

Mullion School

# Year 9 Options

2024 - 2026

Flight 45



NAME:

TUTOR GROUP:



# Options 2024-2026

## Message from Mrs Penberthy, Deputy Headteacher

Dear Year 9,

Choosing your option subjects to study in year 10 is an exciting phase of your secondary education. It is the first time you have had the opportunity to make a choice about what you study. Taking time to find out about all the subjects, what you will study and how you will be assessed is really important. Read the information in this booklet carefully, talk to the subject teachers, your form tutor, parents and carers. However, it is your decision, and you must choose what you are both good at and what you enjoy. It will be you studying the course for two years, so do not pick a subject because your friends have or because you think you should. Pick your subjects because YOU want to study them.

Mullion school has a reputation and record of academic excellence, all subjects are high performing and taught by specialist teachers. We are proud of the range of courses on offer at Mullion School, there is a broad choice which included GCSEs, BTECs and Technical Awards. All courses are academic, and are level 2 courses, some are more practical than others, some have more internal assessments and some are all final exams. Look carefully at how you will be assessed and what you will study.

If you have a specific career pathway, including a University degree course in mind, it is worth checking the GCSE entry requirements. It is not essential to know what you want to go on and study Post-16, or the career pathway you want to take. There will be many exciting opportunities out there for you. Some of Cornwall's largest industries at present include Space, Creative Industries, Agri-Food, Tourism, Energy, Marine, Mining and eHealth but these are rapidly changing and opportunities are increasing with our growing digital connectivity. I would like you to explore all the career pathways and opportunities that are available and having a look before your options is a good time to start. You never know what might spark your interest, but what I do know is that you have an exciting future ahead of you.

### Careers and your Options

- GCSEs are a stepping stone to the next phase of your education, training and employment. Having the best set of GCSE results you can will ensure you have a range of exciting opportunities open to you at Post 16.
- Have you thought about what you would like to do as a career? Take a look and explore a range of careers you could consider at [Explore careers - icould](#) The videos describe a range of jobs and there is further information on the qualifications and skills you will need. There are so many jobs out there that you may not have considered, take a look.
- You will soon be choosing your GCSE Option subjects. Follow the link to find out how to approach choosing your options <https://icould.com/stories/choosing-your-gcse-options/>

# What do you need to know?

## What is the English Baccalaureate?

The English Baccalaureate is the name given to a set of subjects that the government recommends the majority of students should study for a broad and balanced curriculum at KS4. These subjects include your core of Math, English and two Sciences; a **Modern Foreign Language** (French or Spanish) and a **Humanities** subject (History or Geography). If you are to fulfil the full EBacc requirements, you will choose Spanish or French and Geography or History, and then you will have a completely 'free' options.

The Department for Education (DfE) are keen for 75% of students to study the EBacc combination of subjects. For those uncertain about taking a language it is worth noting that continuing to study a language at GCSE has been shown to help cognitive (thinking) development. Continuing to study a language could therefore be advantageous and support learning in other subjects.

## How option subjects are chosen at Mullion– Please read carefully

There was a change to the options process last year, instead of having option blocks, pre- set with the subjects, and you choose one option from each, we want to know what your preferred options are in a rank order. We will then set the option blocks based on what everyone would prefer to do. You have 3 options but we are going to ask you to select 4, and number them in order of 1 = The subject you most want to take as an option, to 4 = you may want to do this as a reserve, if your first three options do not fit.

There has always been the need to compromise when choosing options, this has previously happened at the choosing stage when students needed one subject from each option block. The compromise now will come later for a small number of students, as we may not be able to get all your top 3 options to fit in the timetable, but we will aim to get your top 2 options to fit. We estimate that all options will fit for over 90% of students. If there is a clash in subjects once the blocks have been created, we will have a conversation with you and parents/carers to ensure we find the best fit of options for you. On rare occasions, we are unable to run a subject where the number of students opting for it is less than twelve.

## What if you change your mind?

It is a big decision and things change, for example, you develop a new interest, or discover a career pathway that you want to follow. Please let Mrs Penberthy know as soon as you think you want to change one of your option choices and we can look together to see if it is possible. Please ensure you have discussed any changes you would like before the end of the summer term, this will ensure you are timetabled onto the right course in September when you start year 10.

# What do I have to Study?



## Option Subjects

**Spanish**  
**History**  
**Geography**  
**French**  
**Art and Design**  
**Computer Science**  
**Creative iMedia**  
**Dance**  
**Design Technology**  
**Drama**  
**Hospitality and Catering**  
**Music**  
**Religious Studies**  
**Separate Science**  
**Sport**

## Core Subjects

**GCSE Maths**  
**GCSE English Literature**  
**GCSE English Language**  
**GCSE Science Trilogy (2 GCSEs)**  
**Core PE (non-examined)**  
**PSHE (non-examined)**





### What will I learn?

The study of Mathematics falls under five main topic headings: Number, Ratio, Proportion & Rates of Change, Algebra, Statistics (including Probability) and Geometry. However, there are many links between these topics and these are reinforced throughout the course.

There are two levels of the GCSE course, Foundation and Higher. There is much overlap between the two courses, however the focus is slightly different at each level. At Foundation level, there is more focus on Number along with Ratio and Proportion and learning and practising calculation techniques, along with basic Algebra, Geometry and basic Statistics. The Foundation level with the new 9-1 curriculum includes some more advanced techniques, such as Trigonometry. At the Higher level, the focus shifts to more Algebra and advanced Geometry, including the use of proof, along with more complex statistical techniques.

The curriculum also includes a problem solving approach to questions, and requires pupils to use reasoning and logic, and make links between, or often combine techniques from, two or more different topics. For example, a question about probability might require forming and solving a quadratic equation.

### How will I be assessed?

For both the Foundation and Higher levels, there are three exams at the end of the course in Year 11. Each exam is 1.5 hours long. Content from any part of the course can be assessed on any paper. Paper 1 is a non-calculator exam, and therefore may focus on non-calculator techniques and topics, such as calculations, surds, exact trigonometric values, etc. Papers 2 and 3 are both calculator papers. A good scientific calculator is a necessity for both Foundation and Higher levels.

#### **The exams test three Assessment Objectives:**

**AO1** – “Use and apply standard techniques” (50% at Foundation, 40% at Higher)

**AO2** – “Reason, interpret and communicate mathematically” (25% at Foundation, 30% at Higher)

**AO3** – “Solve problems within mathematics and other contexts” (25% at Foundation, 30% at Higher).

### Where could it take me?

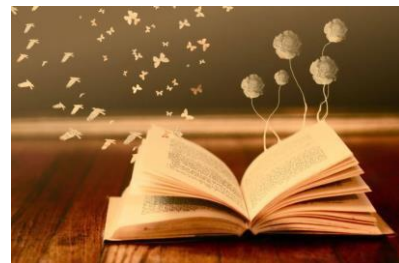
A Grade 4 in Maths is a requirement of many further education courses, so it will open doors to many pathways.

### **Career Pathways with Mathematics**

Accountant, Engineer, Bank Manager, Criminologist, Economist, Financial Advisor, Investment Analyst, Research, Stockbroker, Meteorologist, Air Traffic Control, Actuary

# CORE GCSE

## English Language



### What will I learn?

Students will learn to:

- Read fluently, a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction as well as other writing, such as reviews and journalism.
- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wider reading to inform and improve their own writing.
- Write effectively and coherently, using Standard English appropriately.
- Use grammar correctly. Punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use spoken standard English effectively.

### How will I be assessed?

#### English Language Paper 1

**Explorations in Creative Writing and Reading.**

**Section A** is the reading section and is worth 40 marks.

**Section B** is the writing section and is worth 40 marks.

#### English Language Paper 2

**Writer's Viewpoints and Perspectives.**

**Section A** is the reading section and is worth 40 marks.

**Section B** is the writing section and is worth 40 marks.

### Where could it take me?

Good English skills are the gateway to all other subjects. You need to have an effective ability as both a reader and a writer in order to be successful in further education and the outside world of work. Effective communication is the vehicle that propels us further in our future life choices by equipping us with the skills to communicate our own ideas, feelings and perspectives, as well as understand others. GCSE English can lead onto both A-Levels and degrees in English Language and Linguistics.

### **Career Pathways with English Language**

Advertising, Editor, Teacher, Librarian, Journalist, Radio Broadcaster, Marketing, Screenwriter, Speech and Language Therapist, Vlogger, Digital Media, Solicitor, TV Presenter, Web Designer, Paralegal, Actor.

# CORE GCSE

## English Literature



### What will I learn?

Students will learn to:

- Read, understand and respond to texts.
- Maintain a critical style and develop an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.
- 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.

### How will I be assessed?

#### English Literature Paper 1:

##### **Shakespeare and the 19th Century Novel**

**Section A** Shakespeare: *Romeo and Juliet*

**Section B** 19th Century Text: *A Christmas Carol* by Charles Dickens

#### English Language Paper 2:

##### **Modern Texts and Poetry.**

**Section A** Modern Text: *An Inspector Calls* by J. B. Priestley

**Section B** Poetry: Power and Conflict

**Section C** Unseen Poetry

### Where could it take me?

English Literature can take you on a rich journey of imagination. It can explore our past and shape our future. English Literature can lead you on to a range of apprenticeships, for example, Public Relations, Broadcasting, Marketing. Alternatively, you could enroll onto vocational courses such as Sports Journalism, Education, Digital Media Production. It will enable you to continue studying English Literature as an A-level and on to Degree Level.

### **Career Pathways with English Literature**

Advertising, Editor, Teacher, Librarian, Journalist, Radio Broadcaster, Marketing, Screenwriter, Speech and Language Therapist, Vlogger, Digital Media, Solicitor, TV Presenter, Web Designer, Paralegal, Actor

# CORE GCSE

## Combined Science Trilogy



### What will I learn?

#### Year 10:

**Biology:** *Cells, Organisation, Infection, Bioenergetics,*

**Chemistry:** *Atomic structure, Bonding, Quantitative chemistry, Chemical Changes & Energy changes*

**Physics:** *Energy, Electricity, Particles & Atom theory*

#### Year 11:

**Biology:** *Homeostasis, Inheritance & Ecology*

**Chemistry:** *Rates of reactions, Organic Chemistry, Chemical Analysis, Atmosphere, Resources*

**Physics:** *Forces & motion, Waves, Electromagnetic spectrum, Electromagnetism*

Throughout your time you will learn how to assess data in graphs, carry out practical investigations and evaluate results.

### How will I be assessed?

There are 6 exams in total at 1hr 15 minutes each and each marked out of 70. All are terminal exams taken at the end of year 11.

2x Biology 2x

Chemistry 2

x Physics

All feature a mixture of multiple choice, one word answers and long form answers.

There are 2 tiers of entry, Foundation (level 5-1) and Higher (level 9-5).

The decision of the tier of entry is made in February of Year 11 based on performance in mock exams and with consultation between the student and teacher.

Throughout each module there are small quizzes and a final end of module exam to allow you to see your progress.

### Where could it take me?

Employers hold a Science qualification in high regard. You will be good at logical problem solving and thinking technically. The World is wide open with Science!

### **Career Pathways with Science**

Aerospace Engineer, Agricultural Engineer, Biochemist, Clinical Psychologist, Dentist, Dietitian, Geneticist, Geoscientist, GP, Health Visitor, Researcher, Midwife, Nurse, Oceanographer



# Core Physical Education (PE)



PE is a compulsory part of education and at Key Stage 4 we aim to focus students on a specific pathway that best suits their interests and sporting ability:

## Pathways:

- **Leadership and Competitive:** Students who follow this pathway will be expected to play sport competitively and improve their fitness, skill level and knowledge of rules and tactics. Suited to students who enjoy leading, coaching and umpiring others and developing their knowledge and understanding of sport. They will be involved in leading festivals for primary schools as well as playing sports. Students taking the BTEC Sport GCSE will be following this pathway.
- **Sport:** Suited to those who enjoy a combination of team and individual sports and some social competition. Activities are likely to include badminton, volleyball, football, handball, basketball and use of the school's fitness suite.
- **Leisure:** Suited to those who enjoy individual, alternative activities based around fitness and maintaining an active lifestyle. Activities are likely to include just badminton, yoga, pilates, body combat, Joe Wicks HIT sessions, table tennis and use of the school's fitness suite.

## Description of Course

PE at KS4 allows students to work through a range of sports/physical activities enabling them to develop their knowledge, understanding, skill level, fitness and My Personal Best qualities in a range of areas. Our key focus is to give our students the opportunity to make informed choices about healthy, active lifestyles. We strongly believe in developing in the whole person through sport and physical activity via our My Personal Best Qualities. We ultimately hope our students will find something that they enjoy and continue into later life.

## How Will You Learn/Method of Assessment

Students will be assessed in a variety of way including:

- Levels of effort and engagement
- Skills / Knowledge
- Leadership ability
- Development of My Personal Best Qualities

## **Career Pathways with Sport**

Leisure and Fitness Industry, Professional Sportsperson, Outdoor Pursuits and Education. Sports Media and Journalism, Occupational Therapist, Teacher, Forces, Public Services



### **Why choose this course?**

If you like looking at, analysing and researching artists' work, drawing and developing your own ideas, this is the course for you. Art provides a space for you to express your own thoughts and feelings, and can help with self-esteem, self-development and communication skills. Most importantly, choose this course if you enjoy creating art.

### **What will I learn?**

You will learn how to communicate your thoughts and ideas to a wider audience through your own experimentation with various materials and by studying the work of artists and makers from other times and cultures. You will have the opportunity to work within a variety of disciplines, including painting and drawing, printmaking, mixed media, ceramics and photography.

### **How will I be assessed?**

Every student is required to produce a portfolio of practical work exploring a range of styles and techniques. The Art GCSE course is a 2-year linear course. The coursework represents 60% of the marks and is completed over the first four terms. The Externally Set Assignment, which includes a 10-hour timed test, makes up the remaining 40% of the marks and is produced during the spring term of Year 11. Both the coursework and the externally set assignment are marked holistically using four assessment objectives that each make up 25% of your final marks.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **Where could it take me?**

Our GCSE syllabus is selected and developed as a vehicle for independent thought and self-expression for all students, as well as being the best preparation we can offer for those who wish to continue to AS/A levels courses as pathways to relevant FE and HE provision.

The creative and communication skills developed on the course combined with the self-discipline and organisation skills required to do well, are invaluable to those who go on to work in a wide range of professions and occupations.

### **Career Pathways with Art**

Advertising, Animator, Art Therapist, Fashion Designer, Graphic Designer, Teacher, Prop Maker, Set Designer, Textile Designer, Art Gallery Curator, Visual Merchandiser, Web Content Manager

# Option Computer Science



## Why choose this course?

This GCSE in Computer Science qualification will give you an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, you will investigate computer programming, which many learners find interesting. This will develop your critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

## What will I learn?

This course will introduce you to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. You will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. There are also opportunities for you to demonstrate your practical ability. You will create suitable algorithms which will provide a solution to the problems identified in the task. You will then code your solutions in a suitable programming language such as Python.

## How will I be assessed?

### Paper 1 - J277/01

#### **Computer systems**

Written Exam

50% of the total course

### Paper 2 - J277/02

#### **Computational thinking**

Written Exam

50% of the total course

### NEA

#### **Programming project**

Controlled Assessment

20 hours

## Where could it take me?

GCSE Computer Science can be applied to many areas of further study and employment; providing a sound foundation for further study of Computer Studies at both A Level and University. Many subjects rely on Computer Programming as a research tool; for instance, Physics, Chemistry, Mathematics etc., so learning these skills now gives you the upper hand in your later studies. As computers have infiltrated many workplaces and affected the ways in which people work, computer programming has become an essential and lucrative enterprise for many.

### **Career Pathways with Computer Science**

App Developer, Computer Games Developer, Cyber Intelligence Officer, Data Analyst, IT Project Manager, Software Developer, Systems Analyst, IT Support Technician.

## Why choose this course?

Cambridge Nationals in Creative iMedia is a media sector-focused qualification, including visual identity and digital design, and has creative ICT at its heart. The course will provide you with knowledge of a number of key areas in this field from pre-production skills to interactive design and has a motivating, hands-on approach to learning.

## What will I learn?

This course will introduce you to the fundamentals of digital design. You will also learn where and why digital graphics are used and what techniques are involved in their creation. You will develop an understanding of the client brief, time management, deadlines and preparation techniques as part of the planning and creation process. You will gain the basics of digital graphics editing for the creative and digital media sector. You will be able to demonstrate your creativity by designing and creating effective interactive digital media products.

## How will I be assessed?

### **R093:**

#### **Creative iMedia in the media industry**

Mandatory Written Exam  
40% of the total course

### **R094:**

#### **Visual identity and digital graphics**

Mandatory NEA  
25% of the total course

### **R097:**

#### **Interactive digital media**

Optional NEA  
35% of the total course

## Where could it take me?

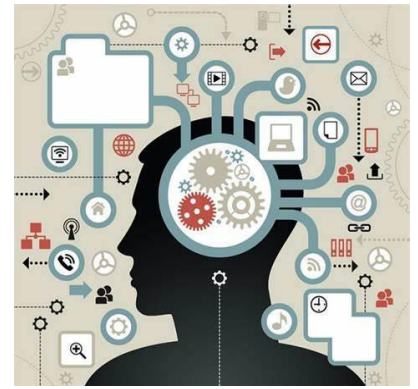
### **Further Study...**

Cambridge Technical  
GCE Media Studies  
Creative Apprenticeships

### **Career Pathways with Creative iMedia**

Graphic Design, Advertising, Animation, Digital Marketing, Game Design, Film, Interactive Media, Special Effects, Technical Production, Television, Web Design.

# GCSE Option Design Technology



## **Why choose this course?**

If you are creative, artistic, logical, enjoy problem-solving, good at planning, and an independent worker, then Design and Technology is for you. You will explore the use of materials and their properties, learn new manufacturing processes in timbers, metals and polymers. Combining the use of computers for designing and manufacturing alongside hand skills with traditional tools to produce a final practical piece of work in year 11.

## **What will I learn?**

- A range of transferable practical and theoretical skills including:
- How to generate and develop creative solutions to benefit people.
- How to work to a high level of accuracy and tolerance. Applying skills to both marking out and manufacturing.
- How to utilise CAD/CAM facilities to improve your grades to show developmental skills. This includes work using the laser cutter and the computer-controlled router.
- Applied maths and science.
- How new technologies have an impact on sustainability design strategies and developments in new materials.
- Variety of methods of communicating your design ideas, including freehand sketching, isometric drawing, orthographic, exploded views and 3D modelling.
- The ability to critically evaluate your research and ideas to produce work that is fully justified, detailed and in depth.
- Learn how products are manufactured in industry.

## **How will I be assessed?**

**Year 10** – Individual practical projects, theory assessments throughout the year.

**Year 11** - 50% written Exam, 50% NEA (Coursework) - students explore a themed contextual challenge from the exam board and develop their own design solution to a self-directed design problem.

## **Where could it take me?**

The study of Design and Technology gives you a range of practical and analytical skills that can be applied to a range of A-levels and Higher Education courses.

## **Career Pathways with Design Technology**

Engineering, Architecture, Product Design, Robotics, Gaming Design, Industrial Design, Electronics, Programming Design, Furniture Design, Set Design, Fashion, Graphics, Business Management.

# BTEC Option Dance



## Why choose this course?

You love dancing, you feel you can express yourself through moving, you want to improve your physical confidence, you want to improve your fitness, you want to expand your creative skills in a physical or musical way. This BTEC course gives us the chance to tailor learning, giving creative and performing opportunities that best suit the group of students who choose to pursue it. Dance activities will both explore existing areas of skill and interest whilst also presenting further opportunities for advancing your practice in dance styles that offer new technical challenges. You will have weekly technique classes and workshops in creative approaches to making dance. The BTEC approach considers dance in a vocational context so there is always a focus on how the skills and knowledge you develop is utilised by people in real jobs and where possible we try to create opportunities for you to work with and watch such professionals. We hope that through this course you will find your own unique artistic voice.

## What will I learn?

- 1: You will learn 3 pieces of professional repertoire from contrasting styles such as Contemporary, Physical Theatre, Jazz, Commercial, Musical Theatre (could involve singing too), Street Dance.
- 2: You will analyse professional work.
- 3: You will perform a taught dance based on a piece of professional repertoire.
- 4: You will research the roles and responsibilities of people working in the Performing Arts industry.
- 5: You will learn how to create your own dance work. You will choreograph a group piece in response to a brief that will be performed publicly.

## How will I be assessed?

	Topic	Evidence	When	Assessment
1	Exploring the Performing Arts Looking at professional repertoire in 3 contrasting styles	Written research / videos of workshop activities and performances.	Year 10	Internally assessed
2	Developing Skills and Techniques Developing performing, technical and expressive skills.	Videos of milestone moments of progress. Reflective logs.	Year 10 Year 11	Internally assessed
3	Responding to a Brief. Choreographing your own work.	Video of performance and reflective logs.	Year 11	Externally examined

## Career Pathways with Dance

Dancer, Teacher, Performer, Fitness Instructor, Choreographer, Play therapist, Sports Coach



### Why choose this course?

You enjoyed drama in Key Stage 3, especially in year 9, you enjoy being in productions, you want to improve your confidence and you enjoy being creative.

The course will improve your acting skills and it will make you more comfortable about speaking up in public. You don't need to wish to be an actor to gain from this course. You will need to be effective at working with others.

### What will I learn?

- 1: You will learn 3 pieces of professional repertoire from contrasting styles such as Naturalism, Epic Theatre, Forum Theatre, Verbatim Theatre, Commedia dell'Arte, Musical Theatre (could involve moving and singing too).
- 2: You will analyse professional work.
- 3: You will perform professional repertoire i.e. published plays.
- 4: You will research the roles and responsibilities of people working in the Performing Arts industry.
- 5: You will learn how to create your own theatre work. You will devise a group piece in response to a brief that will be performed publicly.

### How will I be assessed?

	Topic	Evidence	When	Assessment
1	Exploring the Performing Arts Looking at professional repertoire in 3 contrasting styles	Written research / videos of workshop activities and performances.	Year 10	Internally assessed
2	Developing Skills and Techniques Developing performing, technical and expressive skills.	Videos of milestone moments of progress. Reflective logs.	Year 10 Year 11	Internally assessed
3	Responding to a Brief. Devising your own work.	Video of performance and reflective logs.	Year 11	Externally examined

### Where could it take me?

By taking this course you are investing in your whole future. You will leave school with an understanding and appreciation of how the arts stimulate our cultural and working lives. You will be the inquisitive and curious audiences of the future. After completing this course, one thing is certain, the performing arts will always be a part of your life.

### **Career Pathways with Drama**

Actor, Community Arts Worker, Drama Therapist, Lighting Technician, Live Sound Engineer, Screenwriter, Set Designer, TV or Film Producer.

# GCSE Option French



## Why choose this course?

If you enjoyed your French lessons, are interested in other countries or cultures; and have an inquiring mind, then this is the course for you! This new course offers you the opportunity to develop your French language skills to their full potential, equipping you with knowledge and confidence you can use both in and outside of the classroom. The exam board has focused on ensuring that their assessments are clear, accessible and discriminate effectively, and that the content is engaging and relevant.

## What will I learn?

In this course you will follow three main themes, each with three topics. These are:

- Theme 1: People and lifestyle. Topics: *Identity and relationships with others; Healthy living and lifestyle; Education and work.*
- Theme 2: Popular culture. Topics: *Free-time activities; Customs, festivals and celebrations; Celebrity culture.*
- Theme 3: Communication and the world around us. Topics: *Travel and tourism, including places of interest; media and technology; the environment and where people live.*

## How will I be assessed?

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four elements at the same tier. All 4 exams are taken at the end of year 11. Each paper is worth 25% of the final grade.

Paper 1: Listening. 35 min (Foundation); 45 min (Higher)

Paper 2: Speaking. 7-9 min (Foundation); 10-12 min (Higher). Both with 15 min preparation time.

Paper 3: Reading. 45 min (Foundation); 1 hour (Higher)

Paper 4: Writing. 1h 10 min (Foundation); 1h 15 min (Higher)

## Where could it take me?

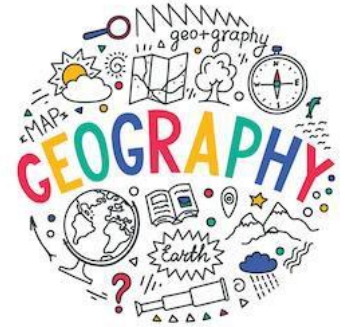
By taking a language at GCSE you will be expanding your cultural horizons, boosting your brain power and gaining amazing skills and a valuable talent that's applicable to almost everything you do. You open up doors not just in France, but in Canada, Africa, the Pacific Islands and the Caribbean.

## Career Pathways with French

Cabin Crew, Airline Pilot, Teacher, Hotel Manager, Careers in Business, Tour Guide, Translator, Retail Buyer, Research Scientist, Journalist.



# GCSE Option Geography



## Why choose this course?

Climate change, volcanoes, river flooding, earthquakes, organic farming, city deprivation, famine, population explosion, development, migration, wind energy, tourism, recycling, sustainability..... There has never been a time when Geography has been so relevant to the world around you. These issues and many more are in the news on a daily basis. GCSE Geography gives you a greater understanding of the problems facing our planet and allows you the opportunity to suggest solutions.

This varied and diverse course builds on the foundations laid lower down the school and includes examples taken from all over the globe.

## **What will I learn?**

1. **Locational Knowledge** – Learn about real places and issues in the 21st Century.
2. **Maps, fieldwork & geographical skills** – Skills based Geography using mathematical and ICT skills.
3. **Geography of the UK** – Knowledge & understanding of the UK's physical and human geography
4. **Physical geography** – Tectonic Processes; Changing weather & climate; Rivers and Coastal environments
5. **People & Environment** – Global ecosystems and biodiversity; Resources and their management; Sustainability issues.
6. **Human geography** – Cities and urban society; Global economic development issues; Population and migration issues.

## How will I be assessed?

**Paper 1: Living with the physical environment** (1hour 30 Minutes) 35%

**Paper 2: Challenges in the human environment** (1hour 30 Minutes) 35%

**Paper 3: Geographical applications** (1hour 30 Minutes) 30%

## **Where could it take me?**

As Michael Palin, President of the Royal Geographical Society, says, "Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.

You will find geographers working in a wide range of jobs, from planning, working in the environment to travel and tourism, or in international charities and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geography illustrates the past, explains the present and prepares us for the future ... what could be more important than that?"

## **Career Pathways with Geography**

Climate Scientist, Countryside Ranger, Land Surveyor, Seismologist, Town Planner, Teacher, Travel Agent, Geoscientist, Ecologist, Cabin Crew

# GCSE Option History



## Why choose this course?

History is full of the disappointment and pain of humanity, as well as the improvements and highlights of human progress! If you enjoy understanding the human world and looking for answers about change over time. Consider History if you:

.....are interested in arguing your point

.....enjoy extended writing (essays)

.....are curious about past events, why they happened and what has happened as a result of them

.....enjoy analysis (of information), discussions and critical thinking

## What will I learn?

Assessment is 100% exam based and consists of three exam papers:

**Paper 1 British Thematic Study with Historic Environment** - Medicine in Britain, c1250 - present and The British sector of the Western Front, 1914 - 18: injuries, treatment and the trenches. Students will study a broad sweep of medical history from medieval Britain to the present day.

**Paper 2 Period Study and British Depth Study** - Early Elizabethan England, 1558 - 88 and The American West, c1835 - c1895.

Students have the opportunity to study, in depth, some of the key individuals from Elizabethan England that have shaped Britain today. They also study a culture and society different to their own in the American West, investigating how this civilisation has impacted upon the world we live in today.

**Paper 3 Modern Depth Study - Weimar and Nazi Germany, 1918 - 39.** Students learn in depth about Weimar and Nazi Germany, exploring its complexity and impact.

## Where could it take me?

History GCSE is a gateway subject to many written A level courses. History combines the prioritising of knowledge to reason and justify, with analysis and balance. History develops critical thinking, going beyond accepting a source or an event at face value. It brings the modern world into focus and develops academic skills useful for many careers.

## Career Pathways with History

Heritage Officer, Public Relations Officer, Lawyer, Archivist, Museum Curator, Solicitor, Teacher, Media, Civil Service, Tourism, Film and Costume Design, Research and Marketing.

# Option Hospitality and Catering



## **Why choose this course?**

Choose this course if you are organised, creative, have a passion for food and enjoy cooking and presenting work. The course also provides you with a wealth of knowledge about the hospitality and catering industry and every week we will study and investigate this in our theory lessons. You will need to prepare and buy ingredients regularly, as we cook nearly every week. You should already be able to follow a recipe confidently and be beginning to think about how you could adapt a recipe, replacing with different ingredients.

## **What will I learn?**

### **Unit 1 (Exam Unit) will cover:**

- LO1** Understand the environment in which hospitality and catering providers operate
- LO2** Understand how hospitality and catering provision operates
- LO3** Understand how hospitality and catering provision meets health and safety requirements
- LO4** Know how food can cause ill health
- LO5** Be able to propose a hospitality and catering provision to meet specific requirements

### **Unit 2 (Assignment) will cover:**

- LO1** Understand the importance of nutrition when planning menus
- LO2** Understand menu planning
- LO3** Be able to cook dishes

## **How will I be assessed?**

**Unit 1:** External Assessment with an on-screen exam 90 min long

**Unit 2:** Internal Assessment assignment project with a practical exam

The grades that can be achieved are:

Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*

You sit your exam (Unit 1) in the exam series before you certificate, this will be the summer of year 11. Your assignment (Unit 2) will be your own independent work with a written research project. You will also cook and present several dishes.

## **Where could it take me?**

The Hospitality and Catering Tech Award can give you the enjoyment and love of preparing and cooking food. It can also give you the start to move to college and study hospitality and catering or onto a food degree at University or work in the sector.

### **Career Pathways with Hospitality and Catering**

Baker, Catering Manager, Chef, Food Manufacturing Inspector, Food Scientist, Hotel Manager, Nutritionist, Packaging Technologist, Food factory Worker, Restaurant Manager

# GCSE Option Music



## Why choose this course?

This course is designed to allow the study of music through the integration of performing, composing and listening & appraising: so if you enjoy playing music, making up your own melodies and listening to different musical styles, then this is the course for you! This course offers students a range of opportunities to study music in both diverse and traditional fields and the flexible nature of the course allows students to capitalise on their own musical interests.

## What will I learn?

### 1. Performing

You must be prepared to study at least one instrument - this can include singing, rapping - and even beatboxing!

### 2. Composing

You will develop an understanding of how music works and learn different compositional methods and techniques in order to create your own pieces of music.

### 3. Listening & Appraising

You will listen to and analyse various styles of music including popular music, film music and world music.

## How will I be assessed?

### Part 1 - Integrated Portfolio

- Internally assessed assignments
- 30% of the total course

### Part 2 - Practical Component

- Internally assessed assignments
- 30% of the total course

### Part 3 - Listening and Appraising

- Externally assessed task
- 40% of the total course

## Where could it take me?

GCSE Music provides a solid foundation for further music studies at Post 16. The music and entertainment industry is a big business in the UK and GCSE Music could help pave the way to any career within the industry. Music students also develop skills that define employability: self-management; team work; problem solving; creative thinking; numeracy and ICT. Perhaps, most importantly, music is a skill for life and provides opportunity for enjoyment, leisure, participation and social interaction.

## Career Pathways with Music

Acoustics Consultant, Audio Visual Technician, Broadcast Engineer, Entertainer, Music Promotion Manager, Music Therapist, Teacher, Sound Engineer,

# GCSE Option Religious Studies



## Why choose this course?

Religious Studies helps students develop marketable skills and aptitudes including:

- analytical and strategic thinking;
- research skills;
- critical judgement;
- the ability to work with abstract, conceptual ideas;
- an ability to 'understand both sides' and negotiate and resolve conflict;
- problem-solving skills;
- leadership skills;
- An understanding of the impact of conflicting ideologies; and
- an appreciation of human diversity, belief systems, cultural and spiritual experiences.

## What will I learn?

**Year 10:** In depth study of **two** religions; **Christianity and Hinduism.**

**Year 11:** Thematic study.

Students will have the opportunity to apply their knowledge of both Hinduism and Christianity to a variety of moral and ethical issues. They will also be encouraged to apply their own personal beliefs and opinions and critically analyse the religious and secular views.

### **Themes include:**

- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religion, Human Rights and Social Justice

## How will I be assessed?

**Exam Board-** AQA Religious Studies A

**Exam Code-** 8062

**Paper 1: The study of religions: beliefs, teachings and practices**

Written exam: 1 hour 45 minutes

50% of GCSE

**Paper 2: Thematic studies**

Written exam: 1 hour 45 minutes

50% of GCSE

## **Career Pathways with Religious Studies**

Barrister, Civil Service, Legal Executive, Local Government, Teacher, Public Relations

# GCSE Option Separate Science



## Why choose this course?

We live in a society built on science, and learning how the world works and to evaluate facts, rather than opinion will help in your adult life.

We teach you how to think logically and understand the Universe around you. Students who choose Tri Science enjoy learning the topics in a greater depth and is a good pathway to studying further at A Level.

## What will I learn?

### Year 10:

**Biology:** *Cells, Organisation, Infection, Bioenergetics,*

**Chemistry:** *Atomic structure, Bonding, Quantitative chemistry, Chemical Changes & Energy changes*

**Physics:** *Energy, Electricity, Particles & Atoms*

### Year 11:

**Biology:** *Homeostasis, Inheritance & Ecology*

**Chemistry:** *Rates of reaction, Organic chemistry, Chemical analysis, Atmosphere & Resources*

**Physics:** *Forces, Waves, Electromagnetic spectrum, Electromagnetism, Space (Triple module only)*

Throughout your time you will learn how to assess data in graphs, carry out practical investigations and evaluate results.

## How will I be assessed?

There are 6 exams in total at 1hr 45 minutes each and marked out of 100.

All are taken at the end of year 11.

2x Biology 2x

Chemistry 2

x Physics

All feature a mixture of multiple choice, one word answers and long form answers.

The course is taught at the higher level (9-5) and throughout each module there are small quizzes and a final end of module exam to allow you to see your progress.

## Where could it take me?

Employers hold a Science qualification in high regard. You will be good at logical problem solving and thinking technically. The World is wide open with Science!

## Career Pathways with Science

Aerospace Engineer, Agricultural Engineer, Biochemist, Clinical Psychologist, Dentist, Dietitian, Geneticist, Geoscientist, GP, Health Visitor, Researcher, Midwife, Nurse, Oceanographer

# GCSE Option Spanish



## **Why choose this course?**

If you enjoyed your Spanish lessons in Key Stage 3, are interested in other countries or cultures and have an inquiring mind, then this is the course for you! This new course offers you the opportunity to develop your Spanish language skills to their full potential, equipping you with knowledge and confidence you can use both in and outside of the classroom. The exam board has focused on ensuring that their assessments are clear, accessible and discriminate effectively, and that the content is engaging and relevant.

## **What will I learn?**

In this course you will follow three main themes, each with three topics. These are:

- Theme 1: People and lifestyle. Topics: *Identity and relationships with others; Healthy living and lifestyle; Education and work.*
- Theme 2: Popular culture. Topics: *Free-time activities; Customs, festivals and celebrations; Celebrity culture.*
- Theme 3: Communication and the world around us. Topics: *Travel and tourism, including places of interest; Media and technology; The environment and where people live.*

## **How will I be assessed?**

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All 4 exams are taken at the end of year 11. Each paper is worth 25% of the final grade.

Paper 1: Listening. 35 min (Foundation); 45 min (Higher)

Paper 2: Speaking. 7-9 min (Foundation); 10-12 min (Higher). Both with 15 min preparation time.

Paper 3: Reading. 45 min (Foundation); 1 hour (Higher)

Paper 4: Writing. 1h 10 min (Foundation); 1h 15 min (Higher)

## **Where could it take me?**

By taking a language at GCSE you'll be expanding your cultural horizons, boosting your brain power and gaining amazing skills and a valuable talent that's applicable to almost everything you do. You open up doors not just in Spain, but across South America.

## **Career Pathways with Spanish**

Cabin Crew, Airline Pilot, Teacher, Hotel Manager, Careers in Business, Tour Guide, Translator, Retail Buyer, Research Scientist, Journalist.

# BTEC Option Sport



## **Why choose this course?**

PE, sport and physical activity adds life to years and years to life so why would you not choose to do the Tech Award in Sport! The course is a fun but academic course which is accessible to all learners who have a passion for fitness, sport and/or health, not just for those pupils who have played sport for school. Talk to one of the PE staff about the course and see if you will enjoy it.

## **What will I learn?**

The course teaches you a number of skills and covers a range of topics. You will carry on developing your knowledge of fitness testing and training which started in KS3 lessons; there will also be lessons on how your body works and the effect that physical activity has on it; we will study how the mind affects performance and the psychology of sports performance. Away from the sciences we will also look at technology and sociological aspects of physical activity. Part of the course will also require you to further develop your refereeing skills and ability to apply the rules of a chosen sport, fairly and correctly. KS3 Games Day will provide a great opportunity for students to then apply their understanding of the rules of these sports in a competitive environment. As you can see this is a very varied course.

## **How will I be assessed?**

### **Component 1 - Preparing participants to take part in Sport and Physical Activity (30%)**

- Internally assessed: assignment consisting of three tasks (completed under exam conditions). This unit covers different types of provision in the sports industry, Technology in sport and preparation to take part in physical activity.

### **Component 2 - Taking part and improving others Sport Performance (30%)**

- Internally assessed - both practical and theoretical. This unit covers the components of fitness, understanding the roles and responsibilities of officials and finally demonstrating ways of improving a sports performer's skills.

### **Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (40%)**

Externally assessed summative exam 1.5hr. Within this unit students will focus on fitness testing, fitness methods, principles of training, psychology in Sport, nutrition and how these can be used to improve performance.

## **Where could this qualification take me?**

The Tech Award in Sport, Physical Activity and Fitness is the ideal course to go onto study PE and sport as a BTEC or A Level at college.

### **Career Pathways with Sport**

Leisure and Fitness Industry, Professional Sportsperson, Outdoor Pursuits and Education. Sports Media and Journalism, Occupational Therapist, Teacher, Forces, Public Services



**YEAR 9 OPTION CHOICES FORM 2024**

**Student Name:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

You have **three option subjects** in year 10. However, we are asking all students to choose **four option choices**, one from block 1, three from block 2. Please number them 1 – 4. 1 being the subject you most want to take at GCSE, 2 your second choice etc..... **If you want to fulfil the EBacc criteria** (see information in the options booklet), you need to take as a minimum History or Geography **plus** French or Spanish.

<b>Block 1 Choose 1 Option</b>		<b>Block 2 Choose 3 Options <i>(Don't forget to number them, your 3<sup>rd</sup> option is your reserve)</i></b>	
Geography		Geography	
History		History	
French		French	
Spanish		Spanish	
<p><b>Please note:</b></p> <p>If you choose a Humanities (Geography or History) <b>and</b> a Modern Foreign Language, then you will have the combination of subjects for the English Baccaulaureate (EBacc)</p> <p>*Select science as <b>one</b> of your options if you want to take the separate science GCSEs</p>		Art and Design	
		Computer Science	
		Creative iMedia	
		Dance	
		Design Technology	
		Drama	
		Geography	
		History	
		Hospitality and Catering	
		Music	
		Religious Studies	
		*Separate Science	
		Spanish	
Sport			

*Please complete a paper copy of the options form and hand in to Mrs Penberthy or Mr Loder by Friday 1<sup>st</sup> March. I will not accept option forms until after the Options Evening on the 22<sup>nd</sup> February.*

*Please ensure you have discussed your options with parents/carers and we would like their signature in the section below.*

**To be completed by Parents/Carers:**

*Please use the space below if you have any questions about the options choices or if there was a difficulty choosing the option choices that you would like us to be aware of.*

Comments: \_\_\_\_\_

Please let us know if you would like a meeting with Mrs Penberthy or Mr Loder to discuss the options

I would like a meeting to discuss options

I do not need a meeting at the moment to discuss the options

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



