

# St Michael's CE High School

*A Church of England Academy*



Therefore, choose

## *Year 8 Options & Choices 2021*



*Growing in Body, Mind and Spirit*



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## OUR FUTURE - YOUR CHOICES - YOUR SUCCESS!!

Options Evening is all about providing parents with the information to help you join in the process and support and guide your children in choosing subjects to achieve success at GCSE. Your inclusion in this process helps to further enhance the home-school partnership.

We believe that we cannot offer our pupils a better start in life than a good set of GCSE results. We will do all we can to help and support our pupils. Their choice of subjects studied in Years 9, 10 and 11 is a very important part of this success.

### CHOICES

In Years 7 and 8, pupils have had little choice about which subjects they study. Most of these are specified in the National Curriculum. They now have some choice and some important decisions to make. Most of the subjects they study are again compulsory, but in Year 9 they will now be able to choose **four** optional subjects which they wish to take to GCSE in Years 10 and 11.

Allowing pupils to focus on these subjects during Year 9 gives them time and opportunity to gain a broader depth of knowledge in their areas of interest plus acquire vital skills needed to study these subjects to GCSE. They will, however, continue to study aspects of the subjects they do not choose through the Year 9 Curriculum Enrichment programme.

When pupils complete Year 9 and move into Year 10, they will be asked to choose **three** of the **four** choices they have studied in Year 9. It is important they work diligently at their chosen subjects during Year 9, as effort, as well as achievement will be taken into account at the end of the year when they select the subjects they wish to continue.

### GCSE examinations

There have recently been many changes to GCSE examinations. The content of all GCSEs has been increased and the majority of examinations are now linear, (meaning they are examined at the end of Year 11 and do not involve coursework or controlled assessments.) Coursework/Controlled Assessments do, however, continue to be elements in some subjects and this helps balance the pressure of the examination situation. Pupils will need to work hard at home and be willing to give time, energy and enthusiasm to all their subjects. All subjects are graded 1-9; 9 being the equivalent of an A\*\*.

## **GETTING IT RIGHT. NOT TOO MUCH NOR TOO LITTLE.**

It is important to match the number and type of GCSE subjects studied by our pupils to their own skills and levels of ability. A broad and balanced range of subjects is vital for most. This breadth and balance is achieved by having a core of compulsory subjects, supplemented by the subjects in the option choices, which results in a curriculum regarded as relevant by employers and further education institutions.

For some pupils a mixture of academic and practical subjects will result in the success that we all hope and strive for.

There should also be the opportunity for pupils with specific talents to further develop these talents during Years 9, 10 and 11. The issue is, however, very clear. Whichever route is chosen, we aim for the best possible set of results for each of our pupils.

### **Attendance**

Vitally important to being successful is actually being in school.

Practice examinations and Controlled Assessments in certain subjects take place throughout the year and missing these or the lessons that prepare pupils for these examinations can mean the difference between passing and failing the course.

### **This booklet -**

- Outlines step by step what happens throughout the process.
- Gives details of what each subject (both compulsory and optional) consists of.
- Outlines the choices that have to be made.
- States when the forms must be returned.
- Raises issues that should be discussed before choices are made.
- States who to contact if assistance or clarification is needed.

## **THE ENGLISH BACCALAUREATE**

This is a combination of subjects which the Government believes provide a 'broad and balanced' education. Schools are measured on how many pupils achieve the 'EBacc.'

To achieve the English Baccalaureate pupils must achieve a GCSE grade 5 or above in the following subjects:

- English Language or English Literature (but both must be studied)
- Mathematics
- 2 Sciences (which can include Computer Science)
- A foreign language (Modern or Ancient)
- A Humanities subject (History or Geography)

The English Baccalaureate was awarded for the first time in 2010. Religious Education is not included, even though this is a well-recognised and valued Humanities subject.

During Year 9 pupils will continue to study the EBacc subjects. At the end of Year 9 when pupils choose three out of their four options to continue in Years 10 and 11, it is highly likely they will have to keep their EBacc subjects, (their Humanities and Languages options,) and drop one subject from their 3<sup>rd</sup> and 4<sup>th</sup> choices.

## **YEAR 9 CURRICULUM ENRICHMENT**

During Year 9 pupils will take part in the Year 9 Curriculum Enrichment programme. This is an innovative series of lessons aimed at encouraging our young people to make a difference in their community. Pupils take part in a range of different activities which are in line with our school vision, providing them with further curriculum opportunities to grow in 'body, mind and spirit,' with the ultimate aspiration of 'becoming the person God wants them to be.'

Voluntary work, community service, environmental projects, charity work, careers and aspects of work experience all play a part in the programme, enabling pupils to gain some valuable life skills and learn a little more about 'life outside school!' By engaging with these activities pupils also give something back to their local community, encouraging them to grow in character and reflect the Christian Values of stewardship, compassion, service and humility. We hope these activities will inspire our young people to take action, become courageous advocates and, of course, we hope that they enjoy the new experiences which come their way!



## DUKE OF EDINBURGH'S BRONZE AWARD

The various activities in which the pupils are involved during the Curriculum Enrichment programme will enable them to work towards gaining their Bronze Duke of Edinburgh's Award, a world renowned and very highly recognised Award by colleges, universities and the job sector. We hope that all pupils in Year 9 will be enrolled into the programme and will be guided through the completion of the Award.

At the end of the year we hope they will be able to take part in the expedition, which will allow them to successfully complete the entire Bronze Award.

Achieving the DofE Award will stand pupils in very good stead when applying to colleges and universities, as they like to see accomplishments beyond academic achievements. The DofE provides pupils with 'soft skills' such as communication, commitment, leadership and teamwork and it is a fantastic way to demonstrate and evidence these skills in practice.



		YEAR 9 Curriculum Planner													
		Jul	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Exam Board	Other Info
COMPULSORY SUBJECTS	English	Supersize Me -Transactional writing			War Poetry		Other cultures - reading		Victorian literature - fiction/non-fiction		Macbeth		Macbeth	Eduqas	Exam includes spoken component
	Maths	Geometry Transformations			Equations, expressions and formulae		Geometry, constructions and loci		Number: calculations and percentages		Geometry and visualisations 8		Ratio, proportion and rates of change	OCR J560	
	Science	Elements and the Periodic Table, Magnets and Electromagnetism			Work, Heating and Cooling, Types of Reaction		Cell Biology, Atomic Structure		Energy, Organisation		Bonding and Structure		Particle Model	AQA	Science exams include practical investigations
	RE	Judaism practices	Judaism practices and Holocaust Education		Christianity beliefs and teaching: Jesus Christ and salvation		Christianity beliefs and teaching: beliefs about the trinity		Extended enquiry into a moral or philosophical issue		Christianity practices: role of the Church		Crime and punishment	AQA Spec A	
OPTIONS	Art	Presentation techniques, creative use of sketchbooks	Studying a range of different artists - analysing their work and producing interpretations - introducing pupils to different ways of working			Annotation/interpretations/ exploring different techniques and materials		Plan and complete final piece based on investigations in sketchbook		Drawing on different scales/Cubism - analytical and synthetic		Kandinsky/ mark making	AQA	60% Portfolio 40% Externally set task	
	Art Textiles	Visual Elements : line, texture, colour, tone pattern. Techniques : painting, shading, stitching, collage.			Mood boards, design development, applique, embroidery.		Creating a final piece.		Reduce, reuse and recycle. Artist research. Sewing machine driving test. Free machine embroidery.		Working creatively with recycled fabrics and papers. Garment construction.		AQA	60% Portfolio 40% Externally set task	
	Business	Intro to GCSE Business	Enterprise and entrepreneurship, spotting a business opportunity		Putting a business idea into practice			Making the business effective		External influences		Finance & long mark question practice. Group project 1		Edexcel	Paper 1 - 50% Paper 2 - 50%
	Computer Science	Python keyskills and Complex algorithms			Fundamentals of data representation		Flowcharts and pseudocodes		Sound and image representation. Data compression		Cyber security		AQA	50%paper 1 exam, 50%paper 2	
	Dance	Intro to GCSE Dance	Emancipation of Expressionism - performance and Anthology theory			A Linha Curva - performance, choreography and Anthology theory.			Dance piece: 'Within her eyes' - choreography and Anthology theory		AQA		60%practical, 40%exam		
	Design and Technology	Design ideas	Pewter casting and traditional wooden jewellery box, plus related theory work			Manufacture of jewellery box and related theory work		Project 2; Inclusive kitchenware		Focus on professional techniques to communicate designs		Development of pizza cutter	AQA	50% Non-exam assessment 50% Exam	
	Drama	Intro to Drama	Derek Bentley; strategies and skills for playmaking		Theatre style: Shakespearian		Melodrama / realism / kitchen sink		Performance support skills: fantasy and children's theatre / Tempest / Peter Pan			Brecht	Edexcel	24% practical, 76% exam	
	Food Preparation & Nutrition	Nutrition	Fruit and vegetables		Fats		Sugars		Cereals		Meat, poultry, fish and eggs		soya, tofu, beans, nuts, seeds	Eduqas	50%non exam assessment, 50%exam
	French	Relationships with family and friends			Free time activities		Town, country and environment				My studies		School life	AQA	
	Geography	Completion of KS3 Topic	Weather Hazards and Climate Change Tropical Storms & Droughts					Changing Cities - Birmingham & Mexico Salford Quays Visit (spring/summer term)				Changing landscapes		Edexcel Spec A	Physical Paper - 37.5% Human Paper 37.5% Skills Paper 25%
	German	You, your family and friends			Free time activities		Customs and festivals				Schools			AQA	
	History	Medicine through time: Medieval medicine and Renaissance medicine			Medicine through time: 1700-1900		Medicine through time: 1900s to present		Medicine in the trenches		Henry VIII and his ministers 1509-1540			Edexcel	
	ICT*	Effective Communication			Spreadsheet skill building		Database skill building		Using HTML		Data Security		Integrated Assignment	OCR	50%non exam assessment, 50%exam
	Music	Rhythm, simple metre, solo performance	Composition, rhythm, melody, harmony and ensemble performance				rhythm, compound metre		Structure and form, binary, ternary, rondo		Part writing, variation form and performance			AQA	60%non exam assessment, 40%exam
	Music Technology*	Intro to DAW	Intro to DAW	Microphones and studio		Creating music				Sound creation (film)			Working with DAW	NCFE	50%NEA, 35% practical exam, 15%written exam
	Physical Education GCSE	Skeletal and muscular systems Netball and football			Cardio-respiratory system Handball		Anaerobic exercise, long and short term effects of exercise Badminton		Lever systems, planes and axes of movement. Climbing and fitness		Fitness, components, benefits and testing. Athletics		Principles of training. Mock PEP	Edexcel	30%practical, 10%written coursework, 60%exam
	Information to Parents		17th Year 9 Info Evening			Yr 9 Long Reports (15th)		Yr 9 Short Reports(5th) Yr 9 Consultation Evening (25th)			Yr 9 Short Reports (21st)				
	Other information						Yr 9 School Exams	Yr 9 Options Assembly							

\*Vocational subjects



# WHICH SUBJECTS ARE STUDIED IN YEAR 9?

## Compulsory Subjects

*English*

*Mathematics*

*Science*

Living Education and Citizenship

Physical Education

Religious Education

Curriculum Enrichment

Four option choice subjects.

## Option Subjects

CHOICE 1 (Choose one from:)

*Geography*

*History*

CHOICE 2 (Choose one from:)

*French*

*German*

*Pupils can also state on their forms if they have no preference of language choice and will be allocated a language*

CHOICES 3 and 4 (Choose two from:)

Art and Design (Fine Art) or Art Textiles

*Computer Science*

Dance

Design & Technology

Drama

Food Preparation and Nutrition

GCSE Business

*French*

*Geography*

*History*

ICT (Vocational)

Music

Music Technology (Vocational)

PE

Subjects shown in **blue** are English Baccalaureate subjects. In order to qualify for the English Baccalaureate pupils must gain a GCSE grade 5 or above in:

- *English Language / English Literature*
- *Mathematics*
- *Any 2 Sciences (which can include Computer Science)*
- *A Foreign Language (German, French)*
- *A Humanities Subject (History or Geography)*

## Compulsory Subjects

### ENGLISH LANGUAGE AND ENGLISH LITERATURE (EDUQAS C700QS & C720QS)

All pupils will gain GCSE qualifications in GCSE English Language and GCSE English Literature.

#### GCSE English Language

##### Content

Component 1 – 20<sup>th</sup> century literature reading and creative prose writing (40%)

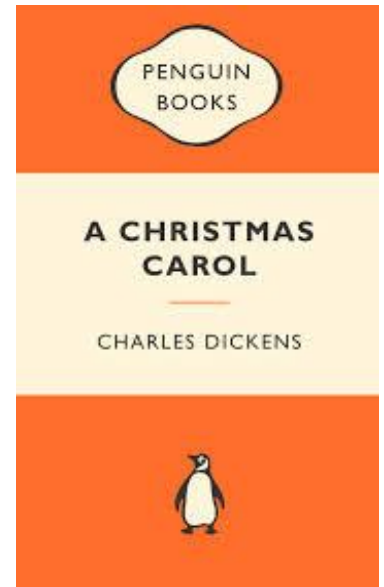
Component 2 – 19<sup>th</sup> century and 21<sup>st</sup> century non-fiction reading and transactional/persuasive writing (60%)

Component 3 – Spoken language: non-exam assessment

##### Assessment

##### English language examinations (100%)

- Component 1: Written exam 1 hour 45 minutes (40%)
- Component 2: Written exam 2 hours (60%)
- Component 3: Spoken language will be assessed separately and will be recorded alongside the GCSE level.



#### GCSE English Literature

##### Content

Component 1 – Shakespeare and poetry from 1789 (40%)

Component 2 – Post 1914 prose/drama, 19<sup>th</sup> century prose, unseen poetry (60%)

##### Assessment

##### English literature examinations (100%)

- Component 1: Written exam 2 hours (40%)
- Component 2: Written exam 2 hours 30 minutes (60%)



# MATHEMATICS (OCR J560)

## Content

The course is designed to enable pupils to:

- enjoy their mathematics and make clear links to its use in the real world
- master and apply numeracy skills
- solve problems effectively with confidence and reason mathematically
- further their understanding through discussion and independent learning
- progress onto further academic or vocational studies.



## Course Structure

At present we are following the OCR GCSE (9-1) Mathematics Course (J560). The nature of this course allows for maximum flexibility and enables the department to tailor the studies of each pupil to match their abilities. This has been a key factor in our successes over recent years, allowing every pupil to achieve the best results they can, whatever their ability. Pupils can be entered at either Foundation or Higher tier with both levels allowing pupils to access a grade 5 equivalent to the old GCSE C/B.

The course will be split into stages covering the main topic areas and an internal examination will be taken at the end of each stage to inform teachers whether pupils are on track to achieve target grades. These results, alongside ongoing teacher assessment, will decide on the best level of entry for each pupil.

## Assessment

There are three terminal examinations taken at the end of Year 11 which will decide the grade a pupil is awarded.

- **Paper 1 Calculator paper 1 hr 30 mins**
- **Paper 2 Non-calculator paper 1 hr 30 mins**
- **Paper 3 Calculator paper 1 hr 30 mins**

Each paper is worth  
33.3% of the total GCSE

## Additional Information

The department consists of ten subject specialists. Every mathematics classroom has an interactive whiteboard. Maths has an excellent area on the school Moodle which pupils regularly visit and this aids independent learning. Amongst other interactive resources it has video tutorials on each topic taught in class and associated practice worksheets. The Mathematics Department operates an inclusive policy where all pupils are entered for GCSE provided they complete the course.



## SCIENCE

In Year 9 all students will follow the same curriculum. Pupils will receive six lessons of science per week and the course will cover all three science disciplines: biology, chemistry and physics. At the end of Year 9 pupils will have the opportunity to select to study either Combined Science (Trilogy) or Separate Sciences (Triple Science). Details of both courses are below.



Pupils will continue to be taught as groups of similar ability according to achievement at Key Stage 3 and their predicted attainment level at the end of Key Stage 4. All science GCSEs will have higher and foundation tier papers.

## COMBINED SCIENCE (AQA Trilogy 8464)

### Double Award

#### Content

Pupils studying the AQA Trilogy Course will cover all three science disciplines: Biology, Chemistry and Physics. This is a double award GCSE and pupils will achieve two GCSE grades which contribute as two grades within the EBacc measures.

#### Assessment

There is no longer any coursework or controlled assessment element to the course. Instead, pupils will be assessed on their practical skills within their exams with at least 15% of the marks coming from questions relating to practical skills. To prepare for this and develop pupils' scientific skills they will complete 21 required practical investigations throughout the program of study.



At the end of Year 11 pupils will sit six 1 hour 15 minute exam papers, consisting of two biology, two chemistry and two physics exams. Each exam will be marked out of 70 and will count for 16.7% of the total GCSE.

Combined Science double award provides excellent preparation for all post 16 courses including biology, chemistry, physics, Applied Science, PE, geography and engineering.



# **SEPARATE SCIENCES (Triple Science) (AQA 8461, 8462, 8463)**

## **Biology, Chemistry, Physics**

The Triple Science option should only be considered by students who believe they can manage the extra demands of learning a third more content and completing longer terminal exams.

### **Content**

This is a demanding course because of the pace of the lessons and the extra commitment required, rather than difficulty of content. Pupils need to be resourceful and dedicated learners who demonstrate excellent independent study skills.

The course is divided into 3 separate sciences; biology, chemistry and physics and covers similar topics in Combined Science in greater depth and breadth.

### **Assessment**

All three GCSE awards: GCSE Biology, GCSE Chemistry and GCSE Physics follow a linear exam structure and will all be externally assessed at the end of Year 11. Although there will be no controlled assessment pupils will be assessed on their practical skills within their exams with at least 15% of the marks coming from questions relating to practical investigations. To prepare for this and develop pupils' scientific skills they will complete a minimum of 8 required practical investigations in each of the three separate sciences.

Each science has two examination papers of 1 hour 45 minutes.

Triple Science will stretch the most able pupils and may be appropriate (although not essential) for those pupils whose career choice necessitates a focused study of the sciences, or a progression to university to study chemistry, physics or biology.





# **LIVING EDUCATION & CITIZENSHIP**

## **Content**

Reflecting the latest thinking on PSHE, the curriculum is organised into three main areas:

- Health and Wellbeing (Personal identity, Healthy lifestyles, Keeping safe)
- Relationships (Healthy relationships, Relationships and Sex Education, Valuing difference)
- Living in the Wider World (Rights and responsibilities, Economic wellbeing, Employability and Careers)



## **Additional Information**

As a Church of England high school, it is our firm belief that all young people should be able to think about and discuss events and issues arising from the world around them as they share in the diversity of their community and ultimately the community of God.

Living Education gives pupils the opportunity to understand the importance of tolerance and respect for their neighbours in fostering positive social interactions. In addition, we hope to help pupils understand why people hold different beliefs and express these in different ways through historical events, politics and art.

The Bible clearly states that every individual person is unique and made “in the image of God” and through Living Education at St Michael’s our young people are given the chance to explore how this translates to the world in which they live. This involves classes working through sensitive content and issues in a climate of trust and mutual respect.

The subject aims to consistently challenge prejudice and handles sensitive, controversial and topical issues in ways such that all pupils’ views are valued and given worth. Pupils also learn how to stay safe and develop risk management strategies which they can call upon later in life.

It is our passion to be able to fully develop pupils’ ability to express their own views and consider their personal ideas of spirituality. Living Education (PSHE) seeks to enable them to debate and discuss ultimate questions and bigger life issues with other members of their local communities.

# PHYSICAL EDUCATION

## Content

Physical Education in Years 9, 10 and 11 is compulsory for all pupils. The course is partly school based but good use is made of community facilities too, in order to offer new and diverse opportunities with a view to encouraging future life participation. The pupils are involved in planning, performing and evaluating. The greatest emphasis is placed on the actual performance aspect of the subject. The individual components of the course are drawn from the areas of games, fitness, athletic activities, dance, climbing and swimming.



## Assessment

Pupil assessment is carried out in accordance with the school policy on assessment. This, in line with National Curriculum requirements, is chiefly by teacher observation with some self-assessment via progress charts and Moodle. The course is not examined externally.

## Additional Information

Some activities will involve pupils visiting sports centres and here, voluntary contributions made by parents will offset the cost of hiring the facilities. Where an activity involves cost, advance warning will be given to parents.

Pupils with a particular interest in this area of the curriculum may refine their skills and extend their experience by taking advantage of the opportunities for extra-curricular sport.





# RELIGIOUS EDUCATION (AQA Specification A)

## Content



All pupils study RE and will gain a GCSE qualification. RE provides an opportunity to reflect on beliefs and values through the study of two religions and a range of moral issues. Pupils will explore the views of two religions, Christianity and Judaism, and will consider key beliefs and religious practices. They will investigate moral issues in the light of different interpretations of sacred texts and the views of modern religious leaders.

RE makes a significant contribution to pupils' thinking skills and they will develop the ability to analyse and evaluate different arguments. Some pupils have commented on the way in which the thinking skills gained in RE have equipped them for the requirements of A Level, for example, A Level General Studies.

The programme of study will include the following:

### A study of Christianity and Judaism

- Beliefs and teachings
- Practices
- Sources of wisdom and authority
- Forms of expression and ways of life

### A study of moral issues and philosophy

- At least four of the following:
  - Religion and relationships
  - Religion and life
  - The existence of God and revelation
  - Religion, peace and conflict
  - Religion, crime and punishment
  - Religion, human rights and justice



## Assessment

All pupils will work towards a GCSE qualification.

- **Two examinations at the end of Year 11 each worth 50% of the overall GCSE. Both examinations are 1 hour 45 mins.**
- There is no coursework component to this course.

### ART AND DESIGN (FINE ART - AQA 8202)

#### Content

This art and design course explores practical, critical and contextual work through a range of 2D and 3D processes. During the three year course pupils will be introduced to a variety of experiences using a range of media, processes and techniques and will be encouraged to explore different ways of working. For example: drawing, painting, sculpture, printmaking and mixed media. Pupils will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment at the end of the course.

In Year 9 pupils will work on a number of different projects which will help them to develop their drawing skills as well as introducing them to a variety of artists and new and exciting techniques.

The work is all practical.

#### Assessment

##### Component 1:

- **Portfolio, 60% of GCSE marks.**

This will comprise of two projects each covering a different theme. Each project will require detailed research, planning and preparatory sketches leading to finished pieces of work. This work will be carried out in both class work and home learning.

##### Component 2:

- **Externally Set Assignment, 40% of GCSE marks.**

There will be a ten hour supervised task under examination conditions. This is a practical task with several weeks of preparation time. There is no written examination.

Where can Art lead to?

Any job/career that requires aesthetic judgement, for example: Advertising, marketing, publishing, illustration, architect, art therapy, window dresser, museum work, shop buyer, designer (interior, fashion, graphic, exhibition, textile), artist, teacher, curator, landscape gardener, hairdresser...the list is endless.

*Pupils who study art and design will not be able to study art textiles.*



# ART TEXTILES (AQA - 8204)



## Content

This is a creative course which gives pupils the opportunity to develop skills using a wide range of textile materials and techniques. Pupils do not need any previous experience of textiles and fabrics to choose this course. All necessary skills will be taught using equipment in school. Pupils just need enthusiasm for the subject and a willingness to learn.

Pupils will

- Learn how to develop creative ideas through investigating artists and designers, both historical and contemporary.
- Develop skills when using a wide range of decorative textile techniques including computerised machinery.
- Learn how to record ideas, observations and insights as their creative work progresses.
- Learn how to make original final products including garments.



## Assessment

100% practical work - there is no written examination for GCSE Art Textiles.

- Component 1 is worth 60%. Portfolio Project work.
- Component 2 is worth 40%. Externally set assignment.

In the externally set assignment pupils choose from a number of different starting points and complete work over the period of one term. There is then a ten hour practical exam split over two days, when pupils produce a textiles piece under exam conditions.

Final assessment takes place when, at the end of Year 11, pupils put up an exhibition of their best work, from all projects and assignments. This is then internally assessed and standardised before being externally assessed by an AQA moderator and a final grading level awarded by the exam board AQA.

*Pupils who wish to study art textiles will not be able to study fine art.*



# **BUSINESS (Pearson Edexcel 1BS0)**

GCSE Business aims to provide pupils with an in-depth understanding of the business world and is an ideal option for all budding entrepreneurs!

Pupils will develop knowledge and understanding of key business areas including; qualities of an entrepreneur, business operations, marketing, human resources, finance and strategies which enable a business to start, survive and continue to grow into global empires.

Studying business will teach pupils a wide range of skills and knowledge that will support their development into a variety of different career paths such as: accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations, retail management and more.

*There is a large amount of maths within the specification, so pupils need to enjoy this subject area if opting to study GCSE Business.*

## **Content**

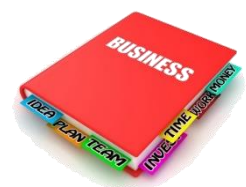
- Theme 1 - Investigating Small Businesses
  - Enterprise and entrepreneurship
  - Spotting a business opportunity
  - Putting a business idea into practice
  - Making the business effective
  - Understanding external influences on business
- Theme 2 - Building A Business
  - Growing the business
  - Making marketing decisions
  - Making operational decisions
  - Making financial decisions
  - Making human resource decisions



## **Assessment**

Pupils will have two written exams at the end of Year 11.

- Paper 1 (Theme 1 Content) – 50% (90marks) 1hr 30min
- Paper 2 (Theme 2 Content) – 50% (90marks) 1hr 30min



Both exams will consist of calculations, multiple-choice, short-answer and extended writing questions.

# COMPUTER SCIENCE (AQA 8520)

The AQA GCSE in computer science course is suitable for anyone who has a keen interest in how a computer works, including topics on abstraction, decomposition, logic algorithms and data representation. This course also includes analysing problems in computational terms through practical experience of solving such problems including designing, writing and debugging programs.

The course is broken down into two written exams of equal weighting.

## Content

### Paper 1: (50%)

Topics covered in this unit:

- 3.1 Fundamentals of Algorithms
- 3.2 Programming



### Paper 2: Computational thinking, algorithms and Programming (50%)

This component will assess:

- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language (SQL)
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

## Where can computer science lead?

Any job/career that requires computational thinking, problem solving and programming skills. Some example jobs are: games/app developer, web developer, systems analyst, engineer, programmer, networks manager, software architect, data scientist.



# DANCE (AQA 8236)

## Content

Dance in Years 9-11 continues as a predominantly practical subject, developing the skills acquired in Years 7 and 8 with pupils having the opportunity to study a variety of dance styles. Pupils will be taught to choreograph solo, duet and group dances, they will become confident and competent performers and develop the ability to analyse and interpret dance. Dance theory and evaluative skills are an important part of developing a knowledge and understanding of dance techniques and an appreciation of dance as an expressive art form.

Pupils who opt for this subject must have a genuine interest in dance and they must be prepared to give their own time after school to develop skills. This is not a subject for the faint hearted and is also not just a subject for girls!

## Assessment

### **Practical (60% of the overall GCSE)**

#### **Performance 30%**

1. Two short solo performances where pupils replicate two set phases of movement created by the exam board (Scoop and Flux). This is worth 12 marks.
2. Two different phases (Shift and Breathe) are used as the starting point for a duet performance between 3 and 5 minutes long. This is worth 24 marks.

#### **Choreography 30%**

Pupils can choose to create either a solo or group choreography based on a brief provided by the exam board in the September prior to examination. Pupils are assessed on their ability to choreograph a dance to show an intention. The solo must be 2 ½ minutes long and the group choreography (of 2-5 dancers) 3 ½ minutes long. This is worth 40 marks in total.

### **Theory (40% of the overall GCSE)**

#### **Written paper = 40% of final mark – 1 ½ hour exam**

The theory exam paper is worth 80 marks and will test candidates on the following:

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of six professional dance works. This includes a study of movement, set design, costume, lighting and musical accompaniment of a variety of dance styles.
- Their own practical work.

More details about the course can be found at  
<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>



## DESIGN AND TECHNOLOGY (AQA 8552)



Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.

### Content (during Year 9 and 10)

- Presentation and communication techniques including 3D sketching, technical drawing and marker rendering.
- Understanding of social, moral and environmental issues which affect designers, companies and consumers.
- Developing knowledge of material such as woods, plastics, metals and textiles as well as smart and modern materials.
- CAD/CAM software such as Adobe Photoshop, Illustrator, 2d Design and Autodesk Fusion 360.
- Manufacturing skills; anything from joinery to 3D printing
- Minor projects will include a modern lighting solution, pewter cast jewellery, traditional jewellery box and inclusive kitchen utensils, most with complementary packaging.

### Assessment

- There will be an exam which will cover all areas of the theory element. This will be worth 50% of the overall GCSE and will take place in the summer of Year 11. Theory lessons will run throughout the three year course and are also integrated into the practical projects to fully embed the learning.
- The non-exam assessment will also be worth 50% and will begin towards the end of Year 10 and will be completed by Easter in Year 11. The contexts will change each year but the focus will be on solving real problems and meeting the needs of a client.

### Additional Information

- Graduates taking degrees in design, engineering and architecture feature highest on a recent survey of employment rates after University.
- Design and Technology gives the pupils the skills necessary to access these career opportunities. However, it also equips pupils with many transferable skills such as problem solving, team work and thinking creatively that are encouraged in any career choice.



# DRAMA (Edexcel 1DR0)

## Content

Pupils will enjoy this course if they want to study a subject that is both practical and creative. They will learn to explore and communicate themes, ideas and issues through drama. Pupils will watch, study and perform the work of established playwrights, and will also improvise and devise their own plays. They will also have the opportunity to learn the technical skills required to support performances; pupils will be able to design sets, soundscapes, lighting, costumes and makeup.



In order to successfully complete this course, pupils must be prepared to spend time after school preparing performances with other members of their group. They will also be required to attend a performance of a professional theatre production.

## Assessment

A pupil's performance in GCSE Drama is assessed through written coursework, practical performances, and a final written exam.

### • Practical examination – 24% of the overall grade

There are two practical examinations. The first will be a play that they have devised for themselves and will be examined by their teacher. The second is a performance of two extracts from an established scripted play that will be marked by a visiting examiner.

### • Written examination – 76% of the overall grade

The first written element of the assessment of GCSE Drama will be a log book that explains how they created a devised piece of drama.

The second is a formal written examination (1 hour 45 mins) where pupils will explain their understanding of how a set text could be performed and directed. They will also write about a live theatre performance that they have seen.





## FOOD PREPARATION & NUTRITION (EDUQAS C560)

This GCSE course is for pupils who enjoy cooking. It provides opportunities for them to develop their cooking skills further and experiment with ingredients. It teaches them how to make informed decisions about food and nutrition and provides the



knowledge they need to be able to feed themselves and others affordably and nutritiously, now and in later life.

Studying Food Preparation and Nutrition can lead to a variety of well-paid career options. This course could lead pupils into roles such as a Chef, Restaurant Manager, Sports Nutritionist, NHS Dietician or Nutritionist, Teacher, Food Product Developer, Food Buyer, Food Safety Inspector, Quality Manager, Food Technologist, Food Scientist, Microbiologist and many more.

This course will also allow pupils at 16+ to progress onto a variety of vocational courses including Chef Diplomas and Catering and Professional Chef Apprenticeships. With traditional A levels in Science, progression onto a

range of University degree courses is possible for example; Nutrition, Food Science or Dietetics degrees.

### Content

The course is divided into six areas of study:

1. Food commodities - Food groups and ingredients
2. Principles of nutrition – The role of the main nutrients in the diet
3. Diet and good health – Energy requirements, planning balanced diets and nutritional analysis
4. The science of food – The effect of cooking food, food spoilage, food safety and hygiene
5. Where food comes from – Food provenance, environmental issues and food manufacturing
6. Cooking and food preparation – Food choice, making recipes and developing recipes and meals

### Assessment

All pupils will complete:

- A written examination, 1 hour 45 minutes (50% of the overall GCSE grade)

Non-examination assessment (50% of the overall GCSE grade)

## FRENCH (AQA 8658)

In Year 9 pupils must choose to study a modern foreign language. This option is for pupils who wish to continue to study French further to GCSE level.

### Content

The course consists of topic areas based on the following skills: speaking, listening, reading and writing.

Themes studied at GCSE include:

- Family and relationships, social media, hobbies, customs and festivals
- Town, healthy living, the environment, travel and tourism, social and global issues
- School, careers, ambitions and future plans

Grammar will be taught in the context of these areas and their various sub-topics and will be dealt with both in breadth and depth as appropriate to the needs of classes and individuals within those classes.



### Assessment

All four skills (listening, reading, speaking and writing) will be examined at the end of Year 11. Each paper is worth 25% of the overall GCSE grade.





# GEOGRAPHY (Edexcel Geography A 1GA0)



## Content

Pupils will appreciate the relevance of geography in our changing world and will gain an understanding of the interaction of people and the environment.

Studying geography will help pupils progress as independent learners. They will become critical and reflective thinkers and will develop enquiring minds.

The course provides opportunities to study both Physical and Human Geography. There will be two field visits during the course which will prepare pupils for the fieldwork element of the exam. The following topics will be studied:

- The Physical Environment
  - The Changing Landscapes of the UK
  - Weather Hazards and Climate Change
  - Ecosystems, Biodiversity and Management
- The Human Environment
  - Changing Cities
  - Global Development
  - Resource Management
- Geographical Investigations
  - Fieldwork in Physical Environments
  - Fieldwork in Human Environments
  - UK Challenges



## Assessment

In geography we intend to follow the Edexcel GCSE Geography A specification (1GA0). Pupils will have three written exams at the end of Year 11.



- Paper 1 – The Physical Environment (37.5%) – 1hr 30min
- Paper 2 – The Human Environment (37.5%) – 1hr 30min
- Paper 3 – Geographical Investigations (25%) – 1hr 30min

## GERMAN (AQA 8668)

In Year 9 pupils must choose to study a modern foreign language. This option is for pupils who wish to continue to study German further to GCSE level.

### Content

The course consists of topic areas based on the following skills: speaking, listening, reading and writing.

Themes studied at GCSE include:

- Family and relationships, social media, hobbies, customs and festivals
- Town, healthy living, the environment, travel and tourism, social and global issues
- School, careers, ambitions and future plans

Grammar will be taught in the context of these areas and their various sub-topics and will be dealt with both in breadth and depth as appropriate to the needs of classes and individuals within those classes.



### Assessment

All four skills (listening, reading, speaking and writing) will be examined at the end of Year 11. Each paper is worth 25% of the overall GCSE grade.





# **HISTORY (Edexcel 1H10)**

## **Content**

Pupils will cover a broad range of historical periods whilst studying this GCSE, including:

### **Medicine in Britain c.1250-present & The British sector of the Western Front, 1914-1918: Injuries, treatment and the trenches.**

Ideas about the causes of disease and illness through time

Approaches to prevention and treatment of disease and illness

A range of case studies.

### **Superpower relations and the Cold War, 1941-1991**

Origins of the Cold War, 1941-1958

Cold War crises, 1958-1970, including; Cuban Missile Crisis, the Berlin Wall and the Prague Spring

The end of the Cold War, 1970-1991, including; Détente, Soviet invasion of Afghanistan, Regan and Gorbachev

### **Henry VIII and his ministers, 1509-1540**

Henry VIII & Wolsey 1509-1529, including; Henry the Renaissance Prince, Wolsey's rise to power, foreign and domestic policies, reasons for fall from power

Henry VIII and Cromwell 1529-1540, including; Cromwell's rise to power, fall of Anne Boleyn, Anne of Cleves marriage and Cromwell's downfall

The Reformation and its impact, 1529-1540, including; the break from Rome, opposition to religious change, Dissolution of the Monasteries and the Pilgrimage of Grace

### **Weimar and Nazi Germany, 1918-1939**

The Weimar Republic 1918-1929

Hitler's rise to power, 1919-1933

Nazi control and dictatorship, 1933-1939

Life in Nazi Germany, 1933-1939

## **Assessment**

Pupils are assessed through linear examinations at the end of the two year course. Pupils sit three separate exam papers, each focusing on specific course content and evaluating certain historical skills.

Paper 1: Thematic study & Historic Environment (1 hour 15 minutes, 30% of qualification)

Paper 2: Period study & British Depth Study (1 hour 45 minutes, 40% of qualification)

Paper 3: Modern Depth study (1 hour 20 minutes, 30% of qualification)





# INFORMATION TECHNOLOGIES - CAMBRIDGE NATIONAL LEVEL 2 CERTIFICATE (OCR J808)

People with a knowledge of cyber security, big data, project management and emerging technologies are in demand. In this digital age, the ability to use IT is paramount. In every walk of life, the way we work, learn and socialise has been affected by the digital revolution.



## Content

The course consists of two units of work. The first unit looks at the tools, techniques, methods and processes for technological solutions. Pupils will gain knowledge of project management, including project life cycles, planning tools and SWOT analysis. They will also look at business communication systems, such as how data is collected, processed and stored, big data, cyber security, legal framework, ethics and morals and distribution channels, including social media.

The second unit focuses on creating data management systems for business. Pupils will create and use spreadsheet systems to help businesses model, collect and analyse data and identify trends, using Microsoft Excel. They will create and use relational databases to accurately store, retrieve, and professionally present business data, using Microsoft Access. The presentation of information and data will be investigated by creating complex professional documents using desk top publishing and word processing software. Pupils will design and implement a digital marketing artefact that combines media creatively, and will use HTML and CSS to create websites. Finally, pupils will plan and manage a project using project management software and planning tools.

Please be aware that the specification for this course is currently under review and may be subject to changes.

## Assessment

This is a level 2 vocational qualification and results are awarded on the following grading system: Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit and Level 1 Pass.

**Unit 1:** Understanding tools, techniques, methods and processes for technological solutions (1 hour 45 minutes written exam, 50% of the qualification)

**Unit 2:** Creating data management systems for business (Controlled assessment, internally assessed and externally moderated, 50% of the qualification)



## MUSIC (AQA 8271)



### Content

Music is offered as a GCSE examination subject with opportunities to pursue additional courses leading to specialised examinations. The course is designed for all abilities, aiming to provide knowledge and understanding and to develop skills as a basis for further study or leisure or both.

The GCSE course is very much a continuation of the work done in Years 7 and 8 with an aim to promoting an appreciation and enjoyment of music through three activities – Understanding Music, Performing and Composing.

Pupils will be expected to perform both as individuals and within small ensembles and to prepare compositions of different styles and genres.

They will also study and experience a wide variety of musical styles including Popular, Traditional and Classical and will appraise a range of specified study pieces.

### GCSE Assessment

- **Component 1 Understanding Music 40%**

1 ½ hour written paper which focuses on Listening and Contextual Understanding of the specified study pieces.

- **Component 2 Performing 30%**

Two pieces (one solo and one as an ensemble). Total performance time must be a minimum of 4 minutes. These are internally assessed and externally moderated.



- **Component 3 Composing 30%**

Two compositions, one being a free choice and one to be based on a brief set by the exam board. Combined composition time must be over 3 minutes. These are internally assessed and externally moderated.

Pupils will be given opportunities to expand their musical experience through concert visits and workshops and would be expected to show their interest in music through involvement in any of the many extra-curricular activities offered at St Michael's.



# MUSIC TECHNOLOGY (NCFE 601/6774/9)



## NCFE Level 2 Technical Award in Music Technology

This is a vocational qualification and successful pupils will be awarded: NCFE Level 2 Technical Award in Music Technology.

### Content

This course focuses on aspects of technology used within the music industry and enables pupils to achieve

a nationally recognized Level 2 qualification.

It is predominantly a practical exploration of music technology, with pupils working at Digital Audio Workstations to develop recording, composing and mixing skills, working with both MIDI and audio applications.

Pupils will study 4 units of work:

Using a Digital Audio Workstation

Creating Music

Studio Recording

Sound Creation – Film and animation music

### Coursework and Assessment

Pupils will complete 4 units which will initially be assessed internally and then moderated by an external examiner.

Evidence will be presented by the way of a portfolio for which pupils will be required to make use of ICT for research and presentation. Portfolios must show both work in progress and completed assignments; this can be in the form of video and/or audio recordings, short reports, specific assignment notes, observation records, discussion notes and class presentations.

There are 2 externally moderated assignments:

- A 2 hour written test including listening examples, assessing the knowledge and skills gained throughout the course.
- A 2 hour practical test assessing the application of these skills.

Pupils can achieve a Pass, Merit, Distinction or Distinction Plus grade.

### Assessment Summary

Portfolio of evidence (4 Units of study)	50%
2 hour written exam	15%
2 hour practical test	35%



# PHYSICAL EDUCATION (Pearson Edexcel 1PE0)

Physical Education can also be taken as an examination subject. Pupils will follow a course to GCSE level as well as participating in the compulsory Core Physical Education course described previously.

## Content

Pupils will choose **three physical activities** from a set list. One must be a team activity, one must be an individual activity, and the final activity will be a free choice from either category. The list of sports we are able to offer is available on request. Pupils are able to be assessed externally providing they meet the strict criteria and the sport is on the Government's approved sports list. There is a piece of coursework completed under supervision. Pupils will have to do the research and gather evidence prior to writing the supervised piece. These together are worth 40% of the GCSE.

N.B. There is a considerable amount of theory and an interest in science would be an advantage.

## Assessment

- **Practical coursework**    **30%** (105 marks)
- **Written coursework**    **10%** (20 marks)
- **Written examination**    **60%** (160 marks)

The written examination consists of two papers. One is a 1  $\frac{3}{4}$  hours paper on fitness and the body systems (36% of the overall qualification – 90 marks) and the other paper is 1  $\frac{1}{4}$  hours (24% of the qualification – 70 marks).

## Additional Information

The GCSE Physical Education course is there to attract pupils with particular skills in this area and could prove particularly useful if career aspirations are directed towards teaching, physiotherapy or working in the leisure industry. Pupils must be physically capable of participating in the activities at a competent level and must show a commitment to the acquisition of theoretical understanding of the subject. This written aspect is an integral part of the course and necessary for success at GCSE.



A keen interest and willingness to represent school teams and attend practices regularly would be expected of those who opt for this course to help consolidate skills previously learned and would be advantageous in the final practical analysis.





## OTHER INFORMATION

### Questions for Consideration

*Questions your child needs to discuss with you before making a choice*

- **Is the course suitable for me? Is it a subject I can do?**

- **Do I like the subject I am choosing?**

- **Do I need a particular subject for a chosen career?**

(Check with Mrs Rackstraw if you are unsure)

- **Am I choosing it only because my friends are?**

(This is not a good idea: Friends can change and in any case they cannot do your work for you. Also, you may not be placed in the same group).

- **Am I choosing it just because I like the teacher?**

(This is not a good idea: You may not have the same teacher next year).

- **How much time am I prepared to give to each subject?**

(If you are thinking of taking a subject to GCSE you need to be willing and able to commit time to it. Learning for lessons needs to be done at home, so will the learning and revising for the examinations. Your attendance needs to be good).

**You must avoid taking holidays in term time.**

- **Will the subjects I have chosen, limit my choice of career or further education course?**

(Check with Mrs Rackstraw if you are unsure)

- **How many GCSE subjects will I be studying?**

In Year 10 you will select THREE out of the FOUR choices you make in Year 9. Towards the end of Year 9 you will be informed about Triple / Separate Sciences. Most pupils will study nine GCSEs. Some pupils (Triple Science) will study ten. Colleges and universities are agreed that it is the QUALITY not the QUANTITY that is important.



## Important Dates

- Consultation Evening -  
**Thursday 18 March**
- Option forms have been sent to parents / carers via email and the Microsoft Form must be submitted by  
**9am Monday 22 March** at the latest
- Pupils and parents informed of allocation of option choices during Trinity Term

If you have any concerns or require any further clarification please contact:-

Mrs C J Hooley (Deputy Headteacher) or

Mrs C Lucas (Pupil Manager Year 8)

## Important Information

Please be aware of the following -

- We do everything to ensure the vast majority of our pupils are allocated their first and second choices.
- We do not decide in advance which subject combinations will be possible - we choose the best combinations that match the most pupils' choices.
- Some pupils may be disappointed - if this happens we will try our very best to offer a suitable alternative.
- If the numbers selecting a particular course are small, the course may not run.
- Place your choices in preference order. If there is a clash, pupils will always be allocated to their first choice.

## Careers Advice

- How many GCSEs do you need to be a dentist?
- What grade do you need to achieve in mathematics to train as a nursery nurse?
- Why is science important to photographers?
- Is it a good idea to study a T-level?
- Which subjects can you study at A-level without having studied them at GCSE?
- Are there any GCSE subjects that prestigious universities have blacklisted which could affect my chances for entry in the future?
- How do I get the answers to questions like these?

You are not alone if you find the idea of making your options choices a bit scary, but it is actually your opportunity to take control of your education and shape the way you want your future to be.

The options you choose in Year 8 will affect how you spend your time at school for the next three years. The choices you make may also influence what course or job you decide to do after you leave school or college.

All pupils in Year 8 will have a chance to think about the choices available to them in careers lessons delivered as part of Living Education.

Mrs Rackstraw has responsibility for Careers Education within school and liaises closely with Claire Easterbrook, our Careers Advisor, who visits school twice weekly. Mrs Easterbrook also offers drop-in advice sessions to support Year 8 pupils in making their options choices. Individual careers interviews can also be arranged for any pupils who might need some extra information, advice and guidance and these can be organised through tutors.

In addition, pupils are being encouraged to use an online careers resource known as Launchpad. Pupils can navigate the site through answering a series of questions about where they are in the decision-making process and their likes and dislikes. Launchpad allows young people to access detailed information about GCSE courses, A-level courses and potential career pathways. Research leads pupils to create an action plan so they can match subject choices to their aspirations and keep up to date with current courses at post-16 level. The use of this software allows young people to take control and aim high by exploring the opportunities open to them as well as developing their ability to be self-reflective.



Each pupil in Year 8 have been receiving information about this resource in their Living Education lessons this term. The website can be accessed via the Moodle careers page, and their log in also gives them access to the KUDOS careers portal, which will be invaluable in Upper school.

We hope you will enjoy making full use of this exciting resource with your children and will be able to support them in exploring their future dreams and career aspirations using all the resources on offer through school.

### **Examination Board Abbreviations**

AQA	Assessment & Qualifications Alliance
OCR	Oxford, Cambridge & RSA Examining Group
EDUQAS/WJEC	Welsh Joint Education Committee
EDEXCEL	University of London Examinations & Assessment Council
NCFE	Northern Council for Further Education

## **Important Dates for 2021**

Consultation Evening	Thursday 18 March
Options Forms Returned by 9am to tutors	Monday 22 March