studying GCSE French or Spanish is for you!

The Edexcel GCSE specification in French (1FRO) and Spanish (1SPO) will allow you to develop your ability to communicate with native speakers in both speech and writing. You will study across a variety of contexts relevant to your age and interests. The five GCSE themes are:

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

If you have studied French or Spanish before, then you already know a lot of the vocabulary and grammar you'll need for GCSE. You'll build on this knowledge and move onto new topics.

What is the assessment?

The GCSE consists of four externally examined papers based on the following skills: listening, reading, speaking and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June of Year 11. Each paper is available at Foundation or Higher tier. Students must be entered for a single tier across all papers.

What will you be working towards?

You will be working towards a GCSE in French or Spanish, which will provide you with:

- An understanding of the language in a variety of contexts
- Knowledge of vocabulary and grammar
- Transferable language skills
- The ability to communicate in French or Spanish
- An awareness and understanding of countries and communities where the language is spoken.

What happens when you have finished?

Taking GCSE French or Spanish means you will:

- Add an extra dimension to your personal skills profile
- Be in a stronger position to get a job in companies with global links
- Be able to work or study in a French or Spanish speaking country in later life
- Be able to study A-level French or Spanish courses to further your knowledge
- Find it easier to learn other languages in the future.



We are confident that our GCSE Physical Education specification will inspire and challenge you to do your best.

Successful students will need to be performing competitively in at least two sports outside of school, preferably at a minimum of club level standard.

What will you be learning?

In the GCSE PE course (AQA 8582) you are encouraged to:

- Be inspired, motivated and challenged to help to make informed decisions about further learning opportunities and career pathways.
- Work independently and collaboratively to develop knowledge, understanding, skills and values within Sport and PE and to be dedicated to improve your performance levels across all physical activities.
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve all aspects of performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques, using tactics, strategies and/or compositional ideas and participating in competitive sports, both within school and at club level.
- Develop your ability to analyse and evaluate performance in physical activity and sport and apply this knowledge to develop personal fitness sessions.
- Understand the impact sport and physical activity have on health, fitness and physical, mental and social wellbeing.
- Understand key socio-cultural influences which affect participation levels in sport and physical activity.

What is the assessment?

Paper 1: The human body and movement in physical activity and sport.

Written exam: 1 hour 15 minutes
78 marks
30% of GCSE

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

Written exam: 1 hour 15 minutes
78 marks
30% of GCSE

Practical performance:
Non-exam assessment:
Practical performance in physical activity and sport.

**3 PRACTICAL ACTIVITIES – 30%
COURSEWORK - 10%**

Assessed by teachers
Moderated by AQA
100 marks
Combined 40% of GCSE

60% theory

← 30% 10% →
Practical Coursework

What will you be working towards?

Theoretic subject content:

In the theoretical part of the course students will be studying the following areas; **1.** Applied anatomy and physiology **2.** Movement analysis **3.** Physical training **4.** Use of data **5.** Sports Psychology **6.** Socio-cultural influences **7.** Health, fitness and wellbeing.

Practical subject content:

Students are required to be assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

Performance analysis assessment (analysis and evaluation)

Students are required to analyse and evaluate their performance and identify a fitness and skill strength and a fitness and skill weakness. They then need to produce an action plan that provides a fitness plan and shows theoretical understanding of psychological and technological factors that suggests ways to improve upon the two weaknesses that they have identified.

What happens when you have finished?

This GCSE course will give you the first steps into the analysis of sporting performance. It will enable you to appreciate the elements of good performance and technical skills. It could lead into further study of PE and Sport.

COMPUTER SCIENCE GCSE *(Option)*



What will you be learning?

This GCSE is an excellent introduction to computer programming, computer architecture and theory. It is a challenging but rewarding course best suited to students who enjoy problem solving (OCR 1-9 J277).

This course gives participants an understanding of how computers actually work and how to *create software* rather than just how to *use software*. A major part of this course involves students programming in a high level text based language; developing their ability to plan, create, test and evaluate their own computer programs.

Students will also learn aspects from the whole spectrum of computing, eg computer hardware and software, data representation using binary code, computer networks, Boolean logic and algorithms, memory and storage and networks.

The inclusion of the course in the suite of GCSEs which can contribute towards the English Baccalaureate which increasingly universities are looking for is due to its high academic rigour and mathematical content. Many students appreciate and revel in this high academic rigour and mathematical content but less motivated and able students can struggle.

What is the assessment?

Student knowledge is assessed through two final examinations weighted equally with questions that cover the whole spectrum of computer science which is covered during the course. One of the exams will focus on algorithms, programming and computational thinking and the content is covered both in practical and theory lessons. The other exam covers general theory (computer system architecture, memory and storage, network topologies, security and protocols, software and legal, moral and environmental issues).

Students also spend time working on an extended programming project which involves puzzle solving and will likely prove to be engaging and enjoyable only to students who are motivated, independent and resilient learners. This programming project is aimed to support students with their algorithms examination.

What happens when you have finished?

This course will help students interested in continuing their education and careers in the fields of programming, games design, business, App development, Website creation, computer technicians and maths, as well as give students a real insight into computing which drives so much of our modern everyday lives. Computing is currently a skills shortage area for the UK and there are many exciting and rewarding opportunities available, both within leading edge national and multi-national companies and for individual designers and entrepreneurs. This includes a thriving and growing local sector due to the pioneering Superfast Cornwall programme.

As there is an element of mathematical logic involved in the course it is recommended that students choosing this option have achieved a level 3 or higher in Maths by the end of Year 9 although this is not a hard or fast rule.

FOOD PREPARATION AND NUTRITION GCSE (*Option*)



What will you be learning?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on developing a thorough understanding of nutrition, food provenance (where food comes from and how it gets to us) and the working characteristics of food materials. Students carry out some practical cookery but also carry out a food investigation and learn about nutrition in preparation for a written exam.

Food preparation skills are integrated into five core topics:

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

How will I learn?

- You will learn how to plan, cook and serve a range of dishes including meals for a variety of nutritional needs and occasions
- You will undertake research using IT and other media to evidence an investigation of a food enquiry
- You will learn about the science behind nutrition.

What is the assessment?

Written examination: 1 hour 45 minutes - 50% of GCSE

What's assessed?

Theoretical knowledge of food and nutrition:

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

AND

Two pieces of coursework;

Task 1, an investigation of a food enquiry - 15% of the GCSE,

Task 2, preparation of cooking 3 dishes in 3 hours in response to an AQA set theme - 35% of the GCSE

Note: the practical cooking element is not the main focus of this course

What happens when you have finished?

Upon successful completion of this course, you will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

It is also valuable as a life skill and therefore will be excellent for any student to study.

ENGINEERING DESIGN (Level 1/2 Certificate) (Option)



What you will be learning

The Cambridge National Certificate in Engineering Design helps you understand the processes of Engineering Design and how market requirements inform client briefs. Through practical activities you develop skills in computer modelling and model making and how to communicate design ideas effectively.

The qualification is a level 1 or 2 course and is equivalent to a GCSE.

What is the assessment?

The course is made up of four units that carry equal marks. Unit R105 is an exam and units R106, R107 and R108 are coursework based.

R105: Design Briefs, Design Specifications and User Requirements

Students explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. They develop their understanding of the design cycle, the requirements for a design brief and design specification, and the importance of research data in developing a design solution.

R106: Product Analysis and Research

Students find out how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This helps them develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.

R107: Developing and Presenting Engineering Designs

Students develop their knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. They use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software.

R108: 3D Design Realisation

Students produce a model prototype and test design ideas in a practical context. They evaluate the prototype against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product.

What happens when you have finished?

You can progress from OCR Level 1/2 Cambridge National Award/Certificate in Engineering to GCSE qualifications in Engineering or various GCSE qualifications in Design and Technology which will further develop areas of their learning from Level 1/Level 2.

DESIGN AND TECHNOLOGY GCSE (*Option*)



What will you be learning

GCSE Design and Technology aims to prepare you to take part in an increasingly technological world where you study historical, social, cultural, environmental and economic factors in Design and Technology as well as an understanding of the materials and practical techniques we use. This GCSE course has changed significantly over recent years, and in the coursework element there is now a big emphasis on written work which includes researching and analysing the work of famous designers, research about the structure of materials to be used and detailed planning before practical work begins. There is an emphasis on written work and 20% of the written examination is mathematics based. Knowledge of materials to use now includes wood, metals, plastics, graphics and textiles.

What will you be learning and what is the assessment?

Written examination: 2 hours - 50% of GCSE with 3 sections

- Section A – Core technical principles (20 marks) - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks) - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

Non Exam Assessment (coursework): one task, 30–35 hours approx - 50% of GCSE.

This is a substantial design and make task that evidences all of the following assessment criteria; identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas and analysing and evaluating. Students will produce a prototype and a portfolio of evidence

What happens when you have finished?

Upon completion of this course, you will have developed problem solving, planning, developing and manufacturing skills in a variety of woods, metals and polymers. This qualification is particularly relevant to anyone who wants to work in the creative or production industries either from an artistic or an engineering or manufacturing basis. The skills developed are highly sought after by businesses and employers. Students can also use it as a stepping stone to A level Product Design or an apprenticeship.

TEXTILES - GCSE Art and Design (*Option*)



What you will be learning

In textiles, students have the chance to study textiles in a creative and artistic way. You may still opt to make items of clothing with traditional skills but may also choose to create creative art pieces through the media of textiles. You will research textile artists to inspire and help develop ideas and take part in at least one visit to meet a textiles artist or see their work in a gallery. You will learn a variety of new skills including the creative use of the sewing machine through free machine embroidery and a range of construction and decorative techniques such as hand sewing, applique, reverse applique, block printing, screen printing and tie dye.

What is the assessment?

This GCSE is made up of two units, the coursework component which is worth 60% and the examination unit, which is worth 40% of the overall GCSE. Students work in sketchbooks, developing ideas, and working in a range of textiles materials and techniques responding to an AQA set theme. Students have the opportunity to develop both their understanding about textiles as creative practice and how to produce your own individual pieces of textiles art. This course is studied over either a one or two year basis. The first term or year focuses on skills, aiming to increase your confidence in drawing, textiles techniques and developing ideas. You will also look at artists' work to use as inspiration, keeping notes and practical experiments as evidence. This forms the basis for coursework, involving extensive research on one set theme together with the textiles experimentation. Once the coursework is complete, you prepare for the final exam. Both pieces of work require a sketchbook and a final piece to be submitted at the end.

Component 1, coursework: Portfolio 60%

This is the work that is produced during the course and should provide evidence that you have met all four assessment objectives.

Component 2: Externally set assignment 40%

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. You will research, plan and develop ideas for your response to the option you have chosen, which you must then create within the ten-hour supervised time period.

What happens when you have finished?

The GCSE Art – Textiles is designed to equip you with the practical skills in Fashion and Textiles you need to progress to further general or vocational study in many creative areas, not just Textiles. You will develop a broad understanding of the sector so you can make informed decisions about your career opportunities. Students will also develop transferable skills including communication and collaboration.

ART AND DESIGN GCSE *(Option)*



What will you be learning?

The Art and Design Fine Art course can be extremely challenging due to the amount of independent work, creative concepts but for those students who thrive on this it can also be fun and rewarding. You will be creating a portfolio of work which involves undertaking studies in visual analysis of images and objects and understanding their context. From artist studies you will develop your ideas and use different media, modifying your work as it progresses. Observational studies form a key part of the course, working from real life and images. Through your studies you will present a personal and informed final piece, connecting your work with the work of other artists.

What is the assessment?

Examination in OCR Fine Art

60% coursework

This will be completed from June to December. The first term will be an introductory course concerned with improving skills in observational drawing, painting, colour theory and the development of ideas. If you are on the two year course you spend the first year on building skills and work towards presenting the first element of your CW outcome. This will give you the confidence to develop the major unit of work which emphasises the four GCSE Art and Design assessment objectives: develop, explore, record, present. It is important to note that during this time there is a basic understanding that you will carry out a minimum of 2 hours homework either guided or through independent set tasks.

40% exam

You will be given a choice of several starting points in January before the exam in April. You will use this time to produce detailed preparatory studies as you would for a unit of work. Then you have 10 hours in school over 2 days under exam conditions to produce your final piece. The exam is marked to the same assessment objectives as the CW units, and therefore should be treated like a slightly smaller piece of coursework. Although you have less time to do this unit you are expected to produce a substantial body of work, which at this stage should be majority independent work using all the skills you have learnt during the CW unit.

IMPORTANT NOTES: Most candidates will need to purchase their own materials to use at home or even specialist materials they wish to develop on their work. Work is returned to candidates in December following their GCSE result. Many students undertake a trip/Gallery visit during the course to support their studies.

What happens when you have finished?

Students who take GCSE Art and Design can go on to study Art at AS/A Level, or take a foundation studies course in Art and Design at local sixth forms or colleges. Following this there are many career opportunities in the ever growing creative industry. Over 200,000 people in Britain work in careers associated with Art and Design. Many thousands of Art graduates work in the media industry, film, TV, video and photography. British artists and designers have an amazing international reputation and are frequently employed abroad. Some of the careers related to Art are architecture, fashion designer, photographer, ceramicist, graphic designer, theatre and costume design, art therapy, jewellery maker, product design and animator to name just a few – Further information about the numerous careers in art can be found on the Crafts council website or ask your subject teacher.



**DRAMA – WJEC Level 1/2 VOCATIONAL AWARD IN
PERFORMING ARTS. TECHNICAL AWARD (Option)**
(Option for 2 Year or Year 11 only)



What will you be learning?

This course allows you to build your skills not only as an actor but also for Unit 2, you have the option to explore a production role (for example Costume, Set, Lighting) by looking at live and recorded material, taking part in workshops and your own research and rehearsal process.

What is the assessment?

<p><u>Unit 1: Performing</u></p>  <p>You will complete a reflective journal and your work will be recorded at the start, mid-way and the final piece as a demonstration of your learning.</p>	<p>You will look at lots of different existing professional works and take part in practical workshops to explore the mechanics of how they were created. Then through research, rehearsals, reflecting on feedback and refining your work, you will try reproduce them.</p> <p><i>*Please note that the practical workshops and rehearsals may often involve physical warm ups and activities, for which students will be asked to change into their drama tops and kit.</i></p>	<p>Internal 30%</p>
<p><u>Unit 2: Creating</u></p>  <p>You will complete a series of set tasks and your work will be recorded at the start, mid-way and the final piece as a demonstration of your learning.</p>	<p>You will continue to develop your skills as an actor or branch into a production area such as Costume, Lighting, Set (* or make-up and hair design if you have your own resources), by creating your own original performance (or design for a performance. For example, 2 costumes).</p>	<p>Internal 30%</p>
<p><u>Unit 3: Performing Arts in Practice</u></p>	<p>You will plan and create work for a series of controlled assessment tasks, based on real life commissions in the industry.</p>	<p>External 40%</p>

What happens when you have finished?

You will develop skills leading to real career opportunities in the Performing Arts, or to compliment other career paths; like ones that involve communication skills (for example Law, Childcare etc). Several ex-students have gone onto Level 3 and even Degree courses. Many have also gone onto London stage school places, professional performing and working in the industry.

MUSIC (BTEC TECH AWARD IN MUSIC PRACTICE) (Option)



This course is the equivalent of a GCSE and is viewed as such by further education organisations

This course is a practical introduction to life and work in the industry. Student explore the sector whilst developing skills: including teamwork, leadership, and communication.

What will you be learning?

The course covers four units:

Component 1	Exploring Music Products and Styles	30%	You will be exploring techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.
Component 2	Music Skills Development	30%	You will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting your progress and planning for further improvement.
Component 3	Responding to a Commercial Music Brief	40%	You will be given the opportunity to develop and present music in response to a given commercial music brief. This component will allow you to work on your strengths and interests.

Much of the course is practical, and students will be expected to develop their technical skills whilst acquiring new performance skills. As part of the course students will work and perform as a soloist, as part of a musical ensemble, produce a musical recording, and learn how musicians use computer systems. During the course there will be the opportunity to attend live local performances and attend professional workshops.

What is the assessment?

Two of the three components are internally assessed throughout **(60%)**, and the final unit is sent to be marked externally **(40%)**. Each component or partial component is marked as a Level 1 Pass, Level 1 Merit, Level 1 Distinction (for Component 3 only), Level 2 Pass, Level 2 Merit, or a Level 2 Distinction. All component grades are then collated to form an overall grade. A sample is then moderated by an external examiner. Teachers will discuss with each student the reasons why they have been awarded the mark they have. If after discussion a student is unhappy with their mark an appeal process can be implemented, details of which can be found on the school's examination notice board. Unit grades combine to form one of these overall grades.

What happens when you have finished?

BTEC Music gives students the opportunity to develop an awareness of the vastness of this area and a real insight into which careers are available should they wish to take their music further. This course can act as a perfect stepping stone to further education as many establishments now prefer BTEC Music due to its performative and practical nature. The course perfectly prepares students for BTEC Level 3 and Music Degree courses, but it also gives students the chance to learn in an aesthetic manner developing co-operative skills, along with confidence and building of self-esteem.

It is expected that students have some experience playing an instrument before attempting this course

PERFORMING ARTS - DANCE

BTEC TECH AWARD *(Option)*



What will you be learning?

The Performing Arts industry has gone through a big development in recent years and it is no longer considered enough to just be strong in one area of your chosen art form. Instead dancers need to be able to perform in various styles, choreography, direct and have an eye to analyse and critique other professionals' work making you a well-rounded and knowledgeable artist. This BTEC course takes this change into account and every student on this course will study a minimum of three genres of dance, through practical workshop, and research tasks students will investigate how various professional dance pioneers work and create.

What is the assessment?

Component 1: Exploring the Performing Arts	In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and application of different relevant skills and techniques.	Internal Assessment Externally Moderated
Component 2: Developing Skills and Techniques in the Performing Arts	In this component you will develop performing skills and techniques by taking part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsals and performances. Throughout this component, you will review your own progress and consider how to make improvements.	Internal Assessment Externally Moderated
Component 3: Performing to a brief	In this component you will have the opportunity to respond to an exam brief given by the exam board. Working as part of a group you will develop your ideas for a workshop performance and apply skills and techniques to communicate your creative intentions to your audience.	External Assessment

What happens when you have finished?

Students who achieve level 2 might consider progressing to:

- A level as preparation for higher education in a range of subjects
- a study of vocational qualifications at level 3 such as BTEC National Diploma in Performing Arts, which prepares students to enter employment or apprenticeships or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

DETACH AND RETURN THIS FORM TO YOUR TUTOR

BY FRIDAY 18 MARCH

Key Stage 4 Options Form 2022-2024



Name Tutor Group

EBacc Pathway (strongly recommended as per the DfE guidance)	Choose one (✓)		Choose one (✓)		Choose three subjects by stating '1', '2', '3' in order of preference	
	French		Geography		French	
	Spanish		History		Spanish	
	<i>In total, four subjects will be allocated from your choices, if possible</i>			Geography		
				History		
				Computer Science		
				Engineering Design Level 1/2 certificate		
				Design and Technology		
				Food Preparation and Nutrition		
				Textiles		
				Art and Design		
				Music BTEC		
				Drama (Performing Arts Tech Award)		
	Performing Arts (Dance) BTEC					
PE						
Sociology						
Non EBacc Pathway	Choose one (✓)				Choose four subjects by stating '1', '2', '3', '4' in order of preference	
	French				French	
	Spanish				Spanish	
	Geography				Geography	
	History				History	
	Computer Science				Computer Science	
	<i>In total, four subjects will be allocated from your choices, if possible</i>			Engineering Design Level 1/2 certificate		
				Design and Technology		
				Food Preparation and Nutrition		
				Textiles		
				Art and Design		
				Music BTEC		
				Drama (Performing Arts Tech Award)		
				Performing Arts (Dance) BTEC		
PE						
Sociology						

Are you talented in science and interested in three separate awards in Physics, Chemistry and Biology? Y/N

Please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses.

Parent/carer's signature Student's signature

NB Choose only Textiles or Art and Design
Choose only Design and Technology or Engineering Design