



YEAR 9 OPTIONS

INFORMATION AND PLANNING BOOKLET



Name:

Form:



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Options: key dates and events

Date	Event and information
Friday 19 January 2024	Options booklets given to Year 9 students (and also published electronically on the Year 9 page of the school website).
Monday 5 February – Friday 9 February 2024	Subject presentations/assemblies: Options subjects will present to the year group about their subject at KS4 and the opportunities taking that subject offers.
Monday 12 February 2024, 6-7pm	Options evening: this face-to-face event is in the main school hall. Students and families will have had 3 weeks to read and discuss the information for each subject in this booklet. The evening will summarise the Options process, offer key information and offer time to visit subject 'stalls' and speak to staff about the subject at GCSE and the opportunities it will offer.
Tuesday 27 February 2024	Y9 Progress Review. Although the progress of students in each subject is the primary focus of discussion in appointments, there will of course be opportunities to offer further questions that may have arisen since the Options evening.
Monday 11 March – Friday 15 March 2024	Y9 Options meetings with Y9 tutors. The purpose of these meetings is to discuss the subject preferences that the students are considering. Parents/carers are also invited to attend if they are able to do so during the working day. Details of exact dates for each tutor group and how to book appointments will be communicated closer to the dates.
Friday 15 March 2024	Electronic Options form shared with students. The electronic form will be shared via student email at the end of the week of guidance interviews. Students have a week to complete and submit their Options forms.
Friday 22 March 2024	Final deadline for submission of Options forms.
Other opportunities and support	
Taster sessions	Some subjects will offer some taster classes of subjects for Year 9 students – this will take place in a timetabled lesson before final choices are made.
Assemblies and tutor sessions	There are subject-focused assemblies and some activities and discussion in tutor times over the term to support students in making the right choice for them and their potential plans for the future.

Dear Year 9 students and families,

This is your Options booklet: you need to keep this safe as you will want to use this and refer to it throughout the process.

This is an important stage in your education, and we want to be able to support you to make the best decisions for your future.

In this booklet you will find information about:

- The number of GCSEs you will study at KS4 – including the core subjects which **all** students have to study
- The number of Option subjects you will study at KS4
- The Options subjects that you might study at KS4
- How the Options process works and how subjects are selected for students
- How to choose a good set of subjects to enable you to keep your options as open as possible once you leave CVC
- Things to avoid doing when choosing your preferred subjects
- Some activities to help you think about your future and how your Options subject choices might help you
- A practice Options form so that you know what it will look like and you can practice filling it in before you complete the real thing!
- Key dates and deadlines

This booklet is a resource designed to help you think carefully about what the best next steps are for you, in order to help you to get where you want to be. You might have a really good idea about what you want to study post-16 or what career you would like in the future: you might have no idea. Both are fine. However, regardless of whether you know what you want to be when you are older or if you are totally unsure, having a balanced set of GCSE qualifications in respected subjects will help you.

Use this booklet to begin to find out about different subjects, to discuss these subjects with family at home and with your tutors. Your choices for GCSE will support your applications for life after CVC – whether that is for A-Levels, apprenticeships, college courses, University courses, jobs and careers – so we want to make sure that you have thought really hard about these and made the best choice you can.

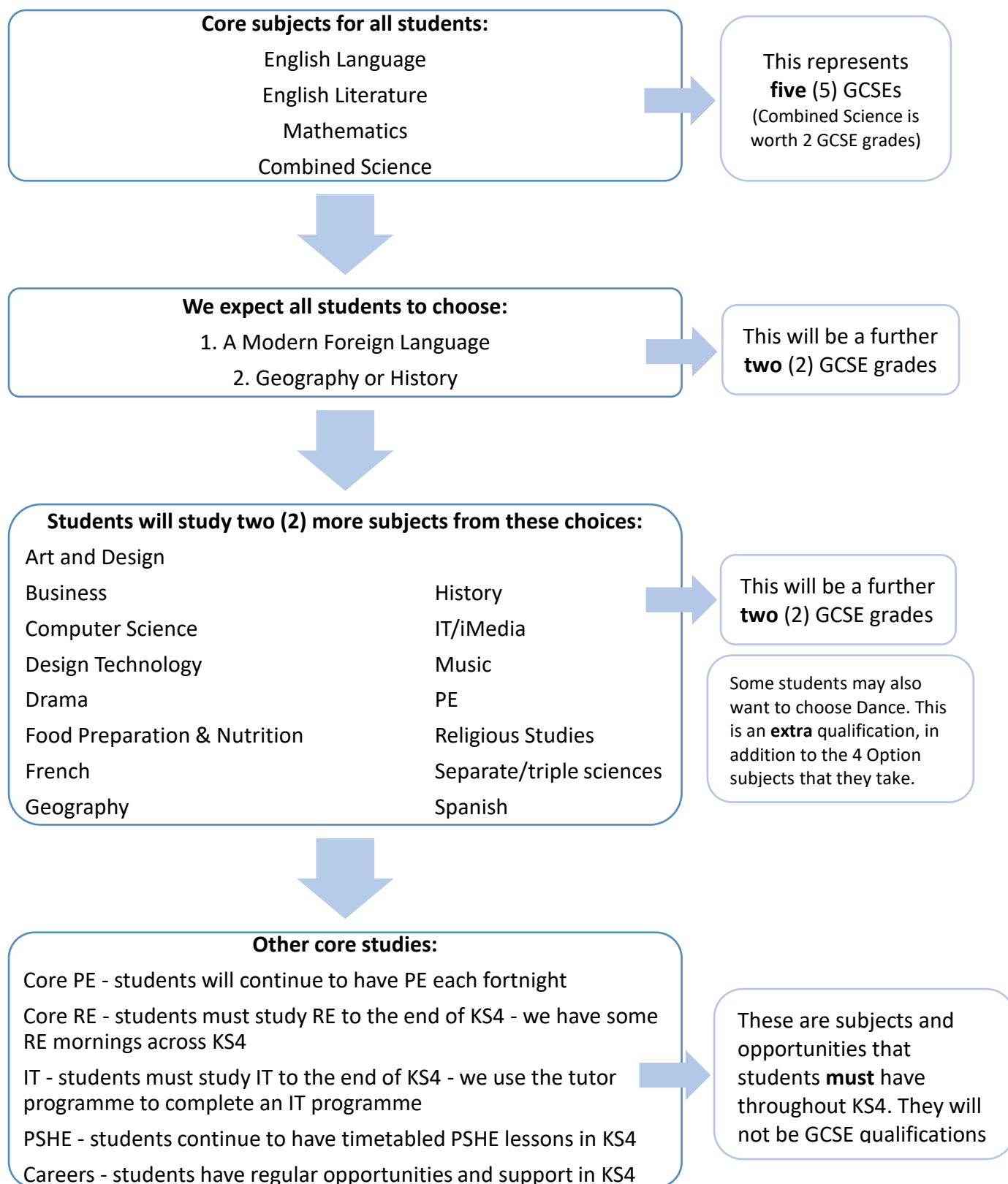
Keep discussing and asking questions throughout this process: with your family, subject teachers, form tutors, your Head of Year – we are all here to help you make these decisions.



Amelia Parker
Assistant Principal

What will I study at KS4?

Students will study **five** core subjects and **four** option subjects over two years:



This means that all students will leave CVC with **nine (9)** GCSEs: some students may leave with further qualifications (if they opt for Dance or are offered the chance to study Further Maths).

How does the Options process work?

The diagram below shows the stages and how Options choices are decided for students:

Students choose the **six** subjects they would prefer to study at KS4.

They submit their preferences in the order they would like to study them.

They submit their preferences using the electronic form by Friday 22 March.

All of the Options preferences that students have made are collected

The preferences are put into a specialist Options computer programme

This creates the Option blocks based on the preferences of the year group

It will create **four** (4) Option blocks (A, B, C and D)

All students will study one subject in each of these blocks

The specialist Options computer programme creates four Option blocks to meet **as many students' top preferences** as possible

Last year we were able to meet 85% of students' top preferences - this is a very high percentage

If students have a set of top 4 preferences that cannot work together, then the next preferences down (5 or 6) will be chosen instead

Once all of the Options have been assigned to each student, they will be given a letter which will tell them which subjects they are studying next year. This happens in the Summer term.

Will everyone get their top four Options preferences?

No. It is impossible to give every student their top four preferences. We work really hard to try and meet as many of the top preferences for as many students as possible. Some students will be able to study all four of their top preferences. Some students will not be able to – but, all students will have at least some of their top four preferences in their final Options choices.

What are the reasons why someone might not get a preferred Options subject?

There are several possible reasons why a student might not get one or more of their top preferred subjects:

1. Subjects that they wish to study end up in the same Option block. So, for example, **if** Computer Science and Art and Design ended up in the same block then the student would not be able to study both – this is because the lessons for these subjects would run at the same time. **It is important to be clear that Option blocks are only decided after students have submitted their preferences.**
2. Courses are full. Some of our subjects have limited numbers because of space and Health and Safety requirements (Food Preparation and Nutrition; Design Technology; PE) – if a subject which only has a certain number of spaces is full, then some students will be disappointed because we cannot fit them in. **Sending in your Options form early will make no difference to getting onto a popular course – those who submit their form on the 22 March will have just as much chance of getting onto a subject than someone who submits their form earlier.**
3. Sometimes, some subjects are not as popular and only a few students select it as a preference. If we only have a small number of students who wish to study the subject, we cannot run the course.

Are there any combinations of subjects that are not allowed?

Yes. This is because the courses are too similar and if a student were to select 2 or more of these as their preferred subjects to study for GCSE, they would have a very narrow set of choices. We need to support students to have a **broad** set of GCSE qualifications to help them for post-16 applications, university applications and for career and job choices in the future.

Students can **only** select **one** of the following subjects on their Options form: Business, Computer Studies, IT/iMedia.

Students can **only** select **one** of the following subjects on their Options form: Food Preparation and Nutrition and Design Technology.

What is the EBacc?

The English Baccalaureate (EBacc) is a set of subjects that the Department for Education recommend as part of their KS4 curriculum. Where students have achieved a grade 5 or above in all the following subjects they have 'passed' the EBacc:

- English Language or English Literature
- Mathematics
- Two sciences (either Combined Science or two of Physics, Chemistry, Biology and Computer Science)
- History or Geography
- A Modern Foreign Language

The reason these are the subjects that have been chosen is because these are the subjects **most regularly looked for by colleges and universities when offering places** – this is worth bearing in mind when students are choosing which options to take. Although students do not need to have studied all of these to go on to higher education, having a mix of subjects geared towards the EBacc will help keep their options open.

What is a good set of choices for Options preferences?

- Subjects that show a range – you do not want too many similar subjects. This means you keep as many options open to you as possible after GCSEs.
- Subjects that you are good at.
- Subjects that will allow you to choose and apply to courses or careers that you are interested in.
- Students that complete the EBacc subjects have a competitive set of subjects for post-16 and university applications.

What is not a good way of choosing Option preferences?

- Choosing subjects because your friends have chosen them – there is no guarantee that you will end up in the same group so you need to choose what is right for you. These are **long-term** choices.
- Choosing subjects based on teachers – you do not know which teacher will be teaching you in KS4.
- Choosing subjects just because they are new and so you think will be more exciting.
- Choosing subjects that you know nothing about – find out about the course and what post-16 courses and careers they might lead onto.
- Choosing subjects you think will be 'easier' or won't require lots of writing. All GCSE subjects are challenging and all subjects, including more practical subjects, still require a lot of writing.
- Not making any choices at all – any students who do not submit an Options form by the deadline (22 March 2024) will have their subjects chosen for them and will be placed in groups which have room. Make sure you take ownership!



Core Subject: English

The Course

In English, we study AQA English Language GCSE (specification 8700) and AQA English Literature GCSE (specification 8702). This means that throughout Key Stage 4 students are working towards two separate GCSEs and receive two separate GCSE grades, one for each subject.

Both GCSEs are linear and assessed entirely through examinations at the end of Year 11: there is no controlled assessment at all. There are no tiers - all students will sit the same exam papers.

English Language (AQA - 8700)

There are two exam papers for this qualification. Both papers have a section which tests students' reading and comprehension. They will be given challenging extracts from fiction and non-fiction sources. Students answer questions on the texts, testing students' ability to analyse how language and structure has been employed by a writer for deliberate effect and also testing their ability to read implied meaning and to evaluate. In both papers, there is a second writing section: students will be asked to write a piece of creative writing (either descriptive or narrative) - they will need to carefully craft their writing using language features, imagery and an extensive vocabulary for effect. Spelling, punctuation and grammar is awarded a separate mark for this section of both papers.

English Literature (AQA - 8702)

There are two papers for this qualification. Paper 1 is the Shakespeare and nineteenth-century prose paper: students will answer a question on their studied Shakespeare play ('Romeo and Juliet') and their studied nineteenth century prose text ('The Strange Case of Dr Jekyll and Mr Hyde' by R.L. Stevenson). Paper 2 is the Modern texts and Poetry paper: students will answer a question on their studied modern text ('An Inspector Calls' by J.B. Priestley). Students will also answer one question on a poem from an anthology (supplied by AQA) - the collection studied at CVC is the 'Conflict and Power' anthology and has a range of poems dealing with this topic. Students must compare two of the fifteen that they study. They will then answer a question on an unseen piece of poetry, responding to it for the first time in the exam.

Both exams are closed text: this means that students will not take any copies of texts into the exam hall with them. Students will need to memorise key quotations and know their studied texts in detail.

Further education and career opportunities

English Language and Literature qualifications open doors to a huge array of post-16 and university courses and careers. The skills to analyse, infer, question, reflect and to know how to manipulate language to their advantage are ones used in so many different roles and careers: law, medicine, journalism, writing, politics – to name a few.



Core Subject: Mathematics

The Course

In Year 9 students continue working on the Key Stage 3 mathematics curriculum to ensure they have a good understanding before moving on to the GCSE course in Year 10. They have been introduced to Pythagoras' Theorem, trigonometry, and algebraic proof. They have extended their understanding of transformations, angles and polygons, sequences, and of shape and space. They have, therefore, begun to make connections within mathematics. Continuing this progress is fundamental for students to maximise their potential in the demanding mathematics GCSE.

In Year 10, students will continue to experience a wide variety of mathematics, all designed to develop their competence and understanding. They will be in classes appropriate to their attainment and will take either higher tier or foundation tier exams. There exists the flexibility to enter at either tier, though your child's class teacher will give their recommendations. The tier of entry will be decided initially by the tests taken throughout Year 9, with the final summative test in Year 9 being of particular importance.

In Year 11 all students will take the AQA GCSE Mathematics (8300) qualification. This consists of three papers, one without a calculator and two with a calculator. If students are entered at the foundation tier, the grades available are 1 - 5. At higher tier, grades 3 - 9 are available. Mathematics has no coursework or controlled assessments.

For a small number of students for whom Maths GCSE will be challenging, it will be appropriate for them to also take an Entry Level Certificate in Mathematics. This will be studied in parallel to GCSE and is assessed by on-going in-class testing and/ or small group interventions during maths curriculum time. This will ensure that every CVC student leaves with a recognised mathematics qualification.

For a small number of students who display a strong aptitude for mathematics, it may be appropriate for them to also take the AQA Level 2 Further Mathematics Qualification (8365). This will be studied in parallel to GCSE and would begin at the beginning of year 11 in September 2025. In-class assessments, in addition to the end of year 10 exams, will be taken into consideration when deciding which students will be offered the qualification. This course gives students the opportunity to access work which will support mathematics at A-Level and beyond.

Further education and careers opportunities

The value and importance of acquiring mathematical knowledge cannot be over-stated. Evidence of attainment at some level of GCSE mathematics is required for most, if not all, further education courses. A GCSE mathematics grade of 4/5 or above will be a requirement for numerous higher education courses in both arts and sciences.



Core Subject: Combined Science

In Year 10 all follow a core common programme, as part of the AQA Trilogy Science syllabus (except those who opt for the GCSE Science 'triple' course). Units of this course will be split into Chemistry, Biology and Physics.

The GCSE Science (Combined) route is a broad and detailed course of study that develops student knowledge and understanding of the living, material, and physical worlds, as well as the skills required to investigate concepts through practical application.

Examination Information

This is a linear course, and all examinations will be taken at the end of Year 11. There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. There are also 16 required practical experiments that students will complete throughout the course. Aspects of required practical work, including correct use of equipment and analysis of outcome are also assessed in the exams.

The Course

This is a two-GCSE (double award) qualification in the three science disciplines of Biology, Chemistry and Physics. Students are awarded **two** grades based on their overall performance across the three disciplines.

AQA- Biology Paper 1	AQA-Biology Paper 2
Topic 1 - Cell Biology	Topic 5 - Homeostasis and response
Topic 2 - Organisation	Topic 6 - Inheritance, variation and evolution
Topic 3 - Infection and response	Topic 7 - Ecology
Topic 4 - Bioenergetics	

AQA- Chemistry Paper 1	AQA-Chemistry Paper 2
Topic 8 - Atomic structure and the periodic table	Topic 13 - The rate and extent of chemical change
Topic 9 - Bonding, structure, the properties of matter	Topic 14 - Organic chemistry
Topic 10 - Quantitative chemistry	Topic 15 - Chemical analysis
Topic 11 - Chemical changes	Topic 16 - Chemistry of the atmosphere
Topic 12 - Energy changes	Topic 17 - Using resources

AQA- Physics Paper 1	AQA-Physics Paper 2
Topic 18 - Energy	Topic 22 - Forces
Topic 19 - Electricity	Topic 23 - Waves
Topic 20 - Particle model of matter	Topic 24 - Magnetism and electromagnetism
Topic 21 - Atomic structure	

Further Study

The Combined Science route enables students to reflect on the world and how it works. It encourages students to think logically, using evidence to form their ideas. Many careers require good science GCSEs, and the double-award qualifications are highly regarded. The course can lead on to study at A-Level, access to vocational and apprenticeship courses, and lead into a wide range of employment opportunities and higher education. Careers in medicine, veterinary science, mechanical engineering, nursing, childcare, sports science, meteorology, architecture, chemical engineering and horticulture are all accessible through successful completion of this course.



Core Subject: Physical Education

All students will study the essential requirements of the national PE curriculum. All students will have the opportunity to:

- build upon foundations and interests established in Key Stage 3
- adapt established skills to newly introduced activities
- have some choice in what activities they participate in, which reflects their interests and personalities



Each block lasts for 6 - 8 lessons enabling skill and performance to be developed and to enhance knowledge and understanding. Students are encouraged to take increasing responsibility for their learning and to organise, officiate or lead elements of the course.

In PE we use 3 strands to assess for progress:

- **Physical skills:** improvement techniques and skills in the different activities to become a more effective player.
- **Knowledge & Application:** looking after their social, physical and mental well-being within PE and across their life. Understanding the requirements of a healthy lifestyle in preparation for a lifetime of active participation in sport and leisure.
- **Personal outcomes:** how to be an effective communicator and learning to cooperate in a variety of situations.

Sports Leaders Module

There will be an opportunity for students to opt to undertake a sports leadership module as part of their core PE lessons at the end of Year 9 and will be completed in Year 10. Students will learn and develop effective leadership skills through the medium of sport. These skills are transferable to many other life experiences.

This course is mainly practical and is aimed at anyone who wants to develop their own self-confidence, self-esteem, organisational and management skills. Students will need to show a good level of commitment to this course and will be required to lead and organise festivals involving primary students. It is not dependent on sporting abilities. Students will be able to make a choice to do the course after Easter in Year 9. The course will run for approximately eight weeks.

Post-16 Links

Students wishing to develop their skills and expertise, after completing one of the following certificated courses in PE, will be in a good position to pursue any of the following:

- A-Level Sports Studies or Physical Education
- BTEC Level 3 Leisure & Tourism, Sports Studies and Physical Education
- Coaching and refereeing qualifications
- Teacher training and Sports Studies degree courses
- National Diploma in Sport

Core Subject: Personal Development

Learning is the core purpose of all activity at Cottenham Village College. This learning, and the curriculum that underpins it, goes beyond the disciplinary domains that form our subject curriculum across KS3 and 4. Students' studies in their individual subjects continues to be complemented by our provision of Personal Development at Key Stage 4.

At Cottenham we support students to:

- Develop knowledge and understanding of all aspects of personal development and know who to turn to if they need support. (This includes the Personal, Social and Health Education, Relationships and Sex Education, British Values including Citizenship and Careers.)
- Take responsibility for their own behaviour and actions and recognise that these have consequences
- Manage risk and make informed decisions
- Build lasting positive relationships which respect diversity
- Be active citizens that contribute to their society
- Develop a healthy lifestyle

Our provision for the wider curriculum delivery at KS4 begins with the principle of inclusion where all students are valued as part of our community, recognising and celebrating our diversity. We enable all our young people to feel valued and part of our school community.

At Cottenham we take a holistic approach to how we support students in ways that reach beyond their subject curriculum. The taught elements of the Personal Development curriculum are delivered through lessons as well as our pastoral programme in form times and through assemblies. The opportunity to explore aspects of the curriculum in more depth is offered through Conference Days.

Our model for the delivery of many of the taught elements of Personal Development, such as RSE, is based on the Cambridgeshire PSHE Framework. Following this curricular model ensures that we cover the most pertinent material in a rigorous and in age-appropriate ways. The taught sessions for Personal Development are planned and delivered in a way which we hope will generate discussion and allow students to consider the material they are presented with for themselves.



Careers Education, Information and Guidance

Careers Education aims to prepare young people for adult and working life and to contribute to the development of the whole person, preparing them for responsible citizenship. Specifically, as part of their overall educational experience young people should develop:

Knowledge

- of themselves
- of the opportunities open to them

Skills

- in decision making
- in managing change

Attitude

- of self-reliance
- towards others

We provide a programme to all students with these three objectives in mind. Students take part in a 'Work-Related Learning' programme delivered through tutor time and Personal Development and PSHE opportunities in the curriculum.

We regularly offer up-to-date information on career and training opportunities. Students are directed to the most up-to-date websites.

One-to-one careers guidance interviews are offered to all students over the course of KS4.

All Year 10 students are given the opportunity to take part in a work experience programme, and students are encouraged to take part in online taster activities and Open Days in preparation for post-16 study. The programme gives students a better awareness of their opportunities post-16 and helps them to complete their applications for further education, training, or employment.



Option subject: Art and Design

GCSE Art enables students to pursue their own artistic work using a broad range of art processes and techniques including, but not limited to: drawing, installation, lens and light based media, mixed media, land art, printing, painting and sculpture. Students work towards a GCSE in Fine Art. This provides the academic rigour to support further study of this subject.

Artists are visual researchers; we seek inspiration from the world around us. The GCSE Art course will develop students' authentic artistic voice. Students are taught to explore, refine and document the origins and development of their ideas, as well as producing informed, innovative and high-quality pieces of work.

The Art course is made up of 2 units:

Unit 1: Personal Portfolio in Art and Design

This is otherwise called 'coursework' and is worth 60% of the final grade

To begin the course students will conduct a miniature project based on a theme provided by Art staff; this can change yearly. Our current year 10 cohort have responded to the theme of 'contrast'. This smaller practice project supports students to understand the project process. It will also highlight areas of personal strength as well as areas of development.

From mid-January of year 10 until December of year 11 students can either continue to develop from their initial starting point (e.g. contrast) or they can develop project work from a broader range of starting points, again provided by Art staff. This said, students can choose their exact topic title, should they wish. This project will evolve over the year. The broad starting points given in January narrow in focus by May/June. This approach enables pupils to demonstrate a broad and detailed understanding of their chosen topic.

Unit 2: Externally Set Assignment (ESA) 40% of the final grade

This concludes with an Art Exam - 10 hours of sustained focus on chosen final piece

The externally set assignment is set by the examination board. This consists of 15 possible themes. Students choose one theme to explore over approximately 14 weeks and will use their research to create a final practical outcome of their choosing. The sketchbook is not made under examination conditions, but the final outcome is. This will be created in 10 hours over the course of two days and is worth 25%; the sketchbook is worth 75%.

If you are interested in taking Art and Design, you will need:

- a willingness to try new things and to document *all* work, even if it is not 'perfect'!
- a strong work ethic and the willingness to communicate with Art staff; they are your best resource
- a commitment to developing your practical and analytical skills and ability to sustain your chosen idea
- an enjoyment of the visual world around you; drawings, paintings, advertisements, film and exhibitions
- a willingness to use your insights of others' artwork to directly inform your own independent Art practice
- excellent observation skills and an ability to work with independence

We will help you by:

- enthusing you/reminding you of the wonder that this subject possesses
- offering our expertise by introducing you to new media, techniques and processes
- introducing you to the work of exciting artists to inform your own creative work

Post-16 Links

A-Level in Art & Design, Fine Art, Graphic Design, Photography, Textiles or 3D Design; Level 3 Applied Diploma in Art & Design, Design Crafts, Fashion, Fine Art, Graphic Design, Photography, Textiles or 3D Design, Level 4 Foundation in Art & Design.

Career Progression

GCSE Art is a stepping-stone towards careers including, but not limited to: animation, graphic design, art therapy, illustration, games design, photography, marketing, teaching, fashion design, architecture, curation, gallery work, web design. Studying Art will support students to develop skills that will be an asset to any career they choose.



Option subject: Business

This course is a fascinating introduction to the world of business. It is likely to support you at the start of your career. You will learn about real business scenarios and consider the issues and challenges facing entrepreneurs and large companies such as Nike, Coca-Cola, Apple & Asos. The skills you will develop in this course include: leadership, effective communication and decision-making.

Course Outline

Business 1 Business activity, marketing and people	Business 2 Operations, finance & influences on business
Business activity 1.1 The role of business enterprise 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth	Operations 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process & customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers
Marketing 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix	Finance 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow
People 3.1 The role of human resources 3.2 Organisational structures & different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law	Influences on business 6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation
<i>Both units are assessed externally with a written exam</i>	

What can I do with this GCSE?

Business GCSE can be useful for a variety of careers. It is particularly relevant if you want to work in marketing, sales, management, public relations, law, finance & accounting. If you have ever dreamt of becoming an entrepreneur and starting up your own business, this course would help you begin that journey. Previous students have gone onto further education to study business or economics at A-Level, or Business BTEC at Level 3.

Required skills and attributes

GCSE students must be committed to their learning and revision of the topics. Good IT skills are developed, and a working knowledge of Teams is expected. Throughout the course, students are required to work cooperatively, professionally and demonstrate an ability to work within a team. Good communication, presentation skills and an interest in current economic events are desirable attributes.

Interested?

If you are interested in this course, please speak to Mrs Tyrrell.

Option subject: Computer Science

Computer technology is advancing rapidly. The growth in the use of mobile devices and web-related technologies has exploded, and businesses need technologically aware individuals. This is particularly true in the gaming, cyber-security, robotics, VR (virtual reality) and AI (artificial intelligence) industries. Today, there is also an ever-increasing demand for socially responsible industries to find individuals with technical knowledge as well. This could be within healthcare, pharmaceutical research, ecological conservation and climate research.

This computer science course will provide you with logical thinking, programming and technical skills. If you are interested in understanding how computers work, programming, problem-solving, cyber-security, gaming, or just want to make the digital world a better place, this would be the GCSE option for you.

Computer Systems - Paper 1	Computational thinking, algorithms and programming - Paper 2
1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments

Practical Programming

All students will be given the opportunity to undertake a programming task during their course of study.

What can I do with this GCSE?

Students who study computer science can continue on to study it at A-Level. Computer scientists work as software engineers, analysts and systems architects in companies across every industry sector. It is also common for computer scientists to pursue careers in science, engineering and mathematics.

Required skills and attributes

GCSE Computer Science is a challenging course and students' interest and aptitude in subjects like mathematics should be taken into account before selecting this option, since students will be learning computer-related mathematics. For students who take GCSE computer science having access to a computer (not a tablet), out of lessons is helpful as they can work independently on improving their programming skills. This will help to support their progress.



Option subject: Dance

Dance is studied as an additional qualification – students who would like to study Dance will still need to study four further subjects. Dance is delivered in one PE lesson and one lesson after school.

Dance is an exciting subject of expression and creativity. It involves choreography and performance, giving you the opportunity to devise dances.

You will be taught various styles of dance, including Contemporary and Jazz in this course. We will showcase our choreography via the annual dance show. We will offer a dance residential and excursions will supplement the curriculum. Students will have the opportunity to participate in dance competitions as part of the CVC demonstration team. Invited professional performers will explore other styles with you such as Commercial and Hip-Hop in a workshop setting.

BTEC Level 2 New Tech Award Performing Arts - Dance Pathway

The Award provides students the opportunity to develop dance-specific knowledge and skills in a practical learning environment. There are four areas of equal importance, which cover the:

- development of key skills such as reproducing repertoire or responding to stimuli;
- process that underpins effective ways of working, such as development of ideas, rehearsal, performance;
- attitudes including personal management and communication;
- knowledge that underpins the above, such as roles, responsibilities, performance disciplines and styles.

Components

The qualification has three components that focus on the assessment of knowledge, skills and practices: students need to demonstrate attainment across all components in order to achieve the qualification.

1. Exploring the Performing Arts - Internally Assessed/Externally Moderated

Students will examine professional practitioners' work. For assessment evidence they must produce a written report, presentation or other similar evidence of understanding of the key features of a range of live and/or recorded dance performances. At Level 2, students will investigate the work of practitioners and how it contributes to the creative intentions and purpose of the chosen piece. They must make reference to processes, techniques and approaches used.

2. Developing Skills and Techniques in the Performing Arts - Internally Assessed/Externally Moderated

In this component, students will develop performance skills and techniques within the Jazz /Contemporary Dance genre. They will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. Students will work from existing Performing Arts repertoire, applying relevant skills and techniques to reproduce the work. They will provide a review that documents their progress from workshops through to rehearsals and performances.

3. Performing to a Brief - External - Controlled Assessment

This component requires students to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience.

Post-16 Links

Students who generally achieve at Level 2 across their Key Stage 4 learning might progress to: A-Levels as preparation for entry into higher education in a range of subjects; study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares students to enter employment or apprenticeships, or to move on to Higher Education by studying a degree in the Performing Arts.

Option subject: Design Technology

The Design Technology GCSE course provides candidates with a 'holistic experience' of design and technology by removing the constraints of studying just one material. Candidates study a wide range of materials and processes choosing the most suitable as a result of investigation, testing and experimentation. Previous candidates have used wood, manufactured boards, metals, plastics, and electronics as well as graphical based materials such as paper, board and card. Traditional manufacturing techniques are studied along with more modern approaches including computer-aided design and manufacture. Successful product themes that have been studied on this course have included children's toys, games, educational devices, electronic products, storage, medical devices, music players and lighting. Candidates are exposed to a number of designing approaches that foster creativity, help solve design problems and improve products

There is the opportunity to design and make functional products, there will be one practical lesson per week.

Students will learn many new skills across a range of materials. The teaching is supportive and challenging.

Assessment

The course is made up of two units:

- Unit 1: one single written exam: core knowledge and designing skills.
- Unit 2: non-examined assessment: design and make task requiring students to respond to a design context. Work is submitted as an A3 portfolio of evidence and a 3D functioning prototype, made from suitable materials.

These units are weighted 50:50 for assessment.

Who is it for?

GCSE Design & Technology is a valuable and well-respected qualification at sixth form centres and also technical colleges. Students who are considering further study in creative and practical areas such as architecture, engineering, design, art would benefit from GCSE DT. Students who are considering further study in vocational and occupational areas such as construction, engineering, and motor vehicle engineering would benefit from GCSE DT.



Option subject: Drama

"To enter a theatre for a performance is to be inducted into a magical space, to be ushered into the sacred arena of the imagination"

Simon Callow, 'Charles Dickens and the Great Theatre of the World'

GCSE Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work. Students will bring to life the work of a playwright; think like theatre reviewers, developing their own thoughts on what makes drama and theatre successful and develop as creative artists building and bringing a character to life through exploration and rehearsal. Students must study two contrasting texts for the GCSE course.

During your course you will consider:

- Acting
- Script study
- Practitioners
- A variety of styles and genres of theatre
- Devising
- Improvisation
- Playwrights



Components 1 and 2: Devising Drama (Practical) (60% of final grade with Component 3)

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli. A range of stimuli can include; a piece of music, poem, photograph or a prop. The work must be supported by a devising log book.

Component 3: Presenting and Performing Texts

Students will study a play chosen by the drama department, which is different to the text studied in the final examination. Students will take part in two contrasting extracts from the text. Performance lengths will vary according to group size.

Component 4: Exam assessment - Performance and Response (40% of final grade)

The exam component will be assessed at the end of the qualification. Students will have to complete questions based on the set text studied in class and a review of a live performance. Please note that as a performing arts subject it will be expected for performing arts students to regularly attend an after-school GCSE session to rehearse or complete controlled coursework.

Post-16 Links:

- A-Level Drama and Theatre Studies or Performance Studies
- BTEC National Diploma in Performing Arts
- Any further education or employment in which communication skills, confidence and teamwork are essential.

Careers

The skills developed through the study of drama can lead into careers in performance, theatre, arts administration; careers based on people skills and interacting with others, such as personnel or social work. Also, careers associated with presentation skills, such as marketing, media and law. The arts and culture sector are one of the fastest growing parts of the UK economy. To find out more, please speak to Miss Oldfield in the Drama department or by speaking to Year 11 students.

Option subject: Food Preparation and Nutrition

The Food Preparation and Nutrition course combines practical cooking and food and nutrition theory. Work is assessed internally through two set assignments (both include written reports 2000-3000 words) and one external exam in the second year of study. You will have the opportunity to cook a wide range of different dishes; please note you will be asked to supply ingredients for the weekly practical lessons. The cost of the weekly shop for ingredients varies, but averages at around £5 per week.

Why should I study this course?

By studying food preparation and nutrition you will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

What is the course structure?

The course is made up of two components, each being 50% of the qualification:

Component 1 - Principles of Food Preparation and Nutrition: This is an exam that consists of two sections, both containing compulsory questions. The first part has questions based on stimulus material (such as photographs) and the second section contains short and long answer questions on food preparation and nutrition.

Component 2 - Food Preparation and Nutrition in Action: This component consists of two non-examination assessments that are internally assessed and externally moderated:

- The *Food Investigation Assessment* is a scientific food investigation which will assess your knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
- For the *Food Preparation Assessment* you will prepare, cook and present a menu to show your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

What can I do at the end of the course?

The Food Preparation and Nutrition course provides a suitable foundation for the study of Level 3 Food, Science and Nutrition, or other food-related courses at either AS or A-level.



Option subject: Geography

GCSE Geography stimulates an interest in and a sense of wonder about places. It engages students to think about our changing world, how people and the environment interact, where places are and how places and landscapes are formed.

The GCSE geography course is a good mix of topics such as urban issues, world development, extreme environments, rivers, and hazards - to name but a few. The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

GCSE geography is designed to allow a large number of topics to be studied and to provide an insight into a variety of the most important and relevant geographical issues. This diversity also allows all students to find topics they are interested and engaged in.



The AQA GCSE Course:

Living with the physical environment

The challenge of natural hazards: Which physical processes create natural hazards and what challenges do they pose? The hazards for investigation include volcanoes and earthquakes, extreme weather events and climate change.

The living world: What are the world's major ecosystems? Where are they located? How do they work? How are they being threatened? How can they be managed? The focus will be on tropical rainforests and hot deserts.

Physical landscapes in the UK: How have distinctive landscapes been formed by both rivers and the sea? What geological factors create variety in the landscape? How can rivers and coasts be managed to prevent erosion and flooding?

Challenges in the human environment

Urban issues and challenges: Why are urban areas growing so rapidly in certain parts of the world? What opportunities and challenges does the growth of urban areas create? How can urban living be more sustainable?

The changing economic world: Why does quality of life vary across the world? What does development mean and why is there a development gap? What are the impacts of rapid development?

The challenge of water resource management: What opportunities and challenges face the UK in terms of water, energy and food resources? How has water demand and supply led to conflicts across the world?

Geographical applications:

Issue evaluation: This part of the course examines a current and significant geographical issue. It draws upon a variety of geographical skills in order to critically evaluate and problem-solve.

Fieldwork: The final part of the course involves two fieldwork days in contrasting environments; one of these is a coastal study, the other an urban study. Students will employ a range of techniques in order to collect, interpret, analyse and evaluate information and issues.

The Examinations

There are three exams and no coursework or controlled assessment. All exams are taken at the end of the course.

Paper 1: Living with the physical environment. This is worth 35% of the total marks.

Paper 2: Challenges in the human environment. This is worth 35% of the total marks.

Paper 3: Geographical applications. This is worth 30% of the total marks.

Post-16 links

GCSE Geography is an excellent basis for study at A-Level and beyond. It has the advantage of allowing study at a higher level in either a scientific or social sciences route. It also provides a great deal of knowledge and the skills needed to study the sciences, related social sciences or other tertiary level courses. It provides a foundation for many careers, including environmental science, marketing, urban and rural planning, tourism and leisure, administration, finance and law.



Option subject: History

History GCSE helps you understand the world we live in and why it is the way it is. It gives you an understanding of events that have shaped your lives and will shape your future. Along the way you will answer interesting questions that will make you curious, make you angry, make you laugh and, most importantly of all, make you think. You will be taught to become an analytical and independent thinker who is able to reach and support your own conclusions.

The GCSE course we follow is the OCR History B: Schools History Project. It covers British and international history across a variety of timescales, each with a different historical focus.

The topics and periods covered by this GCSE are:

The Norman Conquest, 1065-1087.

William the Conqueror's conquest changed England forever. In this course we look at what late Anglo-Saxon England was like and how the arrival of the Normans re-shaped this country, for good and bad. We will learn about the stories of men and women and find out what they reveal to us about this important but turbulent period.

Migrants to Britain, c. 1250 to present.

Everyone in Britain has family who migrated here. The only thing that separates us is when that happened. This course looks at the people who have come to Britain from the 13th century to the present day. We will look at why they came, what their experiences were like and how they re-shaped Britain. We will see how those stories are connected to stories about religion, trade, war, technology and empire.

Living under Nazi rule, 1933-1945.

In this course we look inside one of the cruellest and most murderous regimes in history in order to understand how the Nazis controlled people, why people accepted their rule, how they resisted and what its effects were.



History Around Us: Ely Cathedral.

We live in a unique part of the country and at the heart of it is Ely Cathedral. In this course, we will look at how the site has been used and viewed from Saxon times to the present day. We will pay particular focus on how historians use evidence to allow you to understand this particular site but also to help you 'read' the world around you and see it in its proper context.

The Mughal Empire, 1526-1707.

This course looks at one of the greatest civilisations in world history - the Mughal Empire. It looks at its growth, its achievements and the beginnings of its decline. We will meet emperors and princesses, study art, architecture and religion and think about what it means to be part of an empire.

The Examinations

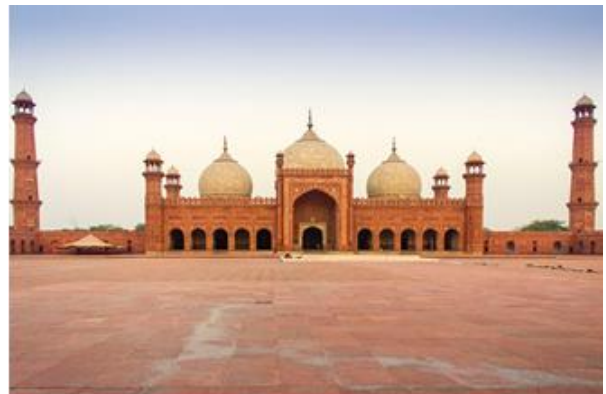
There are three exams and no coursework or controlled assessment. All exams are taken at the end of the course.

- Paper 1 examines the British history elements of the GCSE. This is worth 40% of the total marks.
- Paper 2 examines the History Around Us course. It is worth 20% of the total marks.
- Paper 3 examines the World History units. It is worth 40% of the total marks.

Post-16 Links

A GCSE in history is an excellent qualification for many courses at A-Level. Aside from A-Level history, studying history at GCSE can help you study other humanities subjects such as classics, economics, law, philosophy, politics or sociology.

People from all walks of life highly value the study of history. Qualifications in history can help you build a career in law, journalism, media, business and entertainment. Whichever path you choose, you will understand the world better if you study history.



Option subject: IT/iMedia Certificate Level 2

Whatever you decide to do when you leave school, it is most likely you will be working with and using technology on a daily basis. We believe all students deserve an opportunity to improve their digital skills.

Course Outline

This is a practical and flexible course which is part-creative and part-technical. It will ensure you have a good grounding in digital technology, so that you can do your very best in further study and in the workplace. Students complete units such as:

R093 Creative iMedia in the media industry	R094 Visual identity and digital graphics	Unit 3
48 guided learning hours External exam (40%)	30 guided learning hours Non-Examined Assessment (NEA) (60%)	42 guided learning hours Non-Examined Assessment (NEA) (60%)
Topics include: <ul style="list-style-type: none">• The media industry• Factors influencing product design• Pre-production planning• Distribution considerations	Topics include: <ul style="list-style-type: none">• Develop visual identity• Plan digital graphics for products• Create visual identity and digital graphics	

How is the course assessed and graded?

There is a single written examination and students complete a digital portfolio that showcases their digital work. Skills are assessed through a series of practical tasks throughout the course. For students who take IT/iMedia, having access to a computer (not a tablet), out of lessons is helpful as they can work independently on their projects beyond lessons.



Option subject: Modern Foreign Languages – French or Spanish

All students currently study French or Spanish and it is our strong expectation that all students continue with their current language at KS4 to capitalize on their progress at KS3. Languages are compulsory for most students across many schools and students will be competing against those who have studied a language in the future.

There are many good reasons to study a modern foreign language at GCSE. Studying a modern foreign language promotes cultural awareness and understanding; it helps students to become more open-minded and empathetic towards others; it develops important cognitive skills such as problem-solving, critical thinking, and memory retention. MFL education can also improve overall academic achievement. It has been shown that students who study a foreign language may go on to perform better on standardized tests in other subjects in the future too. In the future, many employers will value students who speak another language well, as it will allow them to communicate with a wide range of people and be flexible in their approach. In addition, studying languages is very important for global citizenship. In an increasingly interconnected world, it is important for students to be able to communicate and collaborate with people from different countries.



Aims of the course

- To enable you to communicate confidently in French or Spanish.
- To give you a greater appreciation and understanding about life and culture in French or Spanish speaking countries.
- To enable you to obtain a worthwhile qualification in a modern foreign language, which could be useful for future employment and personal enjoyment.
- To give you a sound foundation for further study of your chosen language at A/AS-Level or as part of a vocational course.
- To enthuse you so that you feel able to continue learning languages later in life.

The course

- You will develop your skills in listening, speaking, reading, writing and translation in your chosen modern foreign language. This will be achieved by studying a variety of topics and resources based on the AQA GCSE examination syllabus.
- You will develop these skills by working with your teacher, independently, with a partner or in small groups.
- In order to study a language at GCSE, you must have been studying that language with us in Year 9.

Assessment

- The four language skills (listening, speaking, reading and writing) each contribute towards 25% of the final grade. Translation into English is assessed as part of the reading exam and translation from English is part of the writing exam.
- There are two tiers of entry available: foundation and higher levels. Students will take the same tier across all four skill areas (tiers cannot be mixed). Foundation tier allows students to access grades 1-5, higher tier allows access to grades 4-9.
- Tier of entry will be decided in consultation with your teacher throughout the course.
- All four skills will be assessed in formal examination situations at the end of Year 11.
- Speaking will be assessed through an oral exam, which will be conducted in school by the class teacher. This exam will take place before the start of the main GCSE exam period.
- All examinations are marked externally by AQA.

Career Opportunities

- A qualification in a modern language is viewed as important and useful by many universities and employers in many different sectors.
- Opportunities to work abroad may increase if you are competent in another language.
- Opportunities to advance your career prospects when working with UK companies who have links with France or Spain (or other countries where these languages are spoken) are increased.
- Communication skills and understanding of the English language are developed through the study of a foreign language.
- Those with language skills are highly valued by employers due to their adaptability and flexibility in the workplace. A language can often be the feature that makes the difference between one candidate and another, no matter the sector.



Option subject: Music

Music is a creative subject and studying GCSE Music allows creativity to flourish whilst developing a knowledge of different musical periods and styles. Music GCSE is open to everyone, although it should be noted that 30% of the GCSE course requires a live performance on a voice or instrument to a grade 3 standard or above. Music GCSE is 60% coursework, which allows students to build up their composing and performing skills, over the two-year course of study. Students are given the opportunity to dedicate this part of the course to exploiting their skill strengths and preferred choice of style, enabling all students to follow their own personal creative journey. We follow the Eduqas Music course.



Areas of study

- Musical forms and devices: music from the Western classical tradition
- Music for an ensemble: musical theatre, chamber music, jazz and blues
- Film music: creating and transforming atmospheres, characters and moods
- Popular music: rock and pop, bhangra and fusion

Component 1: Performing (30% of the final grade)

You will be required to perform for a duration of 4-6 minutes with a minimum of 2 pieces, one of which must be an ensemble performance. One piece must link to an area of study.

Component 2: Composing (30% of the final grade)

You will need to create two compositions lasting a total duration of 3-6 minutes. One composition will be completed in year 11 and will be a response to a brief set by the exam board (Eduqas) in the final year. The second composition is a free composition for which learners set their own brief. A written log and a form of notation is required to authenticate your work.

Component 3: Appraising (40% of the final grade)

This is a written exam paper. It asks students to demonstrate a knowledge of musical elements, contexts and language. Two of the 8 questions are linked to set works which will require some knowledge to be put to memory and reading different forms of classical and rock notation.

We will help you by:

- Encouraging you to achieve your potential, offering an individual approach, expertise whilst creating varied opportunities for music making.
- Providing rehearsal spaces and resources for supporting the notation, recording and sequencing of composition work both in and beyond the classroom, in a GCSE afterschool coursework club.
- Facilitating practical based ensemble and analysis workshops in class alongside practice written tasks, to embed your understanding of how a variety of styles are constructed.

If you are interested in taking Music, you will need:

- A genuine passion for different kinds of music
- Imagination and a willingness to experiment with ideas
- An enjoyment and commitment to performing live on an instrument or voice
- A willingness to improve your awareness of theory skills
- An enquiring ear to demonstrate an understanding of the musical styles
- **A regular commitment to after-school coursework sessions.**

Post 16 links:

Courses in A-Level Music or Music Technology, Theatre Studies, Performing Arts, Media studies. It is considered an academic subject and can support your entry into other post-16 courses. Musical careers include a musician, musical conductor or director, music therapy, composer, sound engineer, teaching, the film and computer games industry, advertising and marketing and music publishing.

Interested? Please contact Mr Gimson if you wish to speak to existing students studying Music.

Option subject: Physical Education

BTEC PE Option

If you choose to take PE as an examined course you will have extra lessons beyond your 2 hours per week of core PE time to study sport: you will achieve either a GCSE or BTEC qualification. Both qualifications are studied at the same level but are assessed in different ways. If you choose the option of examined PE, as a department we will look at your data on performance in PE and other subjects to give us an idea of which course would be best suited to your learning needs, and group you accordingly.



Pearson BTEC Tech Award Level 1/2 in Sport

Aims of the course

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts.

Each unit focuses on a different element within sport and fitness allowing learners to become familiar with the language, skills and processes required to work in the sport and fitness industry.

There are three units students study in years 10 and 11, including one exam (unit 3). The other units are assessed by the written coursework they produce showing knowledge and understanding of the topics covered.

The units that students cover are as follows:

1. Preparing participants to take part in sport and physical activity
2. Taking part and improving other participants sporting performance
3. Developing fitness to improve other participants performance in sport and physical activity (exam)

How is the course graded?

Students are graded with a Level 1 Pass or a Level 2 Pass, Merit or Distinction – these correspond with the numbered GCSE grades.

Further Study

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to: A-Levels as preparation for entry to higher education in a range of subjects; study of a vocational qualification at Level 3, such as a BTEC National in Sport(2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Learners who achieve at Level 1 across their Key Stage 4 learning might consider progression to: study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or further study at Level 3; study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Sport and Activity Leaders.

GCSE PE Option

The GCSE course is designed to meet the needs of those wishing to study, and have an interest in, physical education on a more theoretical level, as well as on a practical one. Students will need to use time outside of the curriculum to develop and refine their skills in practical activities to ensure they achieve the best possible grade. Reading about, and watching, sport will also help to improve their knowledge and understanding of the theoretical side.

The course is made up of three units - two theory and one practical.

Unit 1 - Physical Factors Affecting Performance (30%)

- Multiple-choice, short- and extended-answer exam paper questions
- students will be looking at anatomy and physiology, movement analysis, effects of exercise, training and data

Unit 2 - Socio-Cultural Issues and Sports Psychology (30%)

- multiple-choice, short and extended-answer questions
- students will gain an understanding of sports psychology, socio-cultural influence, health, fitness and well-being

Unit 3 - Practical Performance (40%)

- performance in three sports; one individual, one game and one other (individual or game)
- coursework - analysing and improving sports performance in a particular activity
- Moderation of 3 sports and one piece of coursework.

GCSE assessment

The practical assessment will be completed by Easter of Year 11 and is externally moderated via a moderation day. Theory knowledge and understanding will be externally assessed by two exam papers taken in the summer of Year 11.

Students can submit practical elements which have been completed outside curriculum time.

For example: golf, horse riding or swimming. However, it is necessary that they provide detailed and comprehensive evidence to support this, including a register of attendance at practice sessions, video evidence and evidence of competition, which will be submitted to school and can be moderated at a later date.



Option subject: Religious Studies

Religious Studies is a unique subject. It gives students the opportunity to explore some of the most challenging ideas of human history. It explores some of the most difficult ethical issues that humanity has ever faced. It looks at the past and explores how beliefs have shaped the world that we live in now. It looks at the future and considers how all this might influence what will happen next for humanity. In short, it requires students to engage with high level, critical thinking. They can challenge perspectives, understand how others view their world differently, track how beliefs have changed over time, understand how religion is viewed from the perspective of a religious believer and those who don't believe. Students develop their opinions in relation to ethical issues that are having an impact on society now. In the years to come, these may be the issues that young people are voting on. Religious Studies provides students with a balanced understanding of the most important questions that face modern society.

Students will be studying AQA GCSE Religious Studies (Full Course). The course is split into two components:

The study of religions: beliefs, teachings and practices (50% - exam)	Thematic studies (50% - exam)
Students study the influence of the beliefs, teachings and practices on individuals, communities and societies. Students are required to learn about two religions in detail. The two religions that they will be studying are Christianity and Islam.	The students will then apply this understanding to four ethical themes. These will be: <ul style="list-style-type: none">• Religion and life• Religion, peace and conflict• Religion, crime and punishment• Religion, human rights and social justice

Here are some of the questions that this GCSE will help students to explore:

To what extent are acts of terror linked to religion?	How did Islam become the fastest growing religion in history?	Can an all-loving God allow suffering and evil to exist?	How has religion shaped modern society?	Is it possible to prove God exists? Is it possible to prove that God doesn't exist?
Is it right to carry out painful and fatal tests on animals to benefit humanity?	Why are there so many ways of understanding and expressing people's beliefs?	Why did Michael H Hart call the prophet Muhammad the most influential person in history?	Why are 75 percent of the world's resources used by 25 percent of the world's population?	How important are religious rituals, beliefs, books and ideas in the modern world?
Are we destroying our planet?	Does society ignore discrimination?	Should euthanasia ever be legalised?	Is there anything after death?	Are the claims that Christians make about Jesus true?
How do people understand God differently?	Should we reintroduce the death penalty?	How much money is spent on nuclear weapons?	Is it acceptable to punish criminals violently?	Does science remove the need for religion?

Skills

The course will help students to develop key skills such as logic, critical thinking, written expression, analysis, independent thought, respect, tolerance, creativity and communication skills.

Post-16 Opportunities and Careers

Religious Studies can be directly linked to other subjects and everyday life, making it highly desired in numerous careers. Companies and universities recognise the skills that a course like this develops. Religious Studies can be beneficial to anyone who is looking to work in law, medical care, travel, advertising, human resources, diplomacy, publishing, business, charity, journalism, the media and teaching. Religious Studies can give a great understanding of people, whatever career path is chosen. It also encourages students to engage with important ethical issues.

Option subject: Separate Sciences

GCSE Separate Sciences give students the opportunity to develop their interest in, and enthusiasm for the three separate sciences: Biology, Chemistry and Physics. Students will develop a critical approach to science evidence and methods. They will acquire scientific skills, knowledge and understanding of how science works and its role in society.

By taking science separately at GCSE level, students will cover more content, which together with the compulsory content taught during combined science lessons, will lead to three separate GCSEs in Biology, Chemistry and Physics. The Separate Science route is a demanding qualification and is suitable for students who have a passion for all three disciplines and who genuinely want to learn more about science.

The GCSE Separate Science route provides students with an opportunity to develop a deeper understanding of all three Science disciplines, which will benefit students who want to take Science A-Levels. As there is more content (and sometimes extra topics) to cover, students following this programme of study are given more science lessons per fortnight compared to students following the compulsory Combined Science Route.

Examination Information

Students will sit 6 exams at the end of Year 11 - 2 Biology, 2 Chemistry, 2 Physics. The students will achieve 3 separate GCSEs (Biology, Chemistry and Physics). There will also be 24 required practical experiments that students must complete throughout the course. Aspects of required practical work, including correct use of equipment and analysis of outcome are also assessed in the exams.

The Course

Separate Science: Biology

AQA- Biology Paper 1	AQA-Biology Paper 2
Topic 1 - Cell Biology	Topic 5 - Homeostasis and response
Topic 2 - Organisation	Topic 6 - Inheritance, variation and evolution
Topic 3 - Infection and response	Topic 7 – Ecology
Topic 4 - Bioenergetics	

Separate Science: Chemistry

AQA- Chemistry Paper 1	AQA-Chemistry Paper 2
Topic 1 - Atomic structure and the periodic table	Topic 6 - The rate and extent of chemical change
Topic 2 - Bonding, structure, & the properties of matter	Topic 7 - Organic chemistry
Topic 3 - Quantitative chemistry	Topic 8 - Chemical analysis
Topic 4 - Chemical changes	Topic 9 - Chemistry of the atmosphere
Topic 5 - Energy changes	Topic 10 - Using resources

Separate Science: Physics

AQA- Physics Paper 1	AQA-Physics Paper 2
Topic 1 - Energy	Topic 5 – Forces
Topic 2 - Electricity	Topic 6 – Waves
Topic 3 - Particle model of matter	Topic 7 - Magnetism and electromagnetism
Topic 4 - Atomic structure	Topic 8 - Space physics

Further Study

As well as focusing on the individual sciences, each syllabus enables students to better understand the technological world in which they live and take an informed interest in science and scientific developments. There are a wide range of fascinating and crucial roles that science can prepare students for. These qualifications will provide an excellent base for study of more advanced courses, such as A-levels, which may lead to further training as scientists or practitioners in fields such as medicine or engineering or protecting the environment and combating the effects of climate change by reducing carbon dioxide emissions and limiting global warming.



What thinking am I doing about my future in school?

All Year 9 students are currently exploring 'Opportunity Awareness' in PSHE lessons. This has allowed them to think about decision-making processes, work motivation and Morrisby, a digital careers library.

In lessons this term, Year 9 students will complete an online future skills questionnaire which will offer careers information. Students will also be introduced to Morrisby and taught how to use it. This will allow them to explore what opportunities are available depending on the different GCSE subjects they might want to choose. This programme will be really helpful in supporting conversations at home about potential GCSE preferences. It will also allow students to think about the activity on the following page, by providing information about GCSEs, A-Levels, apprenticeships and other qualifications.

What GCSE subjects might I want or need in the future?

Some people feel like they know what they might want to do in the future, others do not. It is great if you have plans for your career, but you also should not be worried if you do not.

The important thing is that your GCSE option preferences will allow you to keep doors open – if you have a good range of subjects, some or all which are EBacc subjects, then you will have lots of options for the future, even if you have no idea what you want to do or if you change your mind at a later point.

The boxes below offer an activity designed to help you to think about your GCSE choices in relation to your future! Is there a link between all of the boxes?

What career/careers have you thought about in the future?
Do any of these need particular subjects to be able to do them?

Is there a university course/subject or apprenticeship that would allow you to or make it easier to apply for any career you might have thought about?

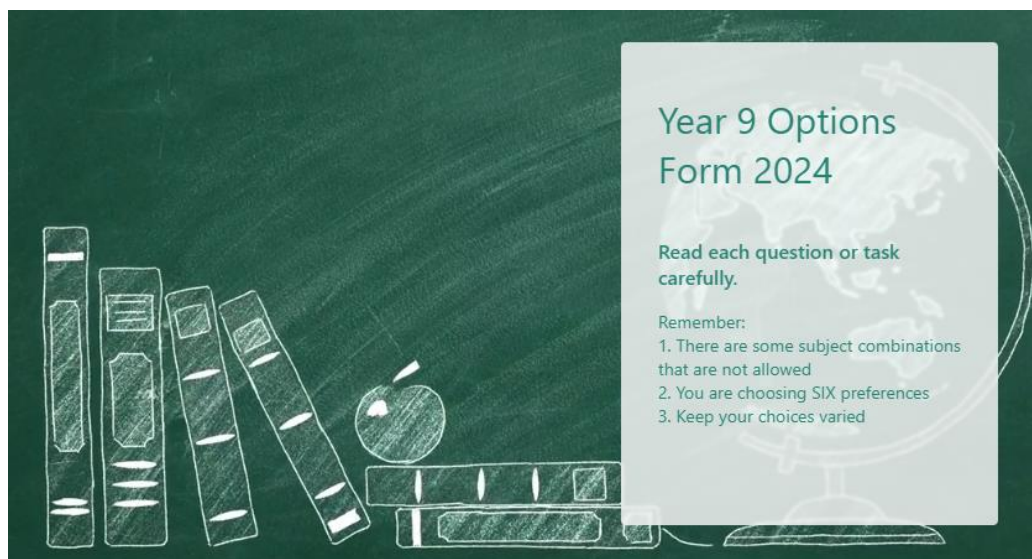
Do you need any particular A-Levels, vocational qualifications or apprenticeships to be able to apply for the post-18 course or job you might want?

Thinking about any of your answers to the above questions, which GCSE subjects do you think would be the BEST choice for you?

Practice Options Form

Your final Options form will be electronic. You will be sent this form by email – there will be a link to a Forms page.

To help you, a paper version is included in your booklet here so that you can see what it will look like and you can record the answers you think you might make when you submit your final form. The good thing about this paper version is that you can cross out answers and change your mind as you go through the Options process and find out more!



1. What is your form group? *

Enter your answer

2. Which EBacc humanity are you choosing? *

☐ Geography

☐ History

3. Which EBacc modern foreign language are you choosing? *

☐ French

☐ Spanish

4. Which other subjects would you like to study?

Choose 4 more subjects (in addition to Geography or history and a language). *

Please select at most 4 options.

- ☐ Art and Design
- ☐ Business
- ☐ Computer Science
- ☐ Design Technology
- ☐ Drama
- ☐ Food Preparation and Nutrition
- ☐ French
- ☐ Geography
- ☐ History
- ☐ IT/iMedia (Certificate Level 2)
- ☐ Music
- ☐ PE (GCSE)
- ☐ PE (BTEC)
- ☐ Religious Studies
- ☐ Separate science (triple)
- ☐ Spanish

5. As well as a humanity subject and a language, what **other** 4 subjects are your choices? Please list them in the order of preference (from most wanted first) *

Option 1

Option 2

Option 3

Option 4

6. Would you like to study Dance (BTEC) during Core PE time, as an extra qualification in addition to your other choices? *

- ☐ Yes
- ☐ No

7. Do you have any further comments you wish to add about your Options preferences?

Enter your answer

Notes page:

