

# Year 9 Options 2024

## Information for Students and Families



**ANSFORD ACADEMY**  
LEARNING TOGETHER TO LEAD OUR LIVES

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## **Moving on to Key Stage 4**

Dear Students,

At this time in Year 9 we ask you to make some decisions about subjects you would like to specialise in during Years 10 and 11 (Key Stage 4). Although everyone at Ansford Academy will study a 'common core' of subjects, the options process gives students the ability to request to study a further four subjects.

We recommend that you select courses in which you have a real aptitude as well as interest. It is important that you understand your own strengths and weaknesses so that you can optimise your chances of success.

As well as using the information in this booklet, you need to seek advice and guidance from your teachers, your tutor and your parents/carers. All of these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner.

The two years of preparation for GCSE examinations are the most significant and important to date, and GCSE grades are a key element in admission to your next stage of learning beyond Ansford Academy.

We hope that the information in this booklet allows you to make the right choices that will see you succeeding over the next two years and beyond. If you require any further information or have any questions please ask.

Yours faithfully,



Karl Musson  
Deputy Headteacher  
Curriculum and Standards

## At Key Stage 4

Courses at KS4 lead to different types of qualification:

- GCSE courses (General Certificate of Secondary Education) are Level 2 courses and the grades for GCSE are 9-1.
- GCSE equivalent courses are called Level 1 / Level 2 Award or Certificates.

The table below shows how the new grading system relates to the previous system and how qualifications equivalent to GCSE relate to each other.

	Old GCSE A* - C Grade	9-1 Grade	OCR Cambridge Nationals
Level 2	A*	9	L2 Distinction *
		8	
	A	7	L2 Distinction
	B	6	L2 Merit
		5	
C	4	L2 Pass	
Level 1	D	3	L1 Distinction
	E		
	F	2	L1 Merit
		G	1

Your final grade is usually arrived at by taking **EXAMS**, by doing **SCHOOL ASSESSED WORK** and / or by producing a **PORTFOLIO**. Some courses have a practical bias; others expect detailed written work.

**Each subject is different.**

Find out the requirements for **all** subjects you might be interested in studying.

Look out for the balance between exams and school assessed work / portfolio in each subject area.

## **Careers Information for Families**

We will offer every student:

- **Access to our online Careers Library of useful websites** and events and opportunities - these are also communicated through school comms to relevant year groups. A wealth of information is available on the Academy website:

[www.ansford.org.uk/key-information/curriculum-and-enrichment/careers/](http://www.ansford.org.uk/key-information/curriculum-and-enrichment/careers/)

- **College and University prospectuses** as well as other materials. These are available from our Careers Adviser.
- **Individual guidance from Wendy Watson**, our independent Careers Adviser, who is available every Monday and Wednesday. Students can make an appointment by emailing Mrs Watson ([wendy.watson@ansford.net](mailto:wendy.watson@ansford.net)) or by asking their tutor to make an appointment.
- **An opportunity to take up work experience** for a week in Year 10 [June / July].
- **Assemblies and presentations from guest speakers** – ranging from apprenticeships to specific career areas.
- **A ‘University Evening’** [Which happens every 2 years] in which guest speakers provide details of the full range of opportunities that university offers as well as dispelling some of the myths around costs and funding.
- **A programme of careers education** and employability skills that is delivered through tutors and PSHE lessons as well as discrete days.
- **A college taster day** in Year 10 and Year 11 as well as mock interviews, support with completing application forms and full support to ensure every student takes up a post-16 opportunity that is right for them.
- **Year 11 Moving On** evening is an opportunity for students to meet colleges and institutions of post 16 provision.

At Ansford we are committed to providing the very best information and guidance to equip students and families to make informed decisions.

This includes helping families select the best combination of options in Year 9, making the right choices for when your child leaves Ansford at 16 and also at 18 when students will look to university, a higher level apprenticeship, work based learning or indeed full time employment.

We are keen that, as far as possible, options, college choices and the range of opportunities that arrive two years later are all seen as an holistic process with students being proactive in looking ahead and making choices intelligently to allow them to progress in whatever direction is right for them.

Further relevant information for year 9 can be found here

[www.ansford.org.uk/key-information/curriculum-and-enrichment/year-9-options/](http://www.ansford.org.uk/key-information/curriculum-and-enrichment/year-9-options/)

To view our Careers Policy, programme and current opportunities please go to

[www.ansford.org.uk/key-information/curriculum-and-enrichment/careers/](http://www.ansford.org.uk/key-information/curriculum-and-enrichment/careers/)

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## **University / Higher Apprenticeship Applications and GCSE Results**

Grades achieved at age 16 have always, of course, been important and used by employers throughout a person's working life, whether or not young people go on to do higher level qualifications. However, those wishing to go to university, need to be aware that GCSE grades will now be the only public exams that universities or higher apprenticeship employers will see until after the results of the 'A' Levels, BTECs, T levels or other vocational qualifications taken post 16. They will therefore be crucial in deciding whether an application is successful or not at getting an offer. In addition, some universities and apprenticeship providers require certain GCSE grades in some subjects (English Language, Mathematics, the Sciences, a Language and History/Geography are the most common), in addition to certain 'A' Level grades and subjects. Please speak to Mrs Wendy Watson our Careers Adviser, if you require further information.

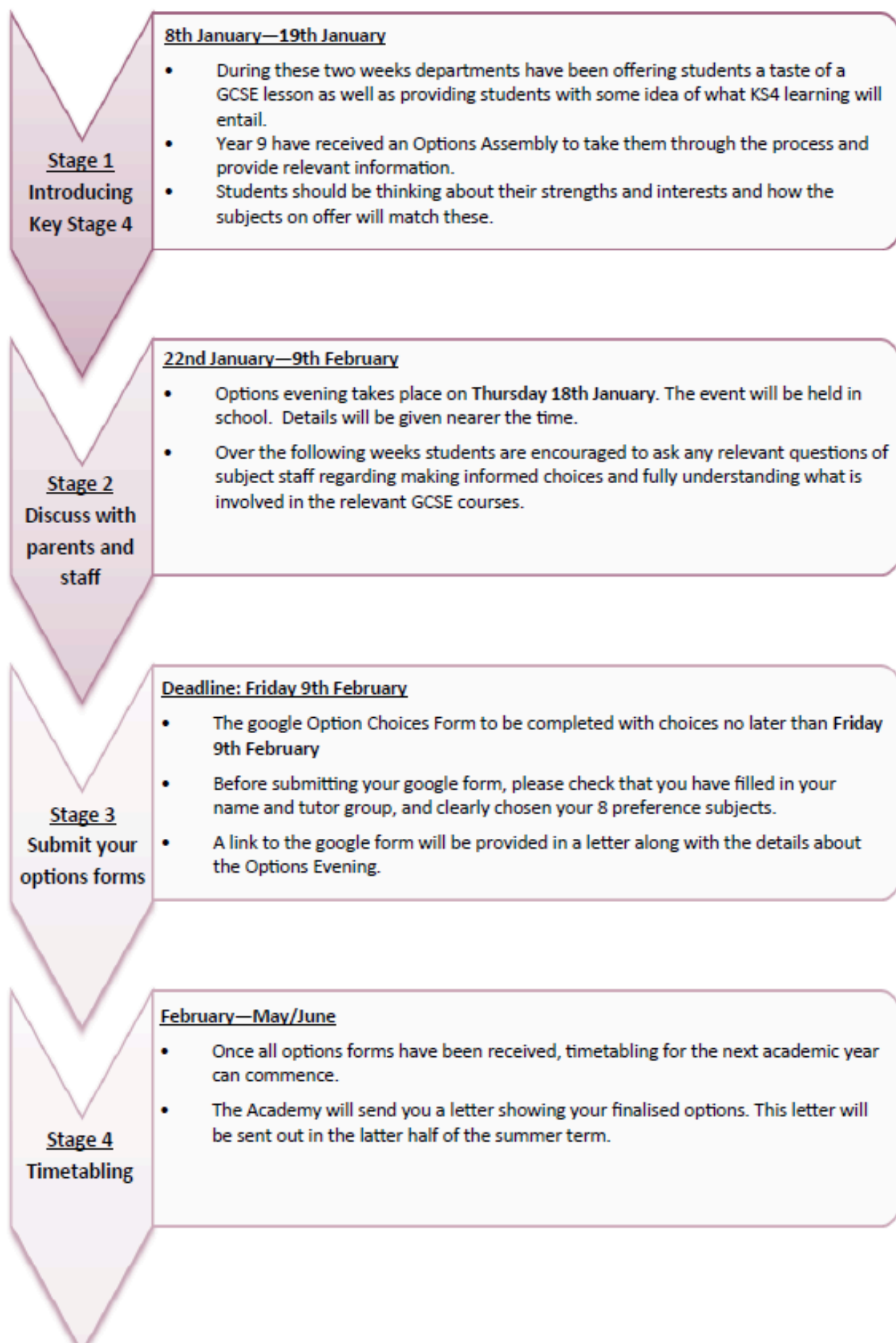
## **Independent Learning**

Students are set independent learning tasks on a regular basis which must be completed to the best of their ability if they are to realise their true potential. As a guide, students are expected to complete approximately 7 hours of independent learning each week; most of this is homework prescribed by the teacher, but students are also expected to carry out their own research to enhance their knowledge and understanding of particular topics. It is also hoped that students will actively involve themselves in extra-curricular activities that will enhance their understanding.

## **Special Educational Needs**

Option choices in Year 9 are particularly important because this process determines which GCSE subjects your child will study in Years 10 and 11. If your child has any special educational need, then choices need to be made carefully to ensure your child has the opportunity to excel at what they do best. All of our students have the full range of subjects to choose from and we are keen to ensure your child chooses the right combination for them. Therefore there will be additional support available for your child through the SENCO, who will be overseeing the choices made by all of our students on the SEND Register.

## Timeline of Process





## Curriculum Structure

Core						Options			
English Language	English Literature	Maths	Science	PE	PSHCE	Option Subject 1	Option Subject 2	Option Subject 3	Option Subject 4
1 GCSE	1 GCSE	1 GCSE	2 GCSEs			1 GCSE	1 GCSE	1 GCSE	1 GCSE
5 GCSEs						4 GCSEs or equivalent			

## Core Subjects

All students follow courses in the core subjects of:

- English Language
- English Literature
- Mathematics
- Science

Additionally all students follow courses (not examined) in:

- P.E. (Physical Education)
- A programme of personal, social, health and careers education which is delivered through a fortnightly lesson, tutor time and theme days

## The Option Selection Process

Students will follow four option subject courses during years 10 and 11.

### **Option Subject 1**

Students are required to choose **ONE** of their options from the following list:

- History
- Geography
- Spanish
- French
- Computer Science

The rationale for choosing one of these subjects is to ensure students are studying a set of subjects at GCSE that keep opportunities open for further study and future careers.

## Option Subjects 2, 3 and 4

Students have to choose 8 preferred subjects from the list below. Students will be able to study 3 preference subjects but will need to choose eight preferred subjects and place them in order 1 to 8 (with one being their top preference subject).

Final combinations will be put together individually for each student from these responses. These will be checked to ensure that courses are appropriate for the students that have selected them.

***We cannot guarantee that all subjects on offer will run or that certain combinations of subjects will be possible due to courses being under or oversubscribed and/or staffing implications. We will do the best we can though, to ensure a balanced and valuable education for every student.***

We will try to get as close to your preferences as possible, however, please be aware that you must be prepared to study any of your eight preference subjects.

## Subjects on Offer

Art and Design	Drama	Information Technologies
Business Studies	French	Music
Child Development	Geography	Religious Education
Citizenship	History	Physical Education
Computer Science	Horticulture	Spanish
Design Technology	Hospitality and Catering	Separate Sciences
EBacc subjects		Technical Award

## Technical Award Subjects

**Students are only permitted to study one Technical Award** (Child Development, Hospitality & Catering, Horticulture or Information Technologies). There are rarely exceptions to this depending on particular students' needs. Technical subjects are highlighted in blue in the table above.

*You may list more than one of these subjects in your choice of eight preferences, but only one will be allocated.*



## Submitting Choices

The deadline for submitting your choices is Friday 9th February. The form to be completed is an electronic form that needs to be completed online.

You will only be able to complete the form once so please make sure you enter all the details correctly before submitting the form.

Access to this form is from the Academy website (see link below). Click on the 'option choices form' on the bottom of the page. You'll need to sign in using your ansford.net student account.

[www.ansford.org.uk/key-information/curriculum-and-enrichment/year-9-options/](http://www.ansford.org.uk/key-information/curriculum-and-enrichment/year-9-options/)

## The English Baccalaureate

The Department for Education (DfE) introduced a more academic route called the English Baccalaureate or 'EBacc'. The EBacc is a set of subjects at GCSE that the DfE believes keeps young people's options open for further studies and future careers.

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Research shows that a student's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

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 student 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.

We actively encourage our students to study a combination of EBacc subjects, as well as other academic, creative and vocational courses to ensure that their studies are balanced and that they reflect the students' interests, talents and aspirations for the future. We firmly believe that an outstanding curriculum builds cultural capital and we will realise this through all aspects of the curriculum.

The EBacc consists of English Language and Literature, Maths, Science, Geography or History and a language (highlighted pink in table). You would need to **select two EBacc subjects** (one humanities and one language) within your option choices in order **to qualify for an EBacc**.

Please ask Mrs Wendy Watson or your tutor if you require any further information.

Please Note: Students do not receive a National Certificate for the EBacc, it is recognised through the combination of GCSE's studied.

## **English Language (GCSE)**

## **CORE SUBJECT**

### **Course Content**

Language Paper 1 Section A: The Language course begins with students exploring a range of unseen 19th or 20th century fiction texts and learning to analyse and evaluate in depth the ways fiction writers use language and structure to create specific effects and purposes.

Language Paper 1 Section B: Students will apply what they have learned from how other writers create fiction texts to their own writing in Section B of Language Paper 1. Students will experiment creatively with a range of language and structural techniques, as well as developing their technical accuracy.

Language Paper 2 Section A: Students study a range of unseen non-fiction texts by analysing how writers communicate their viewpoints. The unit will develop their skills in identifying language features, explaining their impacts on the reader, summarising, synthesising and comparing texts.

Language Paper 2 Section B: Students apply the skills from their exploration of non-fiction texts to their own piece of viewpoint writing, in Section B of Language Paper 2.

### **Course Structure**

The English Literature and English Language courses are amalgamated over the two years. Students will study for Language Paper 1 in the autumn of Year 10, and Paper 2 in the spring of Year 11.

### **Assessment**

Students will sit two exams, both of which are 1 hour and 45 minutes.

### **Skills Check**

Read, understand and respond to texts.	
Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	
Show understanding of the relationships between texts and the contexts in which they were written.	
Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	

# English Literature (GCSE)

# CORE SUBJECT

## Course Content

**Shakespeare's Macbeth:** Students will explore the context of the play, including life in Jacobean times and what inspired Shakespeare to write Macbeth. As they read the play, they will consider how characters and themes are developed through Shakespeare's methods, as well as tracing the plot.

**Dickens' A Christmas Carol:** Students will look in depth at the historical, literary and social factors that influenced the novella. They will explore the methods the writer used to convey his messages, characters and themes.

**Orwell's Animal Farm:** Students will explore the ways in which the writer expresses his critical views of the days leading up to, during and following the 1917 Russian Revolution by analysing his techniques, characters and themes throughout the text.

**Priestley's An Inspector Calls:** Students will explore how the writer critiques the early 20th century and explores both socialism and capitalism. This will be achieved through analysing the themes, characters and events of the play whilst also considering the wider social and historical context.

**Power and Conflict Poetry:** Students will consider how poets present their ideas, the methods they use and how their poetry was shaped by real-world experiences. The poetry collection contains a range of pre-20th century and contemporary poems.

**Unseen Poetry:** Students will delve into how poets convey their feelings through their choices of poetic techniques. They will study a range of poems before applying their knowledge of poetry examination by comparing similarities and differences.

Please note that the modern text (An Inspector Calls or Animal Farm) that your child will study will be chosen by the class teacher.

## Course Structure

The English Literature and English Language courses are amalgamated over the two years. Students will study A Christmas Carol in the autumn of Year 10, Anthology Poetry in the winter of Year 10 and Animal Farm or An Inspector Calls in the summer of Year 10. Macbeth will be studied in the autumn of Year 11 alongside Unseen Poetry.

## Assessment

Students will sit two exams: Paper 1, on Macbeth and A Christmas Carol, is 1 hour and 45 minutes; Paper 2, on Animal Farm/An Inspector Calls, Power and Conflict Poetry and Unseen Poetry is 2 hours and 15 minutes.

## Skills Check

Read, understand and respond to texts.	
Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	
Show understanding of the relationships between texts and the contexts in which they were written.	

## **Mathematics (GCSE)**

## **CORE SUBJECT**

### **Course Content**

The aims and objectives of the Pearson Edexcel GCSE (9–1) in Mathematics are to enable students to:

- 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.

### **Course Structure**

Over the two years students will study mathematics within the following areas; Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

### **Assessment**

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks. The content outlined for each tier will be assessed across all three papers.

### **Skills Check**

Perform routine single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	
Interpret and communicate information effectively	
Make deductions, inferences and draw conclusions	
Construct chains of reasoning, including arguments	
Generate strategies to solve mathematical problems	
Interpret results in the context of the given problem	
Evaluate methods and results.	

## Science (GCSE)

## CORE SUBJECT

### Course Content

All students will study the Combined Science: Trilogy course, which covers Biology, Chemistry and Physics. Students completing this course will receive the equivalent of two GCSEs in Science.

This content is included within the optional Separate Science specification.

### Course Structure

The Science Course will cover the following topics:

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>● Cell biology</li><li>● Organisation</li><li>● Infection and response</li><li>● Reproduction</li><li>● Bioenergetics</li><li>● Inheritance, variation and evolution</li><li>● Ecology</li></ul>	<ul style="list-style-type: none"><li>● Atomic structure and the periodic table</li><li>● Bonding, structure, and the properties of matter</li><li>● Quantitative chemistry</li><li>● Chemical changes</li><li>● Energy changes</li><li>● The rate and extent of chemical change</li><li>● Chemical analysis</li><li>● Chemistry of the atmosphere</li></ul>	<ul style="list-style-type: none"><li>● Energy</li><li>● Electricity</li><li>● Particle model of matter</li><li>● Atomic structure</li><li>● Forces</li><li>● Waves</li><li>● Magnetism and electromagnetism</li></ul>

### Assessment

There will be 6 exams in total, two for Biology, two for Chemistry and two for Physics. Each exam will be 1 hour 15 minutes and will take place at the end of Year 11. During the course, students will undertake several 'required practicals' for each subject area. They will be tested on some of these in their exam.

### Skills Check

I enjoy studying science	
I am committed and try my best, even when ideas are abstract or challenging	
I enjoy researching and investigating new ideas	
I can learn and recall ideas	
I am curious about how things work	

# **Art and Design: Art (GCSE)**

## **Course Structure**

During the course you will complete two projects which will create your coursework portfolio and you will work on one project for your exam. We start Year 10 with a Natural Forms project which is a mixed media drawing project, designed to let you explore a range of media and techniques, and develop various skills through a range of experimental processes including; different types of drawing, painting and printing techniques. Your main coursework project will be based on a broader theme and will be open to your own interpretation working in your area of interest which could include graphics, textiles and photography. During this project you will develop your own ideas, finding a range of inspirations to build your ideas. You will move your project forward through designing, planning, refining, evaluating and modifying, leading to a final conclusion. Each project will involve the study of artists and designers, through practical experimentation with styles and through written analysis. Your portfolio of work will need to demonstrate the skills that you have developed throughout the course and will be presented in a sketchbook and on separate sheets.

## **Course Content**

Art is a very demanding subject if you are going to do it well. The course is structured to help students keep on top of the workload and meet the requirements of an extensively practical subject. Providing you use your lesson time effectively and complete tasks when they are set you will be able to produce what is needed for your coursework portfolio, the first project is designed to explore lots of different techniques and the second will be more about you exploring your own interests. You need to spend time (1-2 hours per week) doing independent work on your portfolio, using all guidance and feedback to progress and refine your work.

## **Assessment**

The two projects you work on for your coursework will be put together as one coursework portfolio and will be worth 60% of your final mark. The remaining 40% will be gained in the production of an exam project, started at the end of January of Year 11 and resulting in a two day (10 hour) examination in April, this exam time is used to make the final piece for the exam project.

## **Skills Check**

Have an interest in Art and Art techniques.	
Be self-motivated and be capable of working on your own to develop ideas.	
Be prepared to experiment with new ideas and stick with it when things don't always work out the way you want them to.	
Listen to and act on advice to improve your work.	

# **Business Studies (GCSE)**

## **Course Content**

GCSE Business offers students the chance to explore how businesses begin, expand, compete and flourish in different markets all around the world. We learn from up to date current affairs such as the cost of living crisis, fluctuations in interest and inflation rates and how businesses must adapt. Students are tested on real world case studies and should also have strong interest in maths as we tackle challenging financial calculations.

## **Course Structure**

Unit 1 - *Business in the real world*. Students will learn about: the purpose of business, reasons for starting a business, business enterprise and entrepreneurship, business plans, stakeholders, location, expansion and the dynamic nature of business within domestic and international markets.

Unit 2 - *Influences on business*. Students will learn about: the evolving use of technology in business, ethical and environmental considerations, globalisation, legislation and the competitive markets that businesses of all sizes operate within.

Unit 3 - *Business operations*. Students will learn about: production processes (job, batch and flow), the role of procurement and logistics, the concept of quality and the impact of customer service.

Unit 4 - *Human Resources*. Students will learn about: organisational structures, recruitment and selection of employees, motivation, training and employment legislation.

Unit 5 - *Marketing*. Students will learn about: how businesses identify and understand customers, segmentation, the purpose and methods of market research and the marketing mix (price, place, promotion, and place).

Unit 6 - *Finance*. Students will learn about: where businesses can source finance, cash flow, financial terms and calculations and how to analyse the financial performance of a business.

## **Assessment**

This qualification is linear, meaning students sit two exams at the end of the course.

Paper 1 - *Influences of operations and human resources* - 1 hour 45 minutes.

Paper 2 - *Influences of marketing and finance* - 1 hour 45 minutes.

## **Skills Check**

Have a real interest in the world of business and the UK economy	
Have a passion for current affairs that have an impact on business	
Be able to work and study independently from the start	
Enjoy complex maths (25% of the GCSE depends on calculations)	
Be able to think critically and show consideration of several options	
Be able to apply context (information presented in a case study) in extended written work	



# **Child Development (Cambridge National Certificate)**

## **Course Content**

This course is for students who wish to develop applied knowledge and practical skills in Child Development and is designed to provide a strong base for entry into further education, apprenticeship or work. The topics covered will include reproduction and contraception, child and parent health, antenatal and health and safety. Students will learn specialist childcare knowledge and skills and will have the opportunity to design a safe environment for a childcare setting as well as carrying out an observation on a child and plan a suitable play activity.

## **Course Structure**

### *UNIT R057: Health and well-being for child development*

This unit aims to develop understanding of: reproduction and the roles and responsibilities of parenthood, antenatal care and preparation for birth, postnatal checks, postnatal provision and conditions for development, how to recognise, manage and prevent childhood illnesses and know about child safety.

### *UNIT R058: The equipment and nutritional needs of children from birth to five years*

This unit focuses on building understanding of: the key factors when choosing equipment for babies from birth to 12 months, and children from one to five years, and the nutritional guidelines and requirements for children from birth to five years. It also builds the ability to investigate and develop feeding solutions for children from birth to five years.

### *UNIT R059: Understand the development of a child from birth to five years*

This unit covers the developmental norms of intellectual, physical and social nature, the benefits of learning through play, planning activities for a child to help with development and evaluating the effectiveness of activities given to children between the years 0-5 years.

## **Assessment**

Unit one is assessed through a written exam of 1 hour and 15 minutes.  
Units two and three are assessed through coursework.

## **Skills Check**

Have an interest in Child Development or in a career working with children?	
Be a creative individual.	
Have clear communication and good listening skills.	
Be able to work independently as well as part of a team.	
Enjoy researching, investigating and problem solving tasks and activities.	
Be fair-minded and are you prepared to listen to and understand different points of view?	



# **Computer Science (GCSE)**

## **Course Content**

The GCSE Computer Science course is an exciting and creative course that enables students to build upon the key principles of Computer Science learnt at Key Stage 3. It is engaging and practical, encouraging creativity and problem solving. It allows students to understand how computer systems function on the 'inside', and to understand how these complex machines perform all the tasks that sometimes we take for granted. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs, developing their programming skills through the use of the Python programming language.

## **Course Structure**

### Component 1: Computer Systems

This component introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 2: Computational Thinking, Algorithms & Programming

This component aims to develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

### Programming Project

Students will be given the opportunity to undertake a programming task during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 2 (section B).

## **Assessment**

### Paper 1: Computer Systems (50% of final grade)

A 1 hour and 30 minutes long written examination covering all the topics from component 1. The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

### Paper 2: Computational Thinking, Algorithms & Programming (50% of final grade)

A second 1 hour and 30 minutes long written examination covering all topics from component 2. Section A is worth 50 marks, and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach. Section B is worth 30 marks, and assesses students' Practical Programming skills and their ability to design, write, test and refine programs.

## **Skills Check**

Have an avid interest in computers and how they work.	
Have basic understanding and experience of a text based programming language (such as Java or Python).	
Be creative and willing to try new ideas.	
Willing to develop critical and abstract thinking skills.	
Confidence with using mathematical and logical techniques.	

# **Design Technology (GCSE)**

## **Course Content**

This course covers every element of the design process that is used in industry giving you a good grounding for further education and to pursue a career in one of the many design disciplines.

Over the course of two years you will be learning about and developing your skills in the iterative design process (whereby you make a prototype and continue testing and tweaking it until you arrive at a final outcome).

You will develop skills in critical and contextual thinking and you will learn how to communicate your ideas to a client. You will learn how to conduct meaningful research in order to solve a design problem and then apply that research to your design. You will learn about a range of materials and how they can be used in the manufacture of different products and how products are produced efficiently for production. You will understand marketing and branding and the costs associated with manufacturing and selling a product.

There is a requirement for a good level of understanding in maths and science. 15% of the written exam requires mathematical skill equivalent to and not below KS3, however you will be allowed to use a calculator in the exam.

## **Course Structure**

The course is made up of 50% exam and 50% NEA (non-examined assessment) which is what you know as coursework.

In Year 10 you will begin learning about the core principles of design, this will be through theory lessons and practical application of your knowledge. During the spring term you will complete non-examined assessment pieces in preparation for your assessed piece in year 11.

Year 11 will focus on completion of your NEA (externally assessed coursework) and you will also have a mock exam followed by revision sessions which will conclude in your 2 hour final exam.

## **Assessment**

50% externally assessed—The principles of Design and Technology 2hr Exam

50% internally assessed—Iterative Design Challenge-externally set by Eduqas (NEA element)

## **Skills Check**

An enquiring mind	
Creative thinking	
Critical thinking (ability to evaluate)	
Contextual thinking (ability to understand a given situation)	
A good understanding of maths and science	
An ability to produce basic drawings	
A flexible approach to developing ideas	

# Drama (GCSE)

## Course Content

In Drama GCSE, students are required to demonstrate a practical ability as well as an understanding of written texts. In component 1, students will be devising a performance, where they explore ideas from a given stimulus and create their own response to it. This is accompanied by a written portfolio where planning, research and information about the creative process are presented from the notes you have collated throughout the process as well as an evaluation of your performance and group work during this component.

In component 2, students will perform two extracts from one play text for a visiting examiner. Again, rehearsals will take place in lessons with a considerable amount of personal line learning and rehearsal needing to happen outside of lessons to ensure students can perform to the best of their ability in the performance exam.

Design option for components 1 and 2, students can opt to take the design option instead of acting for one or both components; this could be costume design, lighting design, sound design, a combination of both sound and lighting design or set design.

Finally, students will study one play for a written exam, answering a series of questions about the text from the perspective of either an actor, director or designer. Students will also get to watch a live theatre performance in order to review it for their written exam.

## Course Structure

Component one: devising 30%

Component two: performance from script 30%

Component three: written exam 40%

## Assessment

40% externally assessed

60% internally assessed

## Skills Check



I am confident to perform	
I work well within a group	
I am confident to discuss ideas	
I have a good knowledge of Drama techniques	
I am self-disciplined in rehearsal time.	
I am able to reflect on my practice.	
I am open minded.	

# **French (GCSE)**

## **Course Content**

Students will study the following topics:

- The Natural World
- Environmental Issues
- Mental Well-being
- Equality
- Social Media and Gaming
- Future Opportunities
- Tourist Attractions



They will also learn how to use and manipulate a wide variety of language and grammar including present, past and future tenses, the correct use of adjectives, nouns, verbs and idiomatic expressions!

## **Course Structure**

Students will study one theme per term over the two year course, in the numerical order shown above, with the spring term of Year 11 reserved for revision and exam practice sessions.

## **Assessments**

At the end of each topic there will be an assessment to check progress and identify gaps in knowledge for the student to address.

The topics will be examined in the final exams in the skill areas of listening, speaking, reading, writing, reading aloud, dictation, and translation.

## **Skills Check**

Have an interest in other countries and cultures.	
Be able to understand and reply to spoken French.	
Talk in French showing knowledge and be able to use the correct grammar.	
Write in French showing knowledge and be able to use the correct grammar.	
Studied French in Year 9.	
Be able to learn and use a variety of vocabulary.	

# Geography (GCSE)

## Course Content

The course is split into three units:

**Unit 1: Physical Geography** Natural Hazards (including weather hazards and tectonic hazards), The Living World (with a focus on rainforests and hot desert environments), Physical Landscapes in the UK (key focus on coastal and river environments).

**Unit 2: Human Geography** Urban Issues and Challenges (including urbanisation and how cities around the world are developing), The Changing Economic World (a focus on gaps in global development and the UK economy), The Challenge of Resource Management (issues surrounding food, energy and water security and feeding a growing population).

**Unit 3: Geographical Applications** Geographical Skills (reading maps, drawing and reading graphs and the use of geographical statistics), Field work studies (including information obtained from field trips to Lyme Regis and Bristol) and Issue Evaluation (this is a geographical issue which is released by the exam board in the Summer term).

## Course Structure

During Year 10, students will cover topics for their Unit 1 Physical Geography paper, as well as the Urban topic. This will include real-life examples, and case studies, which will exemplify the geographical theory that is covered throughout the year. In the spring term of Year 10, students will attend a Human Geography field trip to Bristol and in the summer term students will partake in a Physical Geography field trip to Lyme Regis. Geographical skills, including map and graph reading skills, will also be covered during the course of the year.

During Year 11, students will cover topics for their Human Geography paper, Case studies will also be covered, providing detailed examples of key areas within Human Geography. In March of year 11 students will be issued with the pre-release booklet, which contains a geographical issue which will be assessed in paper 3.

Revision for all exams will commence after the Christmas Holidays and will focus on both case studies and geographical theory.

## Assessment

All courses are assessed through examinations in the summer of Year 11. Both Units 1 and 2 are assessed through a 90 minute examination. Unit 3 is assessed through a 75 minute examination.

## Skills Check

Good knowledge and understanding of geographical processes and human geography.	
The ability to understand and evaluate case studies.	
The enthusiasm to complete geographical fieldwork.	
The ability to question the world around you.	



# **History (GCSE)**

## **Course Content**

The course consists of four modules:

1. Weimar and Nazi Germany 1918 - 1939
2. Crime and Punishment from c.1250 - present, including a case study of the historic environment of Whitechapel c.1870 - c.1900
3. Anglo-Saxon and Norman England c.1066 - 1080
4. The American West c.1835 - c.1895



## **Course Structure**

The course opens with an in depth study of Anglo-Saxon and Norman England. Students use sources to explore the nature of kingship and the importance of the line of succession. This sets the scene for the impact of the Norman Conquest, which informs our study of Crime and Punishment through time. Students gain an appreciation of the historic environment by studying Whitechapel. This module builds source analysis skills required for the study of Weimar and Nazi Germany. The course concludes with a period study of the development of the American West.

## **Assessment**

The course is assessed through three written examinations in Summer of Year 11.

The students are assessed through a variety of question styles, including extended writing, source analysis and responding to historical interpretations.

## **Skills Check**

Knowledge and understanding of historical periods.	
An interest in different historical time periods	
Explanation and analytical skills including significance and change and continuity	
Source interpretation and evaluation skills.	
Extended writing skills.	
Analysis of historians views	
Reaching and supporting a judgement	

# **Horticulture (City & Guilds Level 1 Award)**

## **Course Content**

Horticulture is a practical course that will develop your horticultural skills as well as developing planting spaces suitable for vegetables. You will use a wide range of different skills to plan your crops, identify plants and pests and grow a variety of vegetables, flowers and herbs from seed to harvest. It is a subject that you can build on at college or as an apprenticeship.



## **Assessment**

The majority of your marks for this award will be for practical work. This will mean that you will have to work safely as part of a team and put together photographic evidence which shows what you can do. You will build up your skills over two years of, mostly, practical work outside in the Academy garden. You will learn a variety of techniques and tips on how to propagate, maintain, grow and harvest your crops effectively.

## **Skills Check**

Enjoy being outdoors doing practical work.	
Like the idea of problem solving and finding solutions.	
Like the idea of growing your own food.	
Prepared to make mistakes and learn from those mistakes.	
Interested in how plants grow and when and how to plant them.	
Enjoy a challenge and want to surprise yourself with what you can achieve.	
Want to learn skills that will be of use to you when you leave school.	

If you are interested in this course you need to speak to Mrs Wood, our SENCO, to ensure the course is suitable for you.

# **Hospitality and Catering (WJEC Vocational Award)**

## **Course Content**

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

## **Course Structure**

This approach also enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

## **Assessment**

**Unit 1: The Hospitality and Catering Industry** - 40% Written Assessment: assessed by an online written examination – 1 hour 20 mins

**Unit 2: Hospitality and Catering in Action** - 60% Non-Examination Assessment: internally assessed, externally moderated - 12 hours which includes a 3 hour practical exam. The practical exam is a two course meal for two people with accompaniments in the January of Year 11. A brief is set by WJEC at the start of Year 11.

## **Skills Check**

Enjoy cooking.	
Have an interest in food.	
Be able to follow plans and adapt or improve them.	
Be creative and come up with original ideas.	
Good organisational skills.	

# **Information Technologies (Cambridge National Certificate)**

## **Course Content**

You may be interested in this course if you want an engaging qualification where you will use your learning in practical, real-life situations. It will help you to develop independence and confidence in using skills that would be relevant to the IT sector. You will cover topics such as computer hardware, human computer interfaces, cyber security, social media, digital communications, software development and design and the Internet of things. You will also be required to plan, create, test and evaluate two IT solutions for a given purpose, one based on data manipulation with spreadsheets and the other using augmented reality. You will develop skills in selecting the best tools and techniques to solve a problem, exploring different software application tools and techniques, creating IT solutions and digital products and using planning techniques to complete tasks in an organised and timely way.

## **Course Structure**

As this course is vocational there is a requirement for Non-Examined Assessment (coursework) in addition to an examination at the end of Year 11. In Year 10 you will have an introduction to Information Technology skills, focusing on how to use different hardware and software. You will complete a project on spreadsheets to produce a solution for a given task which will form the basis for the first coursework assessment. You will then start to complete a task on augmented reality, producing an app. This will be completed in Year 11 and the coursework marked and moderated. You will then focus on the IT in the digital world module in preparation for your exam in the summer.

## **Assessment**

**R050:** IT in the Digital World - 1 hour 30 minute written exam (40% of final grade)

**R060:** Data Manipulation Using Spreadsheets - Non-Examined Assessment (30% of final grade)

**R070:** Using Augmented Reality to Present Information - Non-Examined Assessment (30% of final grade)

## **Skills Check**

Have an interest in computers and their applications.	
Have an interest in the IT industry and the skills and job roles within it.	
Have an interest in the application of computing skills rather than how they work.	
Be creative and willing to try new ideas.	
Willing to develop critical and abstract thinking skills.	
Be able to work independently and take charge of your own learning.	

# Music (GCSE)

## Course Content and Structure

GCSE Music is a challenging but rewarding course suited to those who already play an instrument, or sing, to a good standard. The course requires students to develop their knowledge of music theory and apply this in 3 ways: performing pieces of music, composing their own pieces of music and listening to and analysing pieces of music. The GCSE course is split into 4 areas of study titled Instrumental music from 1700-1820, Vocal Music, Music for Stage & Screen and Fusions. Students will study 2 pieces from each area as well as listening to and appraising a wide variety of associated pieces.

Students will be required to perform in lessons each half term and use their instrumental skills throughout the GCSE course to meet the assessment criteria but also to consolidate learning of set works and other music theory ideas. Study will focus on learning about the musical elements e.g. structure, tonality, harmony etc. and developing vocabulary enabling students to analyse music and form their own opinions.

## Course Structure

- Component 1: Performing Music 30%
- Component 2: Composing Music 30%
- Component 3: Listening and Appraising 40%



## Assessments

**Component 1: Performing Music** – one solo performance and one ensemble performance. This can be a recital of one or more pieces of at least 1 minute in duration. The combined total of performance should be at least 4 minutes.

**Component 2: Composing Music** – one free composition and one based on a compositional brief set by the exam board and released in September of Year 11. The combined total of these 2 compositions must be at least 3 minutes.

**Component 3: Listening and Appraising** – 1 hour 45 minute exam answering questions about the 8 set works from the 4 areas of study and wider listening pieces.

## Skills Check

Already play an instrument or sing with a view to reaching at least practical Grade 4 by Year 11	
Be prepared to compose your own music.	
Be prepared to perform on your chosen instrument both as a soloist and as part of a group.	
Be able to listen to music with an open mind.	

# **Physical Education (GCSE)**

## **Course Content**

P.E. is a challenging subject both physically and mentally. Practically, you need to be a good all-rounder as you have to be assessed in 3 different sports; one must be a team, one an individual, and one is free choice. It is important that you are participating in lunch time clubs or clubs out of school to succeed in this area. Academically, the course is theory based with 90% of your lessons being spent in classrooms. You need to be dedicated to learn the relevant sections.

## **Course Structure**

Throughout the course students will learn 7 units on applied anatomy, movement analysis, physical training, use of data, health fitness and wellbeing, sport psychology and socio-cultural influences. Each unit is taught for 6-8 weeks and tested at the end. Students have a weekly definition test where they have to learn 5 definitions as there are 150 in total that they must learn over the 2 years of the course.

## **Assessment**

The P.E course is split into three areas:

Theory 60%

- 1 hour 45 minute written exam– 36% on Component 1
- 1 hour 15 minute written exam—24% on component 2

Practical 30%

- 3 hour practical exams where final grades are decided at the end of Year 11. Quality of performance determines final grade.

Analysis of Performance and Coursework 10% - Component 4

- 6 week personal exercise programme (written coursework)

## **Skills Check**

A passion for sport – The course is extremely hard work (physically & mentally) and requires commitment.	
Exemplary attendance and participation rates in practical lessons.	
Practical ability (be good at playing sports) and academic ability to cope with the theoretical elements of the course (particularly science).	
An interest in the theoretical application of sport, such as how different body systems work when exercising and how to train for physical fitness.	

# **Religious Education (GCSE)**

## **Course Content**

Paper 1: Students will study the beliefs and practices of Christianity and Islam. This will include beliefs about God, creation, life after death, different forms of worship, festivals, prayer and pilgrimage. They will focus on how each of these influences the life of a believer.

Paper 2: Students will study a range of ethical issues, consider different religious and non-religious views. Topics covered will include; animal rights, the death penalty, the environment, abortion, medical ethics, human rights and poverty.

## **Course Structure**

Year 10 autumn: Christian beliefs and teachings

Year 10 spring: Christian practices and Muslim beliefs and teachings

Year 10 summer: Muslim practices

Year 11 autumn: Religions and Life; religion, peace and conflict

Year 11 spring: Religion, crime and punishment

Year 11 summer: Religion, human rights and social justice



## **Assessment**

The course consists of two papers:

Paper 1—Beliefs, teachings and practices of Christianity and Islam.

Paper 2—Thematic studies

- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

The course is linear. Both papers will be assessed by 1 hour 45 minute examinations. There are no controlled assessment elements in this course.

## **Skills Check**

Enjoy thinking about and discussing current issues.	
Be able to argue a point of view and back it up.	
Be able to explain things clearly in writing.	
Be open-minded and able to listen to and empathise with different points of view.	
Be able to evaluate the rights and wrongs of different points of view.	



# Separate Sciences (GCSE)

## Course Content

The Separate Sciences option involves students studying Physics, Chemistry and Biology as individual subjects, giving three separate GCSEs. Most of the additional content builds on and broadens the units from Core Science however there are also some extra units. Separate Science is appropriate for students that have a passion for Science and aspire for a future within STEM, as the additional content better bridges the gap to Science A-levels. It is an academic option and involves learning and applying a wide range of more complex scientific ideas and skills. To be successful students must be prepared to complete independent study alongside their lessons to fully understand the breadth of ideas covered in the course.

## Course Structure

The Science courses cover the following topics:

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>● Cell biology</li><li>● Organisation</li><li>● Infection and response</li><li>● Bioenergetics</li><li>● Homeostasis and response</li><li>● Inheritance, variation and evolution</li><li>● Ecology</li></ul>	<ul style="list-style-type: none"><li>● Atomic structure and the periodic table</li><li>● Bonding and structure</li><li>● Quantitative chemistry</li><li>● Chemical changes</li><li>● Energy changes</li><li>● The rate and extent of chemical change</li><li>● Organic chemistry</li><li>● Chemical analysis</li><li>● Chemistry of the atmosphere</li><li>● Using resources</li></ul>	<ul style="list-style-type: none"><li>● Forces</li><li>● Energy</li><li>● Waves</li><li>● Electricity</li><li>● Magnetism and electromagnetism</li><li>● Particle model of matter</li><li>● Atomic structure</li><li>● Space Physics</li></ul>

## Assessment

There will be 6 exams, two for each subject. Each exam is 1 hour 45 minutes. There are also additional 'required practicals' in addition to the ones for Core Science.

## Skills Check

Enjoy studying science and aspire for further study beyond GCSE	
Show high level of commitment to my studies both in and out of school.	
Work independently and take responsibility for my own learning.	
Enjoy researching, investigating and problem solving.	
Have good organisational skills.	
Be resilient and enjoy challenging myself, especially when ideas are abstract and complex.	

# **Spanish (GCSE)**

## **Course Content**

Students will study the following topics:

- The Natural World
- Environmental Issues
- Mental Well-being
- Equality
- Social Media and Gaming
- Future Opportunities
- Tourist Attractions

They will also learn how to use and manipulate a wide variety of language and grammar including present, past and future tenses, the correct use of adjectives, nouns, verbs and idiomatic expressions!

## **Course Structure**

Students will study one theme per term over the two year course, in the numerical order shown above, with the spring term of Year 11 reserved for revision and exam practice sessions.

## **Assessments**

At the end of each theme there will be an assessment to check progress and identify gaps in knowledge for the student to address.

The topics will be examined in the final exams in the skill areas of listening, speaking, reading, writing, reading aloud, dictation, and translation.

## **Skills Check**

Have an interest in other countries and cultures.	
Be able to understand and reply to spoken Spanish.	
Talk in Spanish showing knowledge and be able to use the correct grammar.	
Be able to understand and reply to written Spanish.	
Write in Spanish showing knowledge and be able to use the correct Grammar.	
Studied Spanish in Year 9.	

## Yeovil College

We are considering continuing to work with Yeovil College to offer additional courses to our Year 10 and 11. The additional courses would run on campus at Yeovil College and would involve the students being transported to Yeovil by the Academy for a start time of 1.30pm.

The lesson time at the college is slightly longer than our school day, ***so parents would need to collect from Yeovil at 3.45pm or make arrangements for travel by public transport.***

There would be no financial contribution required for the course as sponsorship has been arranged by the college.

We are offered a limited number of places by Yeovil College and so numbers are restricted for these courses.

Before making a final decision on whether to take part in the courses, we need to ascertain potential student uptake. Can you therefore please indicate on the Option Choice Form your level of interest.

### Courses currently offered by Yeovil College (TBC)

***Please note this is currently a draft offer from Yeovil College and so may change.***

<b>Engineering (BTEC Award)</b> Currently sponsored by Leonardo Helicopters	This is a GCSE equivalent course and is for learners who want to acquire technical knowledge and skills through the vocational context. The college believes the course allows progression onto a full time BTEC programme and apprenticeships.
<b>Construction Trade Academy (City and Guilds—Technical Level 1)</b> Currently sponsored by Screwfix	This is a less academic course, suitable for students of all levels of ability, during which students will learn and develop practical skills used in construction.
<b>Hair and Beauty (VTCT Award Level 1)</b>	This is a less academic course, suitable for students of all levels of ability. The aim of this qualification is to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are prepared and equipped with the knowledge, understanding and skills to pursue a career in any context.
<b>Motor Vehicle (IMI award - Level 1)</b>	This is a less academic course, suitable for students of all levels of ability, during which students will learn and develop practical skills used Service and Maintenance Engineering

# **Frequently Asked Questions**

## **General**

***Do I have to put all 8 choices on the form?*** Yes, we need to have eight choices from everyone as it may be that the 8th choice is one of the options allocated.

***Will I get my top four choices?*** We try our best for students to get as many of the top 4 choices selected, however, it is extremely unlikely for all students to study all of their top 4 choices. Students need to be prepared to study any of the 8 choices selected.

***Can I submit my choices before Friday 9th February?*** Yes, the deadline when choices have to be returned by is Friday 9th February.

***Who can I speak to if I need more information or guidance?*** If you have a general question the best person to speak to is your tutor or Head of Year. If your question is subject related, contact the subject teacher listed on the contact sheet in the booklet.

## **SEN**

***Will my child be able to have some sort of help in his GCSE exams, for example some extra time?*** Students who require additional support (such as the use of a laptop, reader, scribe or require extra time to complete tasks) in their lessons as their normal way of working, will be carefully screened to ensure they have the opportunity for this same support in their exams.

***When will my child be assessed for extra time in exams?*** These assessments take place after the Easter break in year 9. An external assessor will come into the school to conduct the relevant tests.

***My child is dyslexic. Will they still need to do 3 “academic” subjects?*** Not necessarily. We want every student to have the opportunity to excel in the areas they show most aptitude. In some cases it might be wise to explore studying for Vocational Awards, Cambridge National Certificate or BTec Awards as well as GCSEs, so advice from the SENCO might be valuable here.

***Can my child do Horticulture in years 10 and 11?*** Practical Horticulture is a City and Guilds Level 1 course which is almost entirely practical. Places are strictly limited but this might be a good option for your child. A discussion with the SENCO would be needed before a place can be allocated.

## **Careers**

***Should I choose a broad range of subjects?*** Yes. Choosing a broad range will allow you to improve and demonstrate your knowledge and skills at a higher level and will also give you more time to decide which ones you like best and might want to study in the next stage of your education after Ansford.

***Do Universities require me to study a language at GCSE?*** It depends on what degree subject you would like to study. It is necessary to study a language at GCSE in order to have the option to study it at A level and for a degree. It can strengthen your application to competitive University courses and also for other language based academic study such as English courses; but not all Universities make GCSE Modern Foreign Language an essential entry requirement

***Should I choose subjects because I am good at them?*** It always helps to study subjects you can achieve good grades in as the grades act as an entry requirement for post 16 study, Apprenticeships and for University Level study. However, it is also important to study subjects that motivate you as this will help you do well and may well influence whatever career you decide to go into.

***If I don't choose a subject for GCSE, can I pick it up as a subject later at College/Sixth Form?*** It depends on the subject. Check the entry requirements for Colleges and 6th Forms to see what subjects they require. This information can be found on the individual College or 6th form website.

***I know what job I want to do but I can't study GCSEs in that area. How do I choose my subjects?*** Employers look at skills as well as qualifications. Think about the skills you use in different school subjects and how they relate to the job you want to do e.g. if the job requires good communication skills, would you consider taking a Language, Drama or Citizenship?

## **Subject Specific**

### **Art**

**Do I need to be able to draw well to do Art?** There are many ways you can record your ideas in art, this doesn't always have to be done in a traditional way of a pencil drawing. Yes it will help at times if you are confident in sketching, but it doesn't have to be picture perfect. The main things to consider are, are you passionate about art and expressing yourself? Are you creative and full of ideas? Do you want to experiment with a range of materials and see what you can create?

**Is there an exam in Art?** The course is structured 60% on a portfolio of work and 40% on an externally set task. The Portfolio is made up of everything you work on throughout the course, we can select and edit it towards the end of Year 11, but must have at least two projects that showcase your skills and prove that you reach the assessment objectives. The externally set task is set by the exam board, you will be given a choice of themes and have at least 6 weeks to complete the prep work, and the prep work will include plans and practices for what you will complete in the 10 hour exam.

**Is an Art GCSE a lot of work?** Because all the work you do from Year 10 onwards forms 60% of your final grade, it means you need to be committed from the start and keep up to date with the work. It actually means you can secure a good grade early on and not have as much pressure for your 10 hour exam at the end. You do need to be able to go out independently and collect primary research often in the form of photography.

**What is the point in Art, I'm not going to get a job as a professional artist or fashion designer am I?** The creative industries are one of the biggest employers in the UK and offer amazing international opportunities if you want to travel. Everything you look at, hold, sit on, eat off, play or drive has been designed by someone. Art is the foundation of many careers. Even lecturers in Anatomy often use art to replicate bone structure, in the form of sculpture.

Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can also help with wellbeing and improving health and happiness – arts lessons can act as an outlet for releasing the pressures of studying as well as those of everyday life.

Studying arts subjects also help to develop critical thinking and the ability to interpret the world around us.

### **Business**

**I haven't studied business before - is that an issue?** No, that's absolutely fine and for many students that's part of the appeal, learning a brand new subject. You need to be aware that it's a lot of new information to learn and memorise and you'll be expected to complete various assessments in class and at home.

**Are the exams hard?** Yes, as you'll be assessed on essay writing skills and challenging maths (financial calculations). They are also long - 1 hour 45 minutes so you need lots of determination and practice to be able to complete all questions in time.

**Is there any coursework?** No, the course is assessed with 2 exams at the end of Year 11.

**Do I need to be good at maths?** Yes, it certainly helps as 25% of your final grade will be based on some challenging financial calculations. Typical tasks include calculating % increases / decreases, ratios and interpreting statistics from tables, charts and graphs. You are allowed to use a calculator but you have to remember the formulas.

### **Child Development**

**Do you have exams and coursework?** Child development is assessed by both exam and 2 units of coursework. Unit one is assessed through a written exam of 1 hour and 15 minutes whilst units two and three are assessed through coursework projects. These can also be supported by work experience in places like schools and nurseries where you can work with young children to learn about nutrition and play and design your tasks with the opportunity to test them out in real life.

**What careers could this lead to?** Lots of students that study Child Development are interested in working in a Nursery or Primary School setting in the future. Many other students are interested in professions where they offer care e.g. as a carer, nurse, midwife or doctor. There is a wide variety of college courses linked to Child Development such as:

- Level 2 course in Children's Care, Learning and Development
- Level 2 course in Health and Social Care
- T Levels in Early Years Practitioner or Education
- Apprenticeships in Childcare or Education
- A Levels leading to further study in more detail in one of these areas

## Citizenship

**What is Citizenship?** Citizenship is a big subject in which you cover lots of different topics. For example you will look at how communities have developed in the UK, politics - how the government works, the law, how it is made and put into practice. We also have international organisations such as NATO and the UN.

**Is there any coursework?** No, but you have to do a group project

**What is the group project?** You have to work with other students to run a campaign to raise awareness about a particular issue.

**Can I choose my own issue?** Yes you can. Past students have done campaigns on various issues such voting rights for prisoners and plastic pollution.

**What is the exam?** There are two exams that are 1hr 45mins. It is a mixture of questions with some long essays.

## Computer Science

**Is Computer Science a difficult course?** GCSE Computer Science is a heavily theory based course, where students are assessed solely through two exams at the end of Year 11. It does have a reputation for being 'difficult', but the trend has been that students who are determined and work hard have come out with good results no matter what their learning goal has been.

**Do I need to be good at maths?** There is an element of mathematics to the Computer Science course, especially in the programming side. You will be at an advantage if you have an interest in maths and logical thinking, and feel confident with mathematical operations.

**How much practical work is there?** You will have one practical lesson per fortnight, where you will focus on developing your programming skills. You will also undertake a 20 hour programming project in the Autumn of Year 11.

**How much coding experience do I need?** You do not need to be an expert in coding to take Computer Science at GCSE, as we will be developing and refining our coding skills in lessons. However if you have felt confident with the Python programming that we have done at KS3 that will be an advantage.

**What programming language do you use?** We learn Python in our programming lessons, but if you can program confidently in another language (such as Java, C#, C++, or VB) you are welcome to use that for your programming project.

**Do I need a high-spec computer?** You do not need a massively powerful computer to study Computer Science, as a lot of the work is theory and the programming side is not processor intensive. A Chromebook will be adequate as there are also many online IDE's that are available.

**What is an IDE?** IDE stands for integrated development environment. It's a piece of software that allows you to program and see the results of your programming, and includes tools to help you identify things like errors in your code.

**Can you recommend any good revision guides or materials?** Pearson produces both a revision guide and workbook specifically for OCR 9-1 Computer Science. This can be purchased from retailers such as Amazon.

## Design Technology

**What will this qualification lead to?** This course will provide you with good foundations to progress onto T or A Levels as well as level 3 BTEC courses

**Do I have to sit an exam?** Yes, this will be two hours

**Will I need to work in my own time to complete this course?** Yes. You may need to carry out research outside of school, document and record experiences outside of the school or complete class work (this list is not exhaustive)

**Will there be any out of school learning experiences?** Where it is appropriate and possible, we will endeavour to create experiences out of school which will enhance your learning.

**Will I be able to decide what I want to study and make?** Yes within reason. You will be given three contexts as part of your NEA and you will choose what you want to design within one of those contexts.

**What careers could I hope to pursue if I follow a design pathway?** Product design, Clothing design, Architect, Graphic design, Theatre/events design, Scenic design, Environmental design

**What transferable skills will I gain from completing this course?** Organisation of time and work, Teamwork/collaboration, Listening skills, Resilience, Development of creative thinking, The ability to problem solve, A practical application of maths and science, An understanding of the world and how industry and business work.

## **Drama**

**Do I have to act as part of the GCSE course?** From the beginning of Year 10, tasks in lessons are built (just like those in Years 7-9) around practical group work and evaluating your group work skills, vocal techniques, expressions, gestures & movements as well as maintaining character. There are some other options at GCSE to complete non-acting roles such as costume, set, lighting or hair & make up design however, it is more difficult to access these on a lesson-to-lesson basis so you will be required to act during lessons to understand the techniques required and prepare for the written exam, even if your practical work is not assessed in this way.

**Do I have to learn lots of scripts in Drama?** Only one component of GCSE Drama (worth 20%) is based on learning extracts of a scripted play. For the other 2 components you will devise your own performance work from a given stimulus so you may need to remember lines from a script you have created within your group and also includes an exam component where you answer questions about a play (for which you will have a blank copy of the script) and review a piece of live theatre.

## **English (core)**

**Should we purchase a copy of the text?** The students are encouraged to supply their own texts where possible with the exception of the Poetry Anthology, this will be provided by the school.

**How can I best support my child with the course?** Discuss the content of each text. Encourage wider reading such as newspapers and discuss global topics. The awareness of the wider world will help to support across all four papers.

**Is there coursework?** No, it would be helpful to encourage as much revision as possible.

**Are the papers set on ability?** All students will complete the same papers regardless of ability or predicted grades.

## **Geography**

**What topics do we cover in Geography?** We cover a range of topics covering both human and physical Geography. We look at natural hazards, ecosystems, coasts and rivers as well as cities across the world and how countries are developing.

**How many exams are there?** There are three Geography exams. The first exam is a Physical Geography paper- this will cover topics such as natural hazards and ecosystems. The second exam is a Human Geography paper- this will cover topics such as urban environments and development. Both of these papers are 90 minutes in length. The third paper covers Geographical Skills which involves looking at a geographical issue such as water supply or deforestation and also geographical skills including map and graph skills. This exam is 75 minutes in length.

**Is there any coursework?** No but we do complete two pieces of fieldwork which will be assessed in the Paper 3 exam.

**Is there fieldwork?** Yes. We will complete two pieces of fieldwork. One trip will be to Bath, where we will look at the impact of sustainable transport in the city. The second trip is to Lyme Regis where we will look at how effective the coastal management is in protecting the town.

## **History**

**Why should I study History?** History is important as it helps you to understand your place in the world. It also allows you to develop skills such as forming an argument and supporting your opinion, analysing sources and considering points of view.

**Is it difficult?** It is no more difficult than other GCSE's, however, there is a lot of writing involved as well as dates to remember and subject specific vocabulary.

**How many exams are there?** There are three exams. These are between 1 hour 15 mins and 1 hour 50 minutes long. Each topic is worth 20 - 30% of your overall grade.



**Which topics do we study?** Crime and Punishment through time including Whitechapel, American West, Norman England and Weimar and Nazi Germany.

**Do we study WW2?** No, the Germany unit studies Hitler's rise to power and life in Nazi Germany between the two world wars.

## **Horticulture**

**Is there an exam?** There isn't an exam. Continual assessment of practical tasks are done throughout the two year course.

**What opportunities are there for practical work?** It is 90% practical work.

**What kind of things do we do in the practical work?** Preparing ground, planting, harvesting, weeding, sowing seeds, making cuttings, transplanting, potting up...

**Is this a GCSE?** No, it's a City & Guilds level 1

**What could this course lead to at college/future work?** College level 2 & 3 or an apprenticeship in a wide variety of professions including groundskeeper, tree surgeon, landscape architect, market gardener...

## **Hospitality and Catering**

Hospitality and Catering is a Level 1 / 2 course that consists of 2 sections: Unit 1 (electronic exam) and Unit 2 (coursework). The course is split into 40% Unit 1 and 60% Unit 2.

**What are the coursework requirements?** The coursework requirements are a set piece of brief from the Exam board each year. This is 60% of your course and is centre assessed with a sample amount being sent off to the exam board for moderation. This comes under the Unit 2 part of the course.

**Is there an exam?** Hospitality and Catering has an 80 minute electronic exam sat on the computer at the end of Year 11. This covers the Unit 1 Aspect of the course focusing on the Hospitality and Catering industry. This is 40% of your final grade.

**What opportunities are there for practical work?** Your practical skills will focus on real skills that are needed within the catering industry. 2 out of every 5 lessons are practical based as this is a major part of the examination.

**What kind of things do we do in the practical work?** We will be making fresh pasta, pastry, international foods, making sauces, pies, lasagne, pizza with our own dough, chicken nuggets, pasties, apple crumble and many more recipes.

We will be building skills of:

Weighing and measuring, chopping, shaping, peeling, whisking, melting, rub-in, sieving, segmenting, slicing, working with high risk foods, boiling, blanching, poaching, braising, steaming, baking, roasting, grilling (griddling), frying, chilling, panne.

**Is this a GCSE?** This is a Vocational Level 1 / 2 course which is an equivalent to the GCSE. A vocational subject is more 'hands on' and real world application skills than the GCSE equivalent.

**What could this course lead to at college/future work?** This course can lead into an apprenticeship as well as a level 3 qualification in food science and nutrition. It can also lead to WJEC Level 3 Food, Science and Nutrition (certificate and diploma), Level 3 NVQ Diploma in Advanced Professional Cookery & Level 3 Advanced Diploma in Food Preparation and Cookery Supervision.

**How is this graded differently to GCSE?** This course is split into 8 grades, these being: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit Level 2 Distinction, Level 2 Distinction \*. This is a point's based system and every point you get pushes you up the grades.

## **Maths (core)**

**How does the academy decide which group students are in?** Maths teachers will look at learning goals as well as their knowledge of the student to decide whether they should follow the foundation or higher tier. Typically, a student with a target up to a 4 will follow foundation, 5 or above usually higher but this is not set in stone.

**Can a student move between tiers?** Yes but ideally the less movement we have the better it is for the student. If changes are made this is usually decided after the end of Year 10 exams so that we can start Year 11 with everyone in the correct group. If a student is recommended for a move before this their teacher will speak to the Head of Department first.

**What exam board do Maths follow?** Edexcel GCSE (9-1) Mathematics.

**Does Maths have coursework?** No. Maths is assessed purely through the 3 exam papers sat at the end of Year 11.

**What equipment is needed for Maths?** Students should have, every lesson, a scientific calculator, compass, 360 protractor, 30cm ruler, eraser, sharpener, pens and pencil.

**Are there any textbooks we can buy?** No textbooks, but we would recommend any of the CPG revision guides and workbooks. Just make sure they are the Edexcel 9-1 books.

**How are students assessed?** Students are assessed in a number of different ways. These include: weekly homework, mini topic tests, past exam papers as well as the completion of work on websites such as OnMaths, MathsGenie, Corbett Maths and Century Tech.

**Do Maths run any extra sessions after school to help support students?** Yes. Teachers will organise with their class a day every week that they will run an intervention session. Students can use this time to complete homework and get extra help with a topic they do not understand. In the lead up to Year 10 and Year 11 exams these will become revision sessions focusing on a different topic every week.

## **Music**

**Do I need to take practical grades on my instrument to be able to take GCSE Music?** No, you do not need to take the practical exams however, you will need to play pieces that are of that standard and it therefore would be wise to at least learn some of the pieces that are on the practical exam syllabus so you are learning the techniques that you need to achieve the top GCSE performance marks.

**Do I need my own instrument to take GCSE Music?** You will need your own instrument to take GCSE Music. For those that play Drums, Piano or other large instruments that are unreasonable to transport, there are instruments in school for lessons when you will be performing and composing. All students will need to be able to practise and work at home so you will need your own instrument in order to do this.

**Do I need to take instrumental/singing lessons to take GCSE Music?** It is not a requirement of the exam board that you have privately funded instrumental lessons to take GCSE, however, it is strongly recommended that you work with a teacher who is a professional musician and an expert in their instrument. Your instrumental/singing teacher will be able to help you learn instrumental techniques, know which repertoire will suit your playing/singing style and be able to give you pieces to learn that are appropriate and challenging. Peripatetic teachers are able to advise what grade the pieces are that you are playing if they do not come directly from an exam syllabus and they can also support you in your composition work. You do not need to learn with one of the peripatetic teachers that come into school to teach (although they are available to take more students if you would like to sign up) and should continue lessons with your current teacher if you are already taking them outside of school.

**I can't read or write music so I'm guessing I can't take GCSE?** Absolutely not! You will learn the basics of reading and writing notation during the first term of the course. GCSE Music can be quite theory heavy with lots of terminology to learn so if you are committed to taking the course, it would be useful to start learning some information about notation and terminology before you begin the course in September. You can ask a member of the Music staff to give you some resources and use GCSE bitesize.

## Physical Education GCSE

***Do I have to be playing sport at a certain level (e.g. county) to choose this option?*** No, it's not a requirement to take the course. We strongly recommend that you play sport regularly though, ideally at a club level, if you wish to score well in your practical assessment. If you are not playing sport for a local team or the academy then you will need to attend lunch time training and take part in friendly competitions so you can be assessed.

***Do I get to play sport on this course?*** GCSE PE is more theory based so most of your lessons are theory based with the occasional practical lesson where you might do fitness testing etc. You are assessed practically either in core PE or for sports you represent the Academy or outside of school for a local team.

***I'm not sure whether to take a sports based qualification or not?*** GCSE PE can develop skills that can be useful in a range of different pathways such as teamwork skills, analytical thinking and essay writing skills. You will need good time management and organisation skills in order to keep on top of the work. An enjoyment of science (particularly topics on human biology) is an advantage as there is overlap between the science and GCSE PE theory content. However, the most important thing is that you think you will enjoy it, so that you are motivated to learn and succeed.

***What courses could I go on to do post-16 with this qualification?*** As this course covers elements of science, sociology and psychology it is a good basis to go onto study these subjects post-16. It is also a good foundation for going on to study sports based qualifications at post-16. It leads on best to A-level but would also be a good basis for any sports related further qualification.

## RE

***Which religions do we cover?*** We study Christianity and Islam.

***Is it all about these religions?*** No. In Year 10 we will look at the beliefs and practices of these two religions. In Year 11 we will look at global issues and how religious believers respond to them.

***What global issues do we look at?*** We will look at peace and conflict, poverty, crime and punishment, social justice and matters of life and death.

***What is social justice?*** These are issues around inequality. This may be due to discrimination or poverty. We also examine how the poor are exploited.

***What is 'matters of life and death'?*** This is a broad topic which looks at moral issues such as abortion and euthanasia. It also explores the origin of the universe, humans and animal rights.

***Is there any coursework?*** No

***How many exams do you have to do?*** There are two exams and each one is 1hr and 45mins. It is a mixture of questions but no long essays to do.

## Science (core and separate)

***How much practical work do students do during science lessons?*** Practical work must always support learning and therefore the amount undertaken by students varies according to necessity within the unit being studied. Within the Biology, Chemistry and Physics units, there is a range of required practicals which all students must take part in to fulfil the course requirements. They should be familiar with the planning of each of the practicals, what the practical shows, as well as conclusions that can be formed as a result of the practical, as this can form part of questions on the final exam paper.

***How are the teaching groups set in Science?*** Science is taught in mixed ability groups, however, separate science students will be in a separate class for all of their lessons.

***How much does independent learning play a part in how the science curriculum is delivered?*** Students are expected to achieve their learning goal in every lesson. However, they are also supported and encouraged to work beyond this as much as possible and enjoy the challenge of doing this.

***What is the main difference between GCSE Combined Science and separate sciences at GCSE?*** In Separate Sciences, students will cover the same content as those sitting combined science, with the addition of several units or additional

lessons within a unit of work, allowing for greater depth of study. Both courses are recognised as a suitable foundation for studying any science subject at A level.

**What are the coursework requirements?** There is no longer a coursework component to the science GCSEs. Instead, there are a range of required practicals which all students must undertake, as these will be covered on the relevant exam papers.

**How many exams are there?** Both Science courses have six exams each, 2 for Biology, 2 for Chemistry and 2 for Physics. For combined science, each exam is 1 hour 15 minutes. For separate science exams, each exam is 1 hour 45 minutes.

**How many GCSEs is each course worth?** The separate science course is worth 3 GCSEs. You get one GCSE per subject (1 GCSE for biology, 1 GCSE chemistry, 1 GCSE for physics). The combined science course is worth 2 GCSEs.

**What subjects do you study on the combined science course?** Students sitting the combined science course will still study biology, chemistry and physics separately.

## **Spanish / French**

**Do I have to study a language?** No. It is a very useful skill to have and looks good on job applications and university applications. Some universities and jobs may require a GCSE language.

**Why should I study a language?** Languages allow you to keep many opportunities open to you in the future. You never know when you might need a language in any job.

**Is it hard?** It is no harder than other GCSE's, however, you will need to be prepared to learn a lot of vocabulary on a regular basis and be able to manipulate different grammar structures but your teachers will help you with this.

**I have done French in year 9; can I take Spanish at GCSE?** No. You should continue with the language you have been studying in Years 8 and 9. If you believe that you have a valid reason for opting for a different language, please speak to Miss Frost first.

**What is the exam like?** There are 4 exams: listening, reading, speaking and writing. Each exam is worth 25% of your final grade. There is no coursework.

**Is there a trip to France / Spain?** In previous years, we have run school trips to France and Spain.

## Option Evening Locations

Room	Subject
AR1	Art
Library	English Design Technology Hospitality and Catering Horticulture Separate Sciences SEN Department
IT1	Business Computer Science Information Technologies Maths
Dining Hall	Child Development Citizenship Drama French Geography History Music Physical Education Religious Education Spanish
Main Foyer	Careers Information

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