

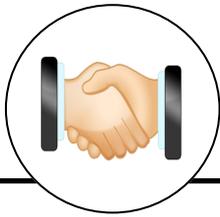
# YEAR 9 OPTIONS 2021

## Key Stage 4 Curriculum Guide



**Montsaye students are resilient and aspirational learners,  
striving for excellence in every lesson, every day.**

**Name.....**



# Introduction

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Dear Parent, Guardian or Carer

As your child approaches the most important stage in his/her education so far, we feel that making the correct decisions and choices is of vital importance. This booklet will guide you through the subjects and courses available to study in Key Stage 4. We hope that every pupil in Year 9 will make an informed choice of the subjects they would like to study in Key Stage 4. All students will be fully mentored by their form tutor and, along with your support, we are confident that they will all make informed choices regarding the subjects they wish to study. Additional information on individual subjects or courses can also be found on the relevant examination board website.

Every student will have the opportunity to study a range of accredited subjects appropriate to his/her needs and potential. This includes the core curriculum of subjects which every child must study; further details regarding these subjects and their content can be found within this booklet. We have your child at the forefront of our mind, as we create a broad and balanced curriculum that gives every student the opportunity to be successful in a range of different pathways, including GCSEs.

This booklet has been put together to help your child make the right decisions. We hope that you will have a chance to read through the booklet with your son/daughter and discuss the choices available. Your child should also be seeking help from his/her tutor and subject teachers, who will offer advice and guidance on the most appropriate courses.

Along with this options booklet, you will also find a draft option choices form for your information. This form **does not** need to be completed and returned. All students will be asked to complete an online options choice form with the deadline of 26th March. We cannot guarantee the availability of all subjects and some alterations may have to be made depending on pupil choices and staffing.

Yours faithfully

Mr G Baria  
Senior Vice Principal

Mrs J Cooper  
Year 9 Progress Leader



## To the pupil.....

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### ...your questions answered

#### **Why have I got this booklet?**

This booklet is to help you plan the next phase of your education here at Montsaye Academy. In the future, most of you will stay on into the sixth form, some of you may attend college or seek apprenticeships, but whatever you do, you will find your career will involve further training.

#### **What does this booklet contain?**

This booklet contains information about the courses you could follow and the choices you will make. Read it carefully and discuss these options with your parents, subject teachers, tutor, progress leader and careers advisor. The more information you can get the better!

#### **Why do I have to make a choice?**

The next two years are a foundation for the rest of your life. Whatever you decide now, may make the difference between success and failure. You are not able to take all of your current subjects to examination level, however, it is important to keep your option choices broad in order to get a balanced education.

#### **Can I choose whichever subjects I want?**

Not exactly – you must study English, maths, PE, combined science and a humanities subject. After that, you should not attempt to specialise too much in certain areas as this could limit your opportunities in the future.

#### **What do I have to do to succeed?**

The next two years are very important, and you must aim to learn as much as you can to form the basis of future qualifications. Careful planning and serious revision are the key to examination success.

#### **Will I get my first choices?**

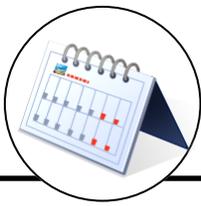
It is hoped that pupils will get their first choices of option subjects, but with such a huge number of pupils, all choosing different subjects, it is sometimes impossible to give everybody their top choices. If we cannot offer you your first choice, a senior member of staff will meet with you to discuss alternative arrangements.

#### **Should I choose the same subjects as my friend?**

You need to think very carefully about the subjects that **you** want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even end up in the same group as your friend anyway!

#### **Where can I get some advice?**

There are many people who are only too happy to offer you good advice; the best thing you can do is talk to as many people as you can and **act** on their advice. Your form tutor will hold a mentoring session with you, focusing on the options process, and will refer to your current performance in lessons, both in terms of the quality of the work that you have produced and your attitude towards learning. They will also look at the target information we have that indicates the GCSE grade that you are capable of achieving by the end of Year 11, to ensure that you make appropriate choices. You can also speak to your subject teachers to ensure you make informed choices. If you would like to talk to a trained careers advisor, please speak to your form tutor.



## Important Dates

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Date	Event
Monday 1 <sup>st</sup> February	Assembly focus on U-Explore START programme followed up in tutor time to encourage students to log on to relevant units
Monday 22 <sup>nd</sup> February	Main Options Launch Assembly
Tuesday 23 <sup>rd</sup> –Friday 26 <sup>th</sup> February	Options Form Time Focus
Monday 1 <sup>st</sup> - Friday 6 <sup>th</sup> March	National Careers Week
Thursday 11 <sup>th</sup> March	Parents' Evening (virtual)
Monday 15 <sup>th</sup> & Tuesday 16 <sup>th</sup> March	GCSE Options Taster Days
Thursday 18 <sup>th</sup> March	Options Evening (virtual)
Friday 26 <sup>th</sup> March	Deadline for options choices



## Terminology

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**Here is a short explanation of some of the words and phrases used in this booklet:**

**GCSE:** A general certificate in secondary education.

**BTEC:** A qualification in a vocational subject, worth the same as one or more GCSEs.

**Core subject:** A subject which you **must** study in Key Stage 4.

**Key Stage 3 (KS3):** The collective name for Year 7, Year 8 and Year 9.

**Key Stage 4 (KS4):** The collective name for Year 10 and Year 11.

**National Curriculum:** The subject areas which every pupil in England **must** study

**NVQ:** An alternative to a GCSE course, usually done on a work or college placement.

**Optional Subject:** A subject which you can choose to study at GCSE level.

**Syllabus/Specification:** The information you have to know and the things you must be able to do by the end of the course.

**Tier:** The level of exam you are entered for; higher or foundation.

**Internal Assessment:** Refers to all work that is completed here at the academy, marked by our teachers, with the marks then verified by the examination board and used as part of the final grade. This work may take various different forms including essays, project and practical work and has various different conditions attached to them by the different examination boards. This assessment will have strict deadlines set by the examination boards that we must adhere to.

**External Assessment:** Refers to work that is set and marked externally by representatives of the examination board. At GCSE level, this assessment typically means a formal written examination paper, although in certain practical subjects and BTEC courses, visiting external examiners may come into the academy to assess the work on site. Again, there are published dates for these assessments that are set by the examination board and we cannot move or change them.



# Assessment

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## External Assessment

## Internal Assessment

All coursework is produced internally in strictly controlled conditions.

### ACADEMY POLICY ON EXAMINATION ENTRY

Certificates at GCSE/BTEC are awarded by:

AQA	Assessment Qualification Alliance	( <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> )
EdExcel	The Foundation for Education Excellence	( <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a> )
OCR	Oxford, Cambridge and RSA Examinations	( <a href="http://www.ocr.org.uk">www.ocr.org.uk</a> )

Which are regulated by:

QCA	Qualifications and Curriculum Authority	( <a href="http://www.qca.org.uk">www.qca.org.uk</a> )
JCQ	Joint Council for Qualifications	( <a href="http://www.jcq.org.uk">www.jcq.org.uk</a> )

Most of the courses offered to students lead to public examination. The academy has a good record of success in these **for pupils of all abilities**, however, examination entry is not guaranteed, and as you will see as you read on, the level you obtain will often depend on which examination papers you take. Furthermore, you may not be entered if you have made insufficient progress, through lack of effort or failure to produce the required controlled assessments.

**EXAMINATION FEES** are the responsibility of the academy governors. Our fees, paid out of the academy budget, amount to many thousands of pounds each year. Students who complete the necessary components in any subject will have their examination fees paid for by the academy. Parents may be asked to pay for entries in some subjects when the level of attendance to the academy is deemed to be unacceptable.

**ENTRIES** are compiled by Heads of Department several weeks before the exams are due to take place. Entry procedures are operated by the academy's examinations officer in consultation with staff, pupils and parents, throughout Key Stage 4. **Parental attendance** is very important at Parents' Evenings during these important years.

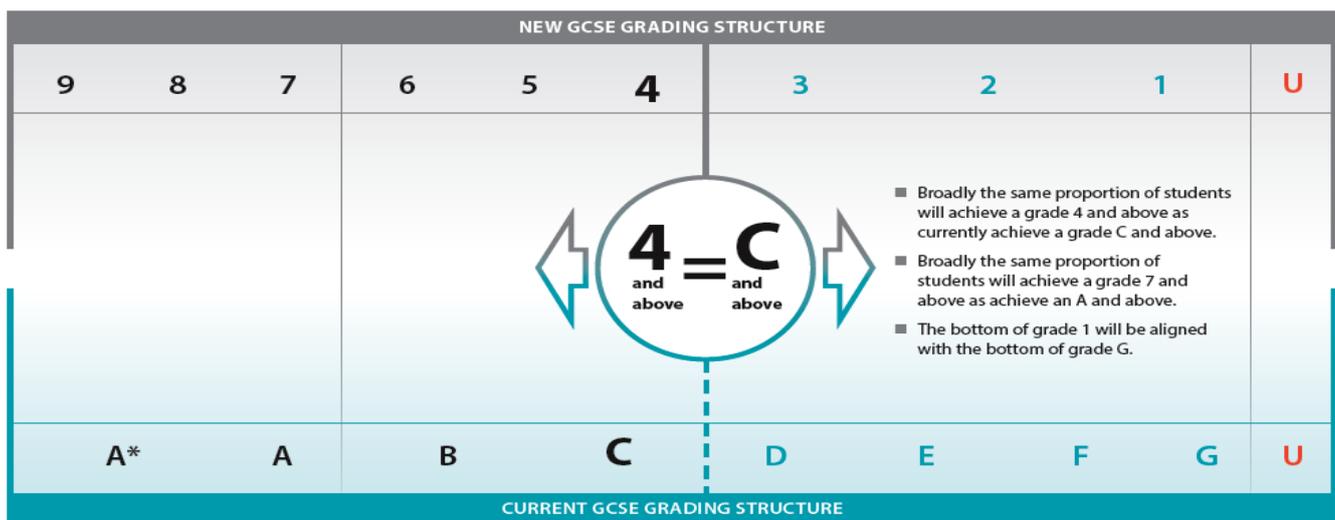
**ATTENDANCE** on a regular basis is essential throughout the course. Unauthorised absences will be recorded on your academy reference. Whilst serious ill health can be covered by a doctor's certificate with the examining board concerned, casual absences lead to a reduced grade or no grade at all.

**WORK RATES** - continuous, consistent, planned effort, effective revision and homework organisation, and determination to succeed are the qualities needed for exam success. There is no easy way to pass an examination. Teachers give regular advice on the necessary study skills but you cannot rely on your teacher to carry you through the course. The academy has a good record at GCSE mainly because the majority of students have developed good work habits and attended regularly.

Key Stage 4 subjects involve a combination of internal and external assessment; the completion deadlines are set by the examination boards, not by the academy. If you do not submit work on time, you may well be graded absent for the particular component and this will result in a considerably lower grade.

**KS4 GRADES** - the new grading system, in place from summer 2018, is below. Vocational courses are often reported as a pass, merit or distinction, but these also have a GCSE grade equivalent. The diagram below shows the link between the new grading system and the older one:

## Grading the New GCSEs in 2017 Ofqual



September 2014

Ofqual/14/5517

# Core Subjects

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The following subjects are core subjects which means that they are subjects that everyone studies throughout Year 10 and Year 11:



**English Language and Literature**

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**GCSE AQA Combined Science Trilogy**

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**Mathematics**

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**PE (Core)**

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**Geography or History**

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# English Language and Literature

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## Qualification

English Language (Pearson Edexcel)  
English Literature (AQA)

## Overview

Both courses aim to develop knowledge of language and literature.

- Communication skills; working in groups, sharing ideas, discussions.
- Analytical skills; the close study of a text.
- Interpretative skills; developing your own views and understanding the meaning of any given text.
- Comparative skills; considering and making connections between texts.
- Imaginative skills; writing creatively in a range of different genres.

## Objectives

The course aims to develop knowledge and understanding of language and literature.

Students will learn how to communicate clearly and how to adapt language choices for different situations. Students will learn to read with insight and engagement and be able to follow an argument; they will have a greater understanding and ability to evaluate the different devices a writer uses to achieve effects. They will also learn how to structure and organise ideas. English literature preparation will allow students to develop an awareness of social, historical and cultural contexts.

Year 9 will provide students with opportunities to consolidate essential skills required at GCSE. These skills will be embedded in Year 10 preparation for GCSE assessment at the end of Year 11.

## Assessment

### **External Assessment 100%**

Students will sit examinations for GCSE Language and GCSE Literature at the end of the course in Year 11, with assessments focusing on testing reading and writing skills. Students will be encouraged to express themselves accurately and with confidence.

## Useful Websites

[www.bbc.co.uk/bitesize/examspecs/zgvg6fr](http://www.bbc.co.uk/bitesize/examspecs/zgvg6fr) (GCSE Language)

<https://www.youtube.com/channel/UC80sYgWw5HsJD6wtJPKXf-w/about> (GCSE Language)

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx> (GCSE Literature)

<https://www.gcsepod.com/> (GCSE Literature and GCSE Language)

<https://senecalearning.com/en-GB/> (GCSE Literature and GCSE Language)

YouTube: Mr Bruff channel (GCSE Literature)

## Career Opportunities

GCSE English language underpins all further study. The ability to communicate clearly in a variety of formats is essential for future study. Those who wish to develop their understanding of English literature or languages may be able to take the subject at A-Level at the academy.

English provides an entrance into a wide variety of careers; librarian, learning mentor, journalist, teacher and marketing executive to name but a few.



# GCSE AQA Combined Science Trilogy

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This double award is equivalent to two GCSEs and covers the three science disciplines, biology, chemistry and physics.

## Qualification

GCSE Science AQA Specification 8464

## Overview

GCSE Science is part of our core curriculum designed to inspire and challenge students of all abilities and aspirations. Practical work is integral to the combined science GCSE and students enjoy the opportunity to plan and carry out practical work, analyse and evaluate information from data collected. There are 16 required practical investigations that are examined within the final exams.

## Objectives

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Forces
Organisation	Bonding and the properties of matter	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical and energy changes	Electricity
Homeostasis and response	Organic chemistry	Magnetism and electromagnetism
Inheritance, variation and evolution	Chemical analysis	Particle model of matter
Ecology	Chemistry of the atmosphere	Atomic structure

## Assessment

The course is linear with assessment (six exams) at the end of Year 11. Each written exam has a duration of 1 hour 15 minutes and is worth 70 marks (16.7%) of the GCSE. Exam questions vary in style including multiple choice, structured, closed short answer and longer response. Students are entered for either Foundation (grade 1-5) or Higher (grade 4-9) papers.

## Useful Websites

[www.sciencelab.org.uk/gcses](http://www.sciencelab.org.uk/gcses)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.samlearning.com](http://www.samlearning.com)

## Career Opportunities

In science, we try to develop learners' thinking skills that are transferable skills for most careers. These are just a few careers that an education in science could lead to: Engineer, mechanic, architect, nurse, health care assistant, brewer, astronaut, astronomy, medicine, dentist, primary school teacher, secondary school teacher, hairdresser, lawyer, volcanologist, geologist, forensic science.



# Mathematics

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## Qualification

GCSE Mathematics AQA Specification

## Overview

Maths is one of the most useful subjects which students will study in school. It gives vital tools needed to study many degree subjects; it also teaches a wide range of transferable skills which would be of benefit within the workplace.

Maths will provide the numeracy skills that are required to take control of daily life, whether managing finances or judging the latest government statistic.

## Objectives

Students will follow a linear course, starting in Year 10, which includes work on:

- Statistics and probability
- Number and algebra
- Geometry and measures

The course builds on the content and skills learnt at Key Stage 3.

## Assessment

Entry is available at one of the two tiers:

- Higher (grades available: 9 to 4)
- Foundation (grades available: 5 to 1)

Students will sit three equally-weighted papers (one calculator and two non-calculator) of one and a half hours each.

### **External Assessment: 100%**

Elements of functional mathematics are embedded in assessments:

- 20% to 30% on higher tier
- 30% to 40% on foundation tier

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/maths](http://www.bbc.co.uk/schools/gcsebitesize/maths)  
[www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300](http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300)  
[www.mymaths.co.uk](http://www.mymaths.co.uk)

## Career Opportunities

Maths provides an entrance into a wide variety of careers; finance, accountancy, banking, engineering and architecture to name but a few.



# PE (Core)

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## Overview

All students at Montsaye receive one hour of physical education per week in Year 10 and Year 11. Students are expected to bring their PE kit to every lesson and to take part to the best of their ability. Students are taught in blocks of 6 to 8 lessons. During the year, students will take part in a broad range of activities taken from the following:

Football	Gymnastics	Badminton	Cricket	Volleyball
Netball	Hockey	Rounders	Aerobics	Fitness Suite
Table Tennis	Basketball	Athletics	Pilates	Handball
Softball	Tennis	Boxerfit	Dance	Rugby

## Objectives

There are two pathways in core PE; students are selected for each pathway by the PE department at the end of Year 9. This decision will be based on students prior attainment in PE and their engagement in physical activity and sport outside of lessons:

**Pathway A Performance:** this allows students to continue to develop their sport-specific physical skills, knowledge of rules and application of tactics, which will support them in becoming a higher performing athlete across a range of different sporting activities.

**Pathway B Healthy and Active Lifestyles:** allows students to develop a wide range of physical skills across a broad range of sporting activities, whilst developing; communication, teamwork, leadership qualities and resilience. This gives students the experiences they require, to pursue a healthy and active lifestyle independently post school life.

We offer a significant number of extra-curricular opportunities throughout the week. Our clubs are all free of charge and are delivered by staff in the PE department and Sports Centre. Some activities are recreational whilst others involve structured competitions against other schools within the district, county and nationally. Activities currently on offer include the fitness suite, dance, cheerleading, dodgeball, basketball, rugby, football (boys and girls), badminton, netball, archery and swimming.

## Assessment

In core PE, students are assessed at the end of each block of work using the PE departments assessment criteria which takes into account the Head, Hands and Heart skills developed in lessons in addition to GCSE practical guidelines. This is not a formal qualification.

## Useful Websites

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

[www.bbc.co.uk/sportacademy](http://www.bbc.co.uk/sportacademy)

[www.ocr.org.uk](http://www.ocr.org.uk)

## Career Opportunities

For elite performers there may be an opportunity to pursue a career as a professional sportsman/woman. However, these opportunities are very rare.

In addition to participating in sport/physical activity, students have the chance to act as coaches, officials and leaders within PE lessons. Students who enjoy these roles, can pursue these further outside of school. Further to this, students will develop characteristics which are highly sought after by employers and higher education, such as; team work, resilience and leadership qualities. If students enjoy PE and want to pursue a career within PE and sport we recommend that they opt to study PE or dance as an option subject.



# Geography

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## Qualification

Students will be doing the Eduqas GCSE in Geography B specification which will be examined in Year 11 in June 2023.

## Overview

The content of the specification is organised into three broad themes:

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Within each theme, learners will be encouraged to take an enquiry approach to a range of contemporary geographical and environmental issues. Learners will be given the opportunity to represent geographical data using a range of cartographical and graphical techniques, whilst exploring the content of each theme. They should be given the opportunity to analyse a variety of maps, graphs, photographs and data sets. They will also be doing at least two days fieldwork at different locations in the UK.

## Objectives

The course aims to enable learners to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field, in order to develop their understanding of specialised geographical concepts and current geographical issues. By following this specification, learners will achieve the following objectives:

- Develop the ability to think creatively, for example, by posing questions that relate to geographical process and concepts that include questioning about spatial pattern and geographical change.
- Develop the ability to think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork. Learners then critically assess the validity of this evidence and synthesising their findings, to reach evidenced conclusions that relate to the initial aim of their enquiry
- Develop the ability to think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In doing so, they should appreciate that geography can be 'messy' ie, that real geography does not always match typical or predicted outcomes.

## Assessment

The course is assessed by three exams at the end of Year 11.

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/geography](http://www.bbc.co.uk/schools/gcsebitesize/geography)

[www.revisionworld.co.uk/gcse-revision/geography](http://www.revisionworld.co.uk/gcse-revision/geography)

## Career Opportunities

The course will allow learners to develop a wide range of skills for the career market place. Employers value the global knowledge and wide-ranging research and analytical skills that successful geography students bring to work as employees. Geography has natural links with many other subjects, such as business and the sciences. It can lead to many different careers linked to the sustainable use and management of the environment, landscapes, resources, ecosystems, planning issue and hazards.



# History

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## Qualification

GCSE History 9-1 course is examined by the Edexcel exam board, the exams will take place at the end of Year 11 in 2023.

## Overview

Throughout the two and a half year course pupils will study the following units:

## Course Units

**Paper 1:** Medicine 1250-present AND Western Front historical enquiry.

**Paper 2:** Anglo Saxon and Norman England 1060-1087 AND Superpower relations and the Cold War.

**Paper 3:** Russia and the Soviet Union, 1917-41

## Objectives

The content of the History GCSE is intended to support students in learning more about the history of Britain and the wider world. It should inspire students to deepen their historical understanding, think critically, make informed decisions and develop analysis and judgement.

The GCSE history course provides students with the opportunity to use critical reasoning and analytical skills, including the capacity for solving problems using a range of stimulating, historical resources including text, visual and moving images. Students are also provided with opportunities to learn about change and continuity across a broad range of historical eras, and learn about the significance and impact of these events on today's world. The GCSE options which are taught at Montsaye will support pupils who intend on taking History at A-Level, such as A-Level Russia 1917-81.

## Assessment

**External Assessment: 100%**

## Useful Websites

[www.edexcel.com](http://www.edexcel.com) (follow the subject link to history)

[www.bbc.co.uk/schools/gcsebitesize/history](http://www.bbc.co.uk/schools/gcsebitesize/history)

## Career Opportunities

Historians have a set of analytical and evaluation skills which will be useful in Law, Business and Civil Service.

With a minimal amount of training, history graduates would be ideal for jobs in teaching, journalism, the civil service, law, criminal investigation, archiving and libraries.

# Options Subjects

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**Business Studies**

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**Computer Science**

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**Dance**

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**Drama**

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**Ethics and Philosophy**

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**Fine Art**

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**Food Preparation and Nutrition**

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**French**

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# Options Subjects

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**Health and Social Care**

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**ICT Cambridge National**

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**Music**

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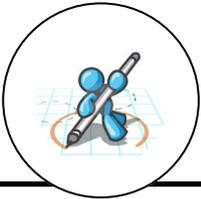
**PE (Option)**

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**Photography**

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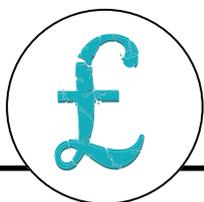
**Product Design**

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**GCSE Biology, Chemistry and Physics**

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# Business Studies

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## Qualification

AQA GCSE Business 9-1 *or*  
Vocational Business Studies

## Overview

**Paper 1:** this will focus on business activity such as ownership, stakeholders, growth and objectives. Marketing and Human Resources are the other two major sections from paper one.

**Paper 2:** this looks at production, consumer law, finance, break even, cash flow and some accounts. Ethics and globalisation are also part of this section.

Business studies is a course which will be new to all Year 10 students. It must not be confused with IT as it has no element of computer work to it. It is a theory-based course with no practical element. However it is a course that students will hopefully find both interesting and relevant. The course looks at the operation of a business and also looks at the world in which we live, studying topics such as finance and the world of work. Students will finish the course showing a clear understanding of the world they are going to work in.

Students who opt for business studies, will either follow the GCSE business studies qualification or the vocational business studies qualification. The decision on which route students follow will be taken after the end of Year 9 assessments.

## Objectives

Students will gain an insight into how a business operates. They will develop a knowledge of the business world and gain both knowledge and skills that will later be transferable into the world of work. Topics for the GCSE course include marketing, finance, accounts, methods of production, human resources and some economic areas, such as the role of the government, interest rates, taxation and exchange rates.

## Assessment

**External Assessment 100% - all externally sat examinations.**

**For students following the vocational business studies path, assessment is continual throughout the year, through a series of practical projects and examination units.**

## Useful Websites

[www.orc.org.uk](http://www.orc.org.uk)

[www.ncfe.org.uk/media/2045/ncfe-v-cert-factsheet-business-and-enterprise.pdf](http://www.ncfe.org.uk/media/2045/ncfe-v-cert-factsheet-business-and-enterprise.pdf)

## Career Opportunities

Business studies is a subject which allows students to learn and develop a wide range of skills that will help them when they eventually join the world of work.

The subject has a natural tie-in with many areas including accounting, finance, marketing, business management, retail management and human resources. It is also popular with students wishing to go to university, many of whom continue their studies in this field, either specialising in a particular area or looking into something like business management.



# Computer Science

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## Qualification

GCSE Computer Science builds on the work covered at Key Stage 3. We follow the OCR Computing Specification Computing which is a challenging and rewarding course that looks at computers, how computer systems work, how they are designed and programmed and how to apply computational thinking and problem solving.

## Overview

There are three distinct strands within Computer Science; Computer Systems, Computational Thinking, Algorithms and Problem Solving and Practical Programming. Each component is essential in preparing learners to thrive in an increasingly digital world. Learners will have the opportunity to develop their analytical and thinking skills, understanding of computer systems and their practical programming skills. It aims to give all learners a broad education to equip them with the knowledge and skills to understand the rapidly changing digital world. Year 9 acts as a foundation year, allowing learners to move onto the GCSE Computer Science course following the OCR Computing GCSE specification.

## Objectives

This course is suitable for learners who want to explore and investigate how computers work and how they are used. Students are most likely to enjoy the subject if they have a real interest in how computers work, are logical thinkers and enjoy problem solving. Students should enjoy undertaking both group and individual project work, and have the resilience to be able to evaluate and improve solutions. **Students will need to be predicted a Grade 4 in both English and Maths in order to be considered for GCSE Computer Science and at least a Grade 5 in Computer Science.**

## **The course is designed to:**

- Inspire and enthuse learners to become more technologically aware – producers of technology products rather than just consumers of technology.
- Give learners the opportunity to gain a broad understanding and knowledge of Computer Science, with an emphasis on programming and problem solving skills.
- Encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.
- Allow learners to develop and demonstrate the traits of an ERA Learner, namely Excellence, Resilience and Aspiration.

## Assessment

The course is assessed by two, one and half hour exams, taken at the end of Year 11.

## Useful Websites

[www.royalsociety.org/education/policy/computing-in-schools/report/](http://www.royalsociety.org/education/policy/computing-in-schools/report/)  
[www.cambridgegcsecomputing.org](http://www.cambridgegcsecomputing.org)  
[www.computingschool.org.uk](http://www.computingschool.org.uk)

## Career Opportunities

UK employment of IT professionals through 2020 and beyond is set to grow nearly twice as fast as the UK average. Anyone considering a career in computer science, software development or web design would find that this course provides a good basic grounding in the subject, potentially leading onto an A-Level at post-16 and a degree at university. The IT industry offers a wide variety of careers from database management, website design, service/help desk advisor to software and games development.



# Dance

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## Qualification

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)

## Overview

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph in, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

## Objectives

Dance enables students to develop skills, knowledge and understanding of dance as choreographer, performer and critic through:

- Applying and adapting a wide range of skills and techniques effectively in performing and choreographing dance, including the ability to improve.
- Creating dances for a range of purposes and in response to different stimuli.
- Developing the ability to analyse, evaluate and appreciate dance.

Studying dance encourages students to appreciate the contribution of dance to their personal and social health, fitness and wellbeing. It also gives students an awareness of the range of opportunities and pathways available in dance.

## Assessment

Dance is assessed on practical and coursework based tasks. There is no live written exam.

Learners are required to complete, and pass, all of the components included in the qualification. The three components focus on the assessment of knowledge, skills and practices:

- 1. Exploring the Performing Arts:** Learners will examine professional dance works and the process used to create performances. Students will develop an understanding of the roles and responsibilities of dance practitioners by participating in practical dance workshops and producing their own research project. *This is an internally assessed unit.*
- 2. Developing Skills and Techniques in the Performing Arts:** Learners will develop their performing arts skills and techniques through learning and performing a professional dance repertoire. Students will be part of a dance company, participating in company technique classes and development of professional repertoire. *This is an internally assessed unit.*
- 3. Responding to a brief: Students will be provided with a brief from the exam board.** Learners will then develop a live dance performance, eg, they may be part of a touring group that takes a performance to a community setting, such as a local primary school, to teach a young audience a safety message. *This is an externally assessed unit.*

## Career Opportunities

Students gain a sound knowledge and understanding of dance, whilst gaining confidence and improving technical skills that can be developed further at sixth form. Further dance training at a university or professional dance school may then lead to a professional dance career. Careers which are available using dance as a background include teaching, production and choreography, those involving health and nutrition and alternative therapies. **Dance is also a platform for developing a range of transferable skills which would be beneficial for a range of career choices.**



# Drama

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## Qualification

RSL Level 2 Certificate in Creative and Performing Arts

## Overview

In Years 10 and 11, students will follow the RSL Level 2 Certificate in Creative and Performing arts. There are 2 distinctive units which all students will study. This course will build on the skills already learnt in Years 7, 8 and 9 including the ability to perform in front of an audience and work in groups.

### **Core Unit Number 1 - Live Performance - 50% of the overall grade - Performance and Coursework:**

In this unit, the students will plan, devise and evaluate a performance which will fulfil a brief set by the exam board. It is taught through practical workshops and planned rehearsals. The students will be assessed on the performance they create and their coursework. They will need to work at a consistently excellent standard throughout the teaching time.

### **Unit Number 2 - Performance of text - 50% of the overall grade - Performance and Coursework**

In this unit, the students will be assessed on their ability to create a performance from a recognised script. The performance will be in groups and will last approximately 10 minutes. They will need to learn the lines, perform the piece to a live audience and then evaluate the performance and the process.

## Objectives

Students will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. They will learn how to create a character and play this character in a performance. Students must be willing to work in groups and they must be willing to perform their work in class on a weekly basis. The emphasis on this course is on performance

Students will learn how drama is created, including all of the acting and staging skills that are needed to put a piece of drama on to the stage. They will learn how to create a character and play this character in a performance. Students also develop many other skills that are highly valued in both further and higher education and within the work place. These include teamwork and confidently presenting yourself in public.

## Assessment

The course is assessed through a mixture of practical workshops and written coursework. There is no written exam.

## Useful Websites

The most useful source of information is your teacher who will help you make the right decision as they know your capabilities and the structure of the course.

## Career Opportunities

The study of drama is a great confidence builder, learning presentation techniques and the importance of teamwork. A wide variety of jobs are available, ranging from drama therapist, community arts worker, actor, theatre director, teacher etc.



# Ethics and Philosophy

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## **Qualification**

AQA Religious Studies

## **Overview**

The GCSE in Ethics and Philosophy is focused on two areas: ethical and philosophical themes and religious studies. Students will explore two religions in detail and explore a range of themes relevant to the modern world; from crime and punishment to marriage, from issues around euthanasia to beliefs about the roles of men and women.

### **Paper 1: Religious beliefs and practices**

The two religions we will study are Christianity and Buddhism.

Beliefs include the main teachings of each religion, and the sources of religious authority, such as the Bible. For Christianity, we explore beliefs about the nature of God, life after death, sin and salvation. For Buddhism we study beliefs about suffering, rebirth, nirvana and enlightenment among others.

'Practices' concern the day-to-day practices of each religion, including festivals, worship, prayer/meditation and care for others in society.

### **Paper 2: Religious themes**

Relationships and Families  
Religion and Life  
The Existence of God and Revelation  
Religion, Crime and Punishment

## **Objectives**

The content of the Religious Studies GCSE is intended to support students in learning more about religion in modern Britain and the wider world. We will explore ultimate questions concerning what it means to be human, ideas about creation, the existence of God and miracles. Students will always examine arguments from a range of perspectives and learn to think critically, developing the skills of analysis and judgement.

## **Assessment**

There are two examinations in the summer of 2023, each lasting 1 hour 45 minutes.

## **Useful Websites**

[www.aqa.org.uk/subjects/religious-studies](http://www.aqa.org.uk/subjects/religious-studies)  
[www.bbc.com/bitesize/subjects/zb48q6f](http://www.bbc.com/bitesize/subjects/zb48q6f)

## **Career Opportunities**

GCSE RE will support pupils who intend on taking Religious Studies at A-Level.

A GCSE in Religious Studies is useful in a range of careers. The deeper understanding of society it provides would be an advantage in education, health care, human resources or social services. The skills of critical analysis support a career in law, research or management.



# Fine Art

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## Qualification

GCSE Art AQA Specification - Full course (Fine Art)  
Preparation for A-Level Art or Photography

## Overview

GCSE Fine Art is all about working independently and developing ideas, experimenting with different ways of using materials and exploring different styles, cultures and beliefs.

## Objectives

Students will learn to create exciting work in a range of different areas, for example: drawing and painting, graphic design, creative textiles, printing, three dimensional design, photography and image manipulation (Photoshop).

This course provides the opportunity to experiment with a variety of materials and techniques, to help students express feelings and ideas through their work. Students will be introduced to a variety of artists from around the world (contemporary and traditional). From this research, students will find links between the work of the artists and their own and will develop ways to communicate those connections.

In Year 11, students will be offered the opportunity to attend a gallery/cultural visit in London.

## Assessment

**Trial examinations:** these will take place in Year 10 and Year 11; this will involve a full day off timetable to complete a final piece.

**Examination:** all fine art students will sit a two day examination in Year 11; this will involve a full two days off timetable to complete a final piece.

**External Assessment 40% (one major project issued by AQA).**

**Internal Assessment 60% (two projects and one final piece).**

## Useful Websites

[www.aqa.org](http://www.aqa.org) (search for art or photography)  
[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)  
[www.tate.org.uk](http://www.tate.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

## Career Opportunities

Architect	Animator	Art Therapist
Fashion Designer	Freelance Designer	Fine Artist/Sculptor
Graphic Designer	Illustrator	Photographer
Interior Designer	Product Designer	Teacher
Sign-writer	TV or Film Marker/Advertising	Textile Designer
Make-up Artist	Web Designer	Set/Costume Designer



# Food Preparation and Nutrition

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## Qualification

OCR GCSE Food Preparation and Nutrition (9-1) J309

## Overview

The GCSE Food Preparation and Nutrition course is exciting and creative. The course focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food ingredients, alongside extended writing activities and experimentation work. This course is heavily based on scientific theory and students will need to be competent in ICT to produce the extended writing elements of the coursework. Learners will need to be motivated, committed and have an enjoyment of all aspects of the subject.

## Objectives

In Year 10 students will complete practical activities most weeks to learn and develop the wide range of practical skills needed. The skills and topics will then be researched and discussed to aid learning the theory of food science.

In Year 11, students will complete the two pieces of extended written coursework and continue to develop their food science knowledge in preparation for the written examination, including essay questions.

## Assessment

### **Non Exam Assessment (NEA) 50%**

**Task 1: Food Investigation (15%)** – students will be required to investigate a given topic. This will include researching, planning, preparing, carrying out experiments, recording results, creating results tables and graphs, together with analysing and evaluating their work and performance.

**Task 2: Food Preparation Assessment. (35%)** - students will demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation, recording results, together with analysing and evaluating in relation to a set task. This is presented as an electronic portfolio.

**Written Examination 50%** - students will undertake a 1 hour 30 minutes written examination, testing their theoretical and scientific knowledge of food. This paper includes extended writing questions.

## Useful Websites

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

[www.bbcgoodfood.co.uk](http://www.bbcgoodfood.co.uk)

[www.foodfactoflife](http://www.foodfactoflife)

## Career Opportunities

Students may wish to progress to an NVQ course in food preparation or embark on an apprenticeship in the catering/food industry. Career opportunities include working as a chef or specialising in dietetics and giving advice on diets. Careers in the food manufacturing industry involve working as a food technologist to develop and promote new products and to test the safety of foods.



# French

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## Qualification

Edexcel GCSE French: this qualification counts towards the English Baccalaureate.

## Overview

In Year 10, students will have three hours of French lessons per week.

This is an ideal course for students:

- Aiming to achieve the English Baccalaureate qualification
- Who enjoy working in pairs and small groups
- Who enjoy speaking in a foreign language and being understood by native speakers
- Who are good at problem-solving, working out grammatical issues
- Who are interested in discovering facts about different countries and cultures

## Objectives

Students will continue the excellent start they have made in French, by following the new French course over the 2 years. This allows students to study the language in greater depth, developing a broader level of independence and fluency. The course is based around five themes focusing on topics such as Family, Local area, School life, Future plans and the global dimension and is assessed through the four main language skills of listening, reading, speaking and writing. The topics which students will study will develop the knowledge and understanding they acquired in Year 7, Year 8 and Year 9.

In Year 10, there is a greater emphasis on grammar and vocabulary learning, with a view to allowing students to communicate confidently and independently in the target language.

## Assessment

**Listening: 25% - Including a range of Comprehension, Multiple-Choice and Gap-Fill questions**

**Reading: 25% - Including a range of Comprehension and Multiple Choice questions as well as a translation from French into English.**

**Speaking: 25% - Role-play, Picture task and Conversation questions**

**Writing: 25% - Short and long essays as well as Translation into French**

At GCSE level, there is a greater focus on speaking and writing, where students will be able to speak and write with a good level of independence and creativity. Students will complete a speaking test in Year 11 as well as formal examinations for listening, reading and writing. All four skills will be tested at foundation or higher tier.

Every fortnight, students will be set homework with a focus on vocabulary, learning, grammar practice writing/reading/listening skills based on questions from past GCSE papers.

## Useful Websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.zut.org.uk](http://www.zut.org.uk)

[www.bbc.co.uk/schools/gcsebitesize/french](http://www.bbc.co.uk/schools/gcsebitesize/french)

[www.memrise.com](http://www.memrise.com)

## Career Opportunities

Teaching, business, commerce, advertising, journalism. Employers often look for people who can communicate in at least one other language and welcome employees with two or three.



# Health & Social Care

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## Qualification

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Cabridge National Level 1/2 in Health and Social Care

## Overview

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This qualification gives students the opportunity to study the different health and social care services and about “care values” and their importance in making sure that people who use these services get the care they need. Students will also learn about effective communication in health, social and early years settings. They will learn the body systems of healthy humans and what happens when these do not function properly and finally, the basics of first aid. Each aspect of the qualification involves practical work in order to better equip them for the workplace.

## Objectives

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This qualification is equivalent to a full GCSE. It will provide learners with essential knowledge of the sector, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. The qualification challenges all learners, encouraging independence and creativity. The qualification design, including the range of units available, will allow learners the freedom to explore more deeply the things that interest them as well as providing a good opportunity to enhance their learning.

## Assessment

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Unit R021	Essential values of care for use with individuals in care settings	25%	Exam
Unit R022	Communicating and working with individuals in health, social care and early years settings	25%	Coursework
Unit R023	Understanding body systems and disorders	25%	Coursework
Unit R031	Using basic first aid procedures	25%	Coursework

## Career Opportunities

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- Social work
- Nursing
- Education
- Physiotherapy
- Occupational Therapy
- Midwifery
- Psychology
- Sociology
- Youth Worker
- Counselling
- Speech and Language Therapy
- Nutritionist



# ICT Cambridge National

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## Qualification

The OCR Cambridge National qualification in ICT builds on the work covered at Key Stage 3. Being a competent user of IT systems and software is key for any further study or employment and the Cambridge National qualification will give you a sound understanding of to use a variety of industry standard software applications.

## Overview

The Cambridge National in ICT is designed to raise students' confidence in using IT and will help identify and fill any gaps in their digital skills and knowledge. It will help them to develop their applied knowledge and practical skills in the creative use of different information technologies. The qualification is broken down into four main themes; Project Initiation, Planning and Review, Collecting, Manipulating, Processing and Storing Data, Creatively Developing Meaningful Information for Distribution and the Awareness of the Importance of Legal, Moral, Ethical and Security Factors.

## Objectives

This course is suitable for learners who want to explore and investigate how to use different pieces of software in a work related environment. Students are most likely to enjoy the subject if they have a real interest in becoming more competent at using different pieces of software, including Word, PowerPoint, Excel, Publisher and Access. Students will be required to complete three units of study over the two years. Two units are externally assessed through an exam and the third unit is an internally assessed piece of coursework. All units can be resubmitted in Year 11 giving students two chances at the exams.

The course is designed to:

- Inspire and enthuse learners to become more technologically aware and competent users of common industry standard software.
- Give learners the opportunity to gain a broad understanding and knowledge of the role of IT in the workplace.
- Encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.
- Allow learners to develop and demonstrate the traits of an ERA Learner, namely Excellence, Resilience and Aspiration.

## Assessment

Assessed through a series of external exams, all one hour long, and coursework-style units; learners are entitled to two submissions for each unit.

## Useful Websites

[www.ocr.org.uk/qualifications/cambridge-nationals/ict](http://www.ocr.org.uk/qualifications/cambridge-nationals/ict)

## Career Opportunities

UK employment of IT professionals through 2020 and beyond is set to grow nearly twice as fast as the UK average. Anyone considering a career in computer science, software development or web design would find that this course provides a good basic grounding in the subject, potentially leading onto an A-Level at post-16 and a degree at university. The IT industry offers a wide variety of careers from database management, website design, service/help desk advisor to software and games development.



# Music

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## Qualification

WJEC Eduqas GCSE Music

## Overview

The course develops the skills of composing, performance and appraisal (listening and music theory).

Pupils will perform, compose and listen to music based on 4 main areas of study:

- Western Classical/Instrumental music 1700-1820.
- Music for film/Musical theatre.
- Popular music.
- Fusion/World music.

These are supported by an in-depth study of **two** set works:

- Africa by Toto.
- Badinerie by J.S Bach.

## Assessment

<b>Paper 1</b>	<i>Performing</i>	30%	<i>Internally assessed/ External moderation</i>	<i>Four minutes of performance with at least one solo and one ensemble</i>
<b>Paper 2</b>	<i>Composing</i>	30%	<i>Internally assessed/ External moderation</i>	<i>Two compositions totalling at least three minutes. One to a given brief and one free composition</i>
<b>Paper 3</b>	<i>Appraising</i>	40%	<i>Externally assessed</i>	<i>One hour 25 minutes written examination based on two set works and other pieces.</i>

## Career Opportunities

After GCSE, students may go on to study at A-Level, alongside A-Level students can now also opt for an RSL Vocational Course worth 1 1/2 A levels and major in either performance, composition, musical theatre, music production or music business. There are also numerous BTEC opportunities for students to study at further education establishments.



# PE (Option)

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If a student wishes to study PE in greater depth, there are two pathways of study. Having selected 'PE' as an option, the PE department will then select the course most suitable for the individual based on:

- Practical PE levels achieved in Year 9 Core PE.
- Participation in extra-curricular clubs and teams.
- Performance levels in sports outside of lessons.
- Academic performance in science.

## **Pathway 1: Cambridge National - Sports Studies OCR**

This course is suitable for anybody who enjoys participating in sport and physical activity and would like to learn about wider issues around sport. The course has both theory and practical elements and is divided into units, four of which need to be completed. Each unit is weighted the same, meaning that all offer the same amount of marks towards the final grade (25%) each.

### **Mandatory Units:**

- Contemporary issues in sport (exam assessed): a one hour written paper (60 marks) - 60 UMS,
- Practical performance (this includes playing, officiating and analysing performance) internally assessed and moderated by OCR - 60 UMS.

### **Optional Units:**

- Coaching and leadership in sport.\*
- Media in sport.
- Outdoor Education.\*

\* these are the optional units which are currently being delivered.

## **Pathway 2: GCSE PE OCR**

This course is suitable for anybody who enjoys participating in competitive sport and has an interest in studying the theory behind sport and physical education. The course is assessed theoretically (70%) and practically (30%).

### **Assessment**

#### **Theory - 70% of the final assessment**

- Physical factors affecting performance: a 1 hour exam worth 30% of the final grade.
- Socio-cultural factors and psychology in sport: a 1 hour exam worth 30% of the final grade.
- Analysis of performance: coursework worth 10% of the final grade.

#### **Practical - 30% of the final assessment**

Each candidate will also be assessed in three practical activities. These can be from a wide range of sports including competitive sport outside of the school curriculum such as horse riding, snow boarding and golf. Students should be taking part in at least two sports regularly outside of lessons such as local clubs or extra-curricular sport at school.

### **Useful Websites**

[www.brianmac.co.uk](http://www.brianmac.co.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.senecalearning.com](http://www.senecalearning.com)

### **Career Opportunities**

Studying sport as an option will assist students in moving on to A-Level PE, Level 3 vocational qualifications in sport or any other sixth form qualification. This could enable students to gain jobs in the sport and leisure industry such as lifeguarding, sports centre leisure assistant or sports coaching. Alternatively, students could use their Level 3 qualifications in sport to move onto university and study one of the many sports related courses on offer through UCAS, eg. PE teaching, sports development, physiotherapy, sports science and a range of medical fields.



# Photography

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## Qualification

GCSE Art AQA Specification - full course (Photography)  
Preparation for A-Level Photography or Film and Media

## Overview

GCSE photography is all about working independently, developing ideas, experimenting with different ways of using materials and exploring different styles, cultures and beliefs. As well as taking photos, students will be expected to analyse photographers and produce several sketchbooks as their portfolio.

**Due to the nature of the subject, a lot of photos will need to be taken outside of school in order to make the content interesting. A large proportion of the lessons will be analysing photographers and writing about their work - students must NOT expect to take pictures every lesson. Students who wish to study photography MUST have a high level of ICT and art skills.**

## Objectives

At the beginning of the course, students will complete a foundation project. They will look at composition techniques and learn how to use the SLR camera (shutter speed, aperture and ISO). They will also learn and develop their Photoshop and other editing skills. This course provides the opportunity to experiment with a variety of materials and techniques, to help students express feelings and ideas through their work. Students will be introduced to a variety of photographers from around the world (contemporary and traditional). From this research, students will find links between the work of photographers and their own, and will develop ways to communicate those connections. Students will be required to attend mini-visits in their lessons and a trip (destination varies) for their coursework. In Year 11, students will be offered the opportunity to attend a gallery/cultural visit in London.

## Assessment

**Trial examinations:** will take place in Year 10 and Year 11; this will involve a full day off timetable to complete a final piece.

**Examination:** all photography students will sit a two day exam in Year 11; this will involve a full two days off timetable to complete a final piece.

**External Assessment 40% (one major project issued by AQA).**

**Internal Assessment 60% (two projects and one final piece)**

## Useful Websites

[www.aqa.org](http://www.aqa.org) (search for art or photography)  
[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)

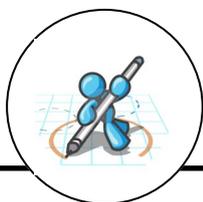
[www.tate.org.uk](http://www.tate.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

## Career Opportunities

Establishments that employ photographers:

Police (crime scene and forensics)  
High street photographers (social and wedding)  
Cruise liners, holiday companies and theme parks  
Large organisations (marketing)

Museums and galleries  
Commercial photographers  
Publishers (newspapers & magazines)



# Product Design

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## Qualification

OCR GCSE Design and Technology: Product Design J310

## Overview

During the course, students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics. You will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. Students will learn about wider design principles and the affect of design on users and the world we live in. You will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions; through the study of existing design solutions. The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of design and technology as a pivotal STEM subject. Demand for safe working practice is a must and is evidenced throughout the coursework element.

Students on this course will learn how to formulate investigations, plan for specific target markets and ensure that they apply the principles of ergonomics and quality control checks in their own work. Students will be expected to use their own quality drafting and graphic materials and present work in A3 and other relevant formats, using ICT and Computer Aided Design software where appropriate. A cohesive **E-portfolio** is also expected which must contain extended writing, personal research, hand produced ideas and real stakeholder feedback.

## Objectives

Students will complete an iterative design challenge where you will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. "Explore, create, evaluate" is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

## Assessment

The iterative design challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore; creating iterations when designing and making, through the processes of 'explore, create and evaluate'. The other 50% of the qualification, covers the principles of design and technology in an examination. This is a single examination component, with questions covering both 'core' and 'in-depth' content. This examination is 2 hours and questions offer full access to all learners, regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

## Useful Websites

[www.technologystudent.com](http://www.technologystudent.com)   [www.designmuseum.co.uk](http://www.designmuseum.co.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## Career Opportunities

This qualification can lead to A-Level study in product design and also be a first step in a huge number and variety of careers associated with design and product manufacturing.



# GCSE Biology, Chemistry and Physics

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**Our most able students will be invited to study the three separate GCSEs.**

## Qualification

AQA GCSE Biology (8461), Chemistry (8462) and Physics (8463).

## Overview

AQA Single Sciences are aimed at students with a particular interest and aptitude for science. Practical work is integral to all science GCSEs and students enjoy the opportunity to plan and carry out practical work, analyse and evaluate information from data collected. There are eight required practical investigations for each GCSE that are examined within the final exams.

## Objectives

The content for the single sciences includes and builds on the theory required for the GCSE combined science. In addition to the combined science, the single science specifications include a broader range and higher demand theory to enthuse science specialists.

## Assessment

**The entry requirement for this course is based on teacher assessment in Year 7 to Year 9.**

Each of the GCSE single science exams will be examined terminally at the end of Year 11 through two exams of 1 hour 45 minutes duration. Exam questions vary in style, including multiple choice, structured, closed short answer and longer response.

## Useful Websites

[www.sciencelab.org.uk/gcses](http://www.sciencelab.org.uk/gcses)

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.samlearning.com](http://www.samlearning.com)

## Career Opportunities

In science, we try to develop learners' thinking skills that are transferable skills for most careers.

These are just a few careers that an education in science could lead to:

engineer, mechanic, architect, nurse, health care assistant, brewer, astronaut, astronomy, medicine, doctor, dentist, primary school teacher, secondary school teacher, hairdresser, lawyer, volcanologist, geologist, forensic science, veterinary science...



## **Combined Cadet Force**

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# Combined Cadet Force

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## Overview

Since Montsaye's CCF was founded in September 2015, we have had six intakes of Year 9 recruits.

Cadets have learnt and developed skills in field-craft, weapon training and shooting, navigation, first aid and drill, passing both the basic and advanced syllabus.

Several cadets have proven themselves to be deserving of promotion and we now have a Sergeant Major, four Corporals and three Lance Corporals through years 10 to 13. Several senior cadets have also achieved the Senior Cadet Instructors Course (SCIC) and are now teaching younger cadets and leading on practice and revision sessions.

At this point, the Year 9 students are almost half way through their first year and are shaping up extremely well, displaying obvious potential of promotion.

Becoming a Junior Non-Commissioned Officer (JNCO) in the CCF is not an easy task. Students need to show leadership, discipline and resourcefulness, as well as being proud and an ambassador to Montsaye CCF.

CCF activities take place on a Thursday afternoon, at the end of the school day. All uniform and equipment is provided (cadets are required to purchase their own boots).

## Objectives

The syllabus is designed to be challenging, fun and at times, demanding. There are also opportunities for adventurous training, travel, the Duke of Edinburgh Award scheme and self-achievement.



# Options Session

*In this session you are going to explore your future opportunities  
and look at the options that will help you on the next step of your journey.*

**What are your strongest subjects? Explain why.**

Subject 1 and why?

Subject 2 and why?

Subject 3 and why?

**What are your weakest subjects? Explain why. What can you do to improve this?**

Subject 1 and why?

How are you going to improve?

Subject 2 and why?

How are you going to improve?

Subject 3 and why?

How are you going to improve?

**What skills and qualities are you proud of?**

- 1.
- 2.
- 3.

**What skills and qualities do you still need to develop? How are you going to do it?**

- 1.
- 2.
- 3.

**Have you got any post-18 job ideas? If so, what would they be?**

**Have you got any work experience or volunteering already?**

**In addition to GCSEs, what are you going to do to widen your horizons and develop other non-academic skills?**

Name:		Form:	
<b>All students need to choose either History or Geography.</b>			
History		Geography	
<b>Are you opting to take triple Science?</b>			
Triple Science	Yes	No	

**Students now need to choose five subjects and rank them in order of importance 1 being most important and 5 being least important. Those doing triple Science (the three Sciences separately) will ultimately be studying two additional Option subjects; those doing combined Science will have three Options subjects. Please put down your top 5 choices though, in order of preference.**

Business Studies <i>If you select this option, staff will choose the course best suited to your capabilities</i>	
Computer Science	
Dance	
Drama	
Ethics and Philosophy	
Fine Art	
Food Preparation and Nutrition	
French	
Health and Social Care	
ICT Cambridge National	
Music	
PE / Sports Studies <i>If you select this option, staff will choose the course best suited to your capabilities</i>	
Photography	
Product Design	