



**WOODEATON MANOR SCHOOL**

**‘REDUCING BARRIERS TO  
BROADEN HORIZONS’**



**Key Stage 4 Options**

**2019-2020**

Wooddeaton Manor School

Wooddeaton

OXFORD

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## A FOUNDATION SCHOOL

Headteacher:  
Mr Simon Bishop  
Chair of Governors:  
Mrs J NISBET, OBE  
Telephone: (01865) 558722



WOODEATON MANOR SCHOOL  
WOODEATON  
OXFORD  
OX3 9TS

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June 2019

Dear Pupils,



As you are aware this is a very important time as **you** will, over the next few days, be making choices about the subjects that you wish to study next academic year. For the first time in your education, you get the chance to choose some of the subjects you study. At Key Stage 4, you will follow a broad and balanced core curriculum and you will continue to study:

The examined 'core' subjects of:	You will also study courses in:
<ul style="list-style-type: none"><li>English</li><li>Mathematics</li><li>Science</li></ul>	<ul style="list-style-type: none"><li>Physical Education</li><li>Religious Philosophy</li><li>Citizenship (including Sex and Relationships Education)</li></ul>

### Making the right choices

Although you must undertake all of these subjects, you will have the opportunity to choose up to another three subjects that you will study alongside your core curriculum. There are many different courses on offer that will suit your interests, abilities and aspirations. When making choices and choosing your optional subjects, the following questions might help:

- Which subjects do I enjoy? Why? – You are making up to a two-year commitment so it is vital that you enjoy what you are doing
- Which subjects do I do well in? Why?
- Will the course I choose be suitable and support my aspirations and is it relevant to my future studies or possible career choices?

<u>DO</u>	<u>DON'T</u>
<ul style="list-style-type: none"><li>• Think about what interests you and what you are good at</li><li>• Think about what career or job you might want</li><li>• Think about what you might want to do once you leave Woodeaton</li><li>• Read the course descriptions carefully and ask your teachers if the course is suitable for you and your plans</li><li>• Access Sixth Form/College prospectuses as well as information for apprenticeships or other pathway routes post-16. You may need to study certain subjects in KS4. Remember that you are required to stay in education or training until you are 18.</li></ul> 	<ul style="list-style-type: none"><li>• Pick subjects just because you like the teacher – he or she might not be teaching that subject</li><li>• Choose a subject because your friends are choosing it – what they choose is not necessarily right for you</li><li>• Make choices without fully understanding what the course is about or how you will be assessed</li></ul> 

You will be the third year group for whom all GCSE subjects will be graded using the new GCSE grading system. You will receive numbers as grades instead of letters, where 9 is the top grade, and 5 is similar to a Grade C.

In order that you benefit most from your courses in Years 10 and 11, we have high expectations of your maturity, application and level of motivation. We expect pupils to be organised, punctual and maintain high levels of attendance (at least 96%) in order to fulfil your potential.

We will aim to provide you with your first choice of Options but there may be times that we are not able to do so. For a subject to run we need a viable number of pupils. Therefore, it is very important that you consider your reserve choices carefully. Where courses do not reach the minimum size or where the maximum size is exceeded, the school will decide if it can find the resources to support those courses. Group sizes apply in all practical subjects because of Health and Safety reasons. We do our best to fit in everyone's choices but it is not always possible. If we need to make some adjustments or change option choices and/or courses running, we will inform pupils when this affects them individually. If it is not possible for a pupil to study their first choice subject in an option block, this will be discussed with them and their parents/carers along with the alternative subjects it will be possible to choose.

There are a wide range of people you could ask for advice to help you make your choices including:

- Form Tutor
- Teaching Assistant
- Subject Teachers
- Parents/Carers

Staff will be only too pleased to offer any guidance that you may require and to discuss with you the opportunities which are available.

Best wishes

**Miss Lawes**



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Dear Parents and Carers,

We are now at the point in your child's education where, probably for the first time, they are able to make some choices about the subjects they will study over the next two years in their Key Stage 4 (KS4).

We recognise the importance of the decisions that pupils need to make in their transition from Key Stage 3 to Key Stage 4. In this important and challenging phase of pupils' education, it is crucial that we give you clear and informed guidance as to the choices available and how these are matched to individual needs, interests and abilities. This booklet is aimed at providing your child with information and advice to help support them in making their choices. The core curriculum consists of the following subjects:

- English
- Mathematics
- Science
- Physical Education
- Religious Education
- Sex and Relationships Education (SRE) / Citizenship

Although your child must undertake all of these subjects, they will have the opportunity to access different courses from four different pathways. Since September 2016, new GCSEs have been gradually rolled out by the government and taught in all schools across the country. Since September 2017 the roll out programme is complete with all GCSE's being delivered at Woodeaton now graded on the 9-1 scale. Further information can be found regarding the new GCSE grading in the attached information.

You as parents and carers naturally play an important role in helping your child make decisions about which courses they will be interested in following. We hope to support you as best we can during this decision making process.

We also hope therefore that you might find the questions below helpful when discussing options for next year with your child, many of which will have been touched upon in your child's EHCP meeting this academic year:

### Your child

1. How does your child see him/herself?
2. How does your child see the future?
3. What ambitions does s/he have for the future?
4. Are these ideas influencing his/her choices now?
5. What are your child's interests and abilities?
6. Which subjects would best use and develop these?

### Your child's future

1. What careers and courses will be available if your child follows the subjects s/he likes and learns well?
2. What courses and careers will not be available?
3. For the careers your child has in mind, which subjects are necessary or useful?
4. Which subjects or qualifications will give them the best chance of success at the highest grades to support their progression to post-16 or university destinations in the future?

## Yourself

1. What ambitions do you have for your child?
2. How are your ideas influencing your child?
3. Are your ambitions realistic for your child?
4. Are you encouraging your child to choose the right subjects for him or her?
5. Do you know whether academic or vocational courses are most appropriate for your son/daughter's talents and aspirations and which will lead to their choice post-16 course or future career.

To support your child with their decisions, each curriculum area has provided information on the courses currently being offered. It is also important that when choosing appropriate pathways and courses, your child considers their strengths, areas of interest, preferred learning styles, future learning and career aspirations.

As a school, we have worked hard to ensure our curriculum offer remains broad in spite of the increased demands with the new generation of GCSE's. Your child will have the opportunity to study up to 10 GCSE's within this offer.

With small cohorts in Years 10 and 11 and to maintain the breadth of the offer the teaching of the Option GCSE's is often taught in mixed Year 10 and 11 groups. This means that some of the option GCSE's therefore will have limited places available in this option round.

We will aim to provide your child with their first choice but there may be times, as described above, that we are **not** able to do so. For a subject to run we need a viable number of pupils to select that option. Therefore, it is very important that your child considers their reserve choices carefully. Please also note that due to the increased academic demand changing options during the Key Stage is not possible. We will look carefully at all the options returned and strive to meet every pupil's needs.

Staff will be pleased to offer any guidance that you may require and to discuss with you the opportunities that are available.

To help pupils make an informed choice we will be holding a series of taster sessions week commencing the 17<sup>th</sup> June 2019. This information is attached along with the **subject option groups on page 18**.

Following the taster sessions please can you complete the forms to be returned by Tuesday 25<sup>th</sup> June 2019. We will confirm the option availability for your child as soon as possible thereafter.

Best wishes

Emma Lawes



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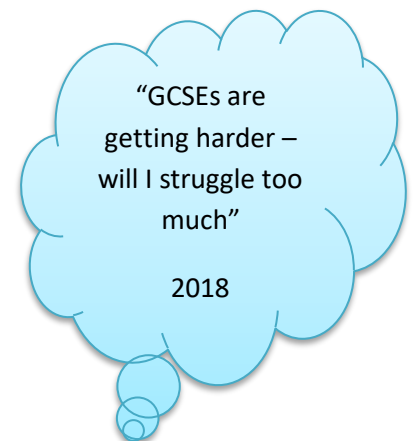
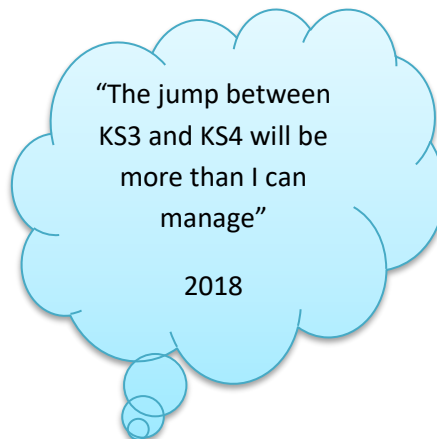
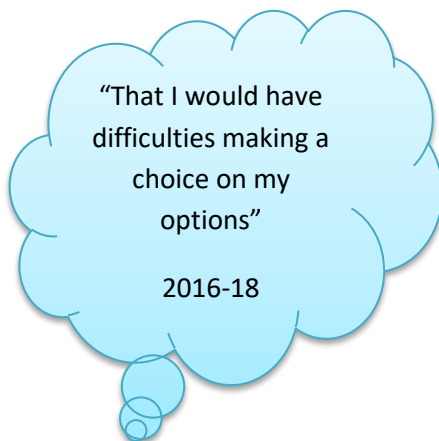
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# OPTIONS FOR 2019/20

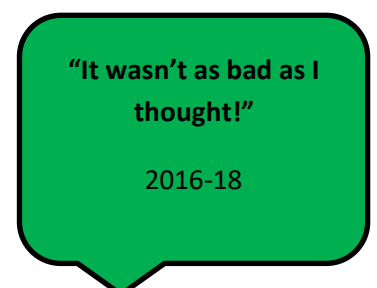
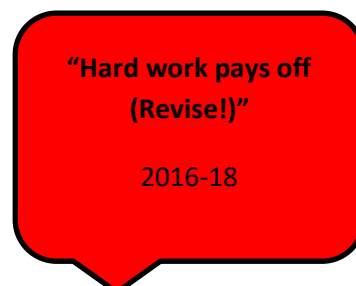
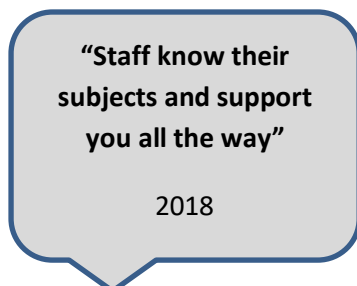
<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>	<u>Option 4</u>
History	Art and Design	Arts Award	French
Geography	PE	Film Preparation and Nutrition	
	Arts Award		

## PAST PUPIL VOICE

### Worries, concerns and/or fears



### Reality





## New GCSE structure and grading system

If you look at the subject pages later in the booklet, you will see for each one the types of courses you might follow if you choose that subject.

- **GCSE courses** are all assessed mainly by formal exams. Many subjects also have some of the final grade made up of marks from coursework or Controlled Assignments (like coursework, but timed writing under exam conditions). GCSEs have grades ranging from 9-1 (2017 GCSEs onwards).

### English Baccalaureate (EBacc)

The English Baccalaureate is not a qualification in itself. Instead it is used by the Government as a way to measure school performance and to promote some specific academic subjects. It is based on pupils achieving at least 5 passes at Grade 5 in the subjects listed below:

Core Subjects	EBacc Options	Other GCSE Options
All pupils take: English Language English Literature Mathematics Science Religious Education SRE/Citizenship Physical Education Computing	You are encouraged / advised to take one of:  History Geography	<b>Some Practical Assessments</b> Art Physical Education Food Preparation and Nutrition Drama
	If you are interested in the EBacc, you must take one of  History Geography  Plus: MFL (French)	<b>Mostly Written Assessments</b> Business Studies Geography History Film Studies French

The English Baccalaureate is not a qualification. It is really a performance measure for schools introduced by the Department for Education to encourage more students to study certain option subjects. It recognises that some pupils have successfully studied a specific collection of Core and Option subjects: English, maths, sciences, languages and humanities. All schools ensure that their students take the Core subjects of English, maths and sciences. Woodeaton also ensures that all students study a humanity subject. Pupils then decide if they will also study a modern foreign language. At Woodeaton, it is purely your choice if you want to take the option subjects required for the EBacc. You do not need to complete the EBacc to go on to Sixth Form or college.



## Exam Boards

Within this booklet, you will find the following acronyms, which refer to the relevant examination board / awarding body.

<b>AQA</b>	Assessment and Qualifications Authority
<b>OCR</b>	Oxford, Cambridge and RSA
<b>PEARSON</b>	London Qualification Limited, formerly known as Edexcel
<b>WJEC Eduqas</b>	Welsh Joint Education Committee

# IAG

## (Independent Advice and Guidance)

Schools are legally responsible for securing access to independent and impartial careers guidance for all pupils in years 9 to 11. Careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers. It ensures that pupils can make the right education and training choices so that they have the best chance of succeeding. Schools are free to decide what careers provision to make available in accordance with the needs of their pupils. Careers guidance secured under the duty must include information on all 16 to 18 education or training options, including Apprenticeships.

With the participation age increased to 18 in 2015, it is more important than ever that all young people know about the different learning routes and qualifications available to them. The strategy will also help ensure that parents/carers are better informed about the different options available so that they can help their children make the right decisions. Young people are expected to have a good, all-rounded education, relevant and rigorous qualification and broader employability skills to prosper in the changing jobs market.

To support pupils and parents/carers to make informed decisions about life after Woodeaton, a series of 'Moving On Moving up' meetings are held in school and, where appropriate, contacts from local colleges are present to assist in developing aspirational pathways for our pupils. The college personal in the main, are Senior Staff involved in the overall management of transitions and Key Workers who provide specialist support on an ongoing basis. It is vitally important that everyone involved works to develop a placement strategy that is understood AND that is acceptable to the pupils involved.

The Moving-on, Moving-up process normally begins with Woodeaton Staff and pupils, with some parents and carers, taking the opportunity to visit the various Open Events at the colleges at the start of the year. Thereafter bespoke individual pupil packages are developed with the school supporting/brokering specialist advice and ensuring the transition plan is effective and relevant.

As a school we also, within the curriculum, can assist the pupils in completing college applications, developing personal statements and with interview practice if required. All Woodeaton staff are on hand to help and support pupils and their parents/carers to make informed decisions.

# CORE SUBJECTS



GCSE English Language, 9-1	<b>Exam Board: AQA</b> 2 years - Linear <a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>	Mrs Holifield Ms Jenkins
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**WHAT WILL I BE DOING ON THE COURSE?**

It is compulsory to study this subject. English Language is based entirely on unseen texts. This means that the texts that the pupils answer questions on in the exam will not be ones they have studied in class. The first exam will contain one fictional text and the second exam will contain two non-fiction texts, which share a common theme. Pupils will not have prior knowledge of the unseen texts before the exam. Instead they will be expected to demonstrate the skills they have learnt throughout the course and apply these to the unseen texts. These skills include understanding information, analysing the effects of language use and comparing and evaluating texts.

**ASSESSMENT**

Pupils will have no controlled tasks to do but will have two [1 hour 45 minute] exams to sit at the end of the second year.

Paper 1 is on fiction texts where reading and writing are assessed.

Paper 2 is on non-fiction texts where reading and writing are assessed.

In addition there is a compulsory spoken language task where speaking and listening skills are assessed. Pupils receive a separate pass, merit or distinction grade for this part of the course. The pupils are required to give and answer questions on a spoken presentation of their choice. These will be video recorded.

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

This qualification focuses on developing reading skills, writing skills and speaking and listening skills.

**WHAT COULD I USE THIS QUALIFICATION FOR?**

GCSE English provides you with improved opportunities for further education, training and employment. Also, a good qualification in English is necessary for most careers.

A good command of the spoken and written word will help you every day- and will benefit your other GCSE subjects too. It will help you to:

- Work independently
- Be creative
- Think critically
- Communicate your ideas with confidence
- Think logically

**ADDITIONAL INFORMATION**

English Language is not optional at Key Stage 4. Entry Level certification will be available for those pupils working below Grade 1. A grade 5, or above, in English is required to access a Level 2/3 college course after year 11 and to gain a place at university.



GCSE English Literature 9-1	<p><b>Exam Board: AQA</b>                  2 Years – Linear  <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/general-administration">www.aqa.org.uk/subjects/english/gcse/english-literature-8702/general-administration</a></p>	<p>Mrs Holifield                  Ms Jenkins</p>
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**WHAT WILL I BE DOING ON THE COURSE?**

This course is not mandatory and will be available to those pupils who are coping well with the demands of the English Language course. English Literature involves study of 19th century prose, poetry, a modern prose or drama text and a Shakespeare play. Our school selects texts from a short list provided by the exam board. These set texts are the ones pupils will be assessed on in the exams.

**ASSESSMENT**

Pupils will no longer have controlled tasks but will have two exams to sit at the end of the second year. [Paper 1: 1 hour 45 minutes, Paper 2: 2 hours 15 minutes]

Each exam assesses pupil’s knowledge and understanding of two of the set texts.

Paper 1 is on modern prose or drama, and on 19th century prose.

Paper 2 is on poetry and a Shakespeare play.

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

This qualification focuses on developing knowledge and understanding of prose, poetry and drama texts.

AQA’s GCSE (9–1) in English Literature specification aims to encourage learners to read, engage critically with and to explore a wide range of literature; to develop and sustain confident, personal responses to their reading, using supporting textual evidence; to use accurate, effective writing skills; and enjoy a variety of texts across the major genres, including modern texts and texts from different cultures, as well as classic literature.

Underpinned by a skills-based approach, the emphasis is on building learners’ confidence in developing and articulating a fresh, individual response to texts which are supported and justified.

**WHAT COULD I USE THIS QUALIFICATION FOR?**

GCSE English Literature provides you with improved opportunities for further education, training and employment.

**ADDITIONAL INFORMATION**

English Literature will be made available to those pupils who are coping well with the demands of the English Language course. Entry Level certification will be available for those pupils working below Grade 1. A grade 5, or above, in English is required to access a Level 2/3 college course after year 11 and to gain a place at university.



GCSE Mathematics, 9-1, 1MA1

**Exam Board: EDEXCEL/PEARSON**  
 2 Years – Linear  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Miss Lawes  
 Mr Baker  
 Mr Wells

**WHAT WILL I BE DOING ON THE COURSE?**

From September 2015 all Year 10 pupils study the new GCSE Mathematics syllabus. There is some extra content in both tiers and there will be more emphasis on problem solving and multi-step solutions.

The Mathematics department follows a linear GCSE syllabus. This courses develops the work covered in Key Stage 3. The topics studied are:

- **Number** – arithmetic, fractions, percentages, application to finance, powers and estimating
- **Algebra** – algebraic manipulation, equations, formulae, graphs and sequences
- **Ratio, proportion and rates of change** – measures, scale factors, maps, ratio, proportion, percentage and speed
- **Geometry and measures** – angles, construction, 2D and 3D shapes, Pythagoras, area, volume, trigonometry, vectors, and similarity
- **Probability** – experimental and theoretical probability, outcomes and combined events
- **Statistics** – averages, charts, cumulative frequency, histogram and scatter graphs

As well as learning and applying standard techniques to solve problems within mathematics and other more real-life contexts, pupils will be encouraged to reason, interpret and communicate mathematically.

You will need to use your knowledge to make connections between mathematical concepts as well as to solve real-life problems.

**ASSESSMENT**

Pupils will be entered for either the Foundation Tier (5-1) or the Higher Tier (grades 9-4). Both are assessed by three 1½ hour papers sat at the end of Year 11, one of which will be a non-calculator paper. There are no controlled assessments. During the two years you will do regular assessment so that you can see how you are progressing towards your target grade and these are illustrated in your Maths IEPs.

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

The course aims to give you the skills to be able to cope with mathematical problems in everyday life, as well as to develop logical reasoning and problem solving ability. You need to be able to problem solve, communicate effectively using numbers and symbols, be able to explain and justify solutions and have the ability to interpret and discuss data.

**WHAT COULD I USE THIS QUALIFICATION FOR?**

GCSE Mathematics provides you with improved opportunities for further education, training and employment. A good qualification in Mathematics is necessary for most careers. Maths has links to many other subjects. The most obvious of these are the Sciences, particularly Physics, but many others such as Geography, Business Studies, ICT, Music, engineering, economics, medicine and archaeology.

**ADDITIONAL INFORMATION**

Maths is not optional; all pupils have to take this subject in Key Stage 4, continuing the courses already in progress. Entry Level Certificate will be available for those pupils working below GCSE Grade 1. However, a good pass in Maths (5 or above) is essential to get onto Level 2/3 college courses after Year 11, and also to get a place at university.



GCSE Combined  
Science, 9-1, 8464

**Exam Board: AQA GCSE Science; Trilogy**

2 Years – Linear

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Ms Henderson  
Mrs Wilkinson

#### WHAT WILL I BE DOING ON THE COURSE?

From September 2016, all Year 10 pupils will be studying the new GCSE Combined Science syllabus. This is a double award and counts as 2 GCSE's in Science. This course develops the work covered in Key Stage 3. It draws much of its content from the separate science qualifications. You will explore exciting topics in Biology, Chemistry and Physics and sit six exams. It is excellent preparation if you want to study science after Key Stage 4.

#### ASSESSMENT

Pupils will be entered for either the Foundation Tier (5-1) or the Higher Tier (grades 9-4). Both are assessed via six 1 ¼ hour papers sat at the end of Year 11. There is no controlled assessment, (coursework). However, during the two years there are 21 'Required practical investigations'. This means that students need to have gained experience of 21 specific practical activities, spread across the 3 main areas of science and will be asked questions about them during the exam papers. There will be 2x Biology, 2x Chemistry and 2x Physics exam papers.

#### WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?

- The principles of 'How Science Works' are embedded in all topics. Students are given plenty of opportunity to develop skills of observing, describing, explaining and analysing a wide variety of scientific phenomena.
- The new GCSE science curriculum now includes the teaching and practice of specific mathematical concepts and calculations. For example; the use of standard form, in the context of science.

#### WHAT COULD I USE THIS QUALIFICATION FOR?

GCSE Science provides you with improved opportunities for further education, training and employment. A good qualification in Science is necessary for many careers. The most obvious of these are; Biology, Biochemistry, Chemistry, Physics, Medicine, Forensics, Biotechnology, Astrophysics, Aeronautics, Engineering, Food technology, Nursing, Hair & Beauty, Plumbing and many more...

#### ADDITIONAL INFORMATION

Science is not optional; all pupils have to take this subject in Key Stage 4, continuing the courses already in progress. A good pass in Science (5 or above) is essential to get onto Level 2/3 college courses in related subjects after Year 11. This double GCSE award will also support gaining a place at university.



Not assessed at GCSE unless selected as an option

Mr Baker  
Mr Guest

## WHAT WILL I BE DOING ON THE COURSE?

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

## ASSESSMENT

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils will receive a National Curriculum level for PE, but it is not formally assessed through external examination, unless chosen as an option.

## WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils in Key Stage 4 should be taught to:

- ♣ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- ♣ develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- ♣ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ♣ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- ♣ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.





Not assessed

All staff

## WHAT WILL I BE DOING ON THE COURSE?

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. The national curriculum for citizenship aims to ensure that all pupils:

- ♣ acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- ♣ develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- ♣ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- ♣ are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

## ASSESSMENT

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils will be assessed using National Curriculum levels.

## WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?

Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. Pupils should be taught about:

- ♣ parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- ♣ the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- ♣ other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- Citizenship 84
- ♣ local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- ♣ human rights and international law
- ♣ the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- ♣ diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- ♣ the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- ♣ income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

# OPTIONAL SUBJECTS

## OVERVIEW OF TASTER SESSIONS



Pupils to choose at least one subject as a taster from each of the Option Groups below.

Session	Day	Date	Time	Option
1	Monday	17 <sup>th</sup> June	9.10-9.50	History
2	Monday	17 <sup>th</sup> June	11.30-12.30	Arts Award
3	Monday	17 <sup>th</sup> June	1.15-2.30	PE
4	Wednesday	19 <sup>th</sup> June	All day	Geography Field Trip
5	Thursday	20 <sup>th</sup> June	9.10-9.50	French
6	Thursday	20 <sup>th</sup> June	9.50-10.50	Food
7	Thursday	20 <sup>th</sup> June	11.30-12.30	Art & Design

### Option Groups

Option Group	Option
Option 1	History
	Geography
Option 2	PE
	Art & Design
	Arts Award
Option 3	Food Preparation & Nutrition
	Arts Award
Option 4 *	French

**\*Option 4 (French) is not a compulsory option. It is offered to pupils who wish to work towards learning a language at GCSE level.**



GCSE History 9-1, 8145	<b>Exam Board: AQA</b> 2 Years – Linear <a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145">http://www.aqa.org.uk/subjects/history/gcse/history-8145</a>	Mrs Holifield Ms Jenkins
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**WHAT WILL I BE DOING ON THE COURSE?**

You'll study four elements, split over two exams:

- One period study: Germany, 1890–1945: Democracy and dictatorship **or** America, 1920 to 1973: Opportunity and Inequality
- One thematic study: Britain: Health and the people, c1000–present
- One wider world depth study: Conflict and tension between east and West, 1945 – 1972 **or** Conflict and Tension 1918 to 1939
- One British depth study including the historic environment: Elizabethan England, c1568–1603, to include an environment study on The Globe Theatre (2019) and The defeat of the Spanish Armada in the English Channel, July/August 1588 (2020)

**ASSESSMENT**

At GCSE there are two exams – Papers 1 and 2 are each worth 50% and last for 1 hour 45 minutes each. These exams consist of short answer questions and longer, essay type questions.

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

You'll learn valuable skills... Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
  - how to construct an argument
  - research and problem skills
  - investigation and problem-solving skills
  - analytical and interpretation skills
- ... and useful facts
- Ever wondered why people wear poppies in November?
  - Did you know that until 1928 not all women could vote?

**WHAT COULD I USE THIS QUALIFICATION FOR?**

Studying history can lead on to some exciting career options, including:

- Journalism • Law • Business • Politics • Archaeology • Marketing • Teaching.



GCSE Geography 9-1,  
8035 Specification A

**Exam Board: AQA**

2 Years – Linear

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Mr Guest  
Mrs Castle

**WHAT WILL I BE DOING ON THE COURSE?** This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), Higher Income Countries (HICs), Newly Emerging Economies (NEEs) and Lower Income Countries (LICs). Topics of study include: climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**Subject content:**

Living with the physical environment	Challenges in the human environment	Geographical applications
<ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul>	<ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork Geographical skills</li> <li>• Geographical skills</li> </ul>

**ASSESSMENT**

**Paper 1: Living with the physical environment**

**What's assessed**

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

**How it's assessed**

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35 % of GCSE

**Paper 2: Challenges in the human environment**

**What's assessed**

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

**How it's assessed**

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35 % of GCSE

**Paper 3: Geographical applications**

**What's assessed**

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

**How it's assessed**

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30 % of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

There are a lot of specific terms and key words linked to the processes, characteristics, formations and relationships between different human and physical processes. There is a requirement to retain key information from specific case studies and examples to use in exams and support your answers for the access to higher grades.

**WHAT COULD I USE THIS QUALIFICATION FOR?**

Geography is a core humanities subject and will help you access further education, providing you with the skills to understand the environment around you both physical and human. From this you can then continue your studies at A-level.



GCSE PE 9-1, C550QS	<b>Exam Board: WJEC Eduqas</b> 2 years – Linear <a href="http://www.eduqas.co.uk/qualifications/physical-education/gcse/">http://www.eduqas.co.uk/qualifications/physical-education/gcse/</a>	Mr Baker
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**WHAT WILL I BE DOING ON THE COURSE?**

Through studying GCSE Physical Education pupils will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Pupils will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

By studying GCSE Physical Education pupils will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people’s involvement in physical activity and sport in Wales and the wider world.

**ASSESSMENT**

The course has both practical and theory elements. The practical element is worth 40% and will require performance in 3 sports, along with a Personal Exercise Programme to accompany the main sport. This will be centre assessed and externally moderated.

The theory element is worth 60% and will be assessed in the form of a 2-hour examination at the end of the course. The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in sport and physical activity.

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

- |   |                             |                             |
|---|-----------------------------|-----------------------------|
| • Literacy, including Digital literacy  | • Numeracy                  | • Personal Effectiveness    |
| • Critical Thinking and Problem Solving | • Planning and Organisation | • Creativity and Innovation |

**WHAT COULD I USE THIS QUALIFICATION FOR?**

This qualification could be used to kick start a career pathway in the Sport and Leisure Industry. There are many college courses or A Levels that will further your learning in this area, and potentially on to the wide ranging and successful area of Sport and Leisure. GCSE PE can also increase the range of subjects that you undertake, and is looked at positively in terms of many different college courses. This course will also give you the information and opportunity to learn the skills to have a lifelong involvement in Health and Physical Activity and all of the benefits that come with it.



GCSE Art 9-1, Art and Design	<b>Exam Board: WJEC Eduqas</b> 2 years	Mrs Dickinson
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**WHAT WILL I BE DOING ON THE COURSE?**

The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. This course is rewarding programme of study which develops the imagination through, inspiring creativity and promoting personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields. Students will be required to create a portfolio of individual and unique work in sketch books or digitally. This can be achieved by using a variety of mediums of their choosing such as photography using Photoshop, textile work, 3D sculpture using clay, charcoals and other painting and drawing tools. In Year 11, pupils are required to create a detailed study of work to support their final piece. Extra curriculum activities: Trips to the Pitt rivers museum, Ashmolean Museum, Asthall Manor Sculpture park and Modern Oxford.

**ASSESSMENT**

The marks are divided into two units.

- **Unit one: 60% of the marks. Portfolio work.** This unit comprises a major practical portfolio and outcomes/to be based upon internally set themes and subject matter developed from personal and/or given starting points. This is developed throughout year 10.
- **Unit two: 40% of the marks. Externally set assignment.** Consists of two parts. Preparatory study period. 10 hour sustain period of focus work.

All of the work is assessed against these four areas:

- AO1** Critical understanding
- AO2** Creative making
- AO3** Reflective recording
- AO4** Personal presentation

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

- You will need to be prepared to try all activities set especially drawing, researching and writing about the work of artists and designers.
- You will have to develop your practical skills.
- You will have to persevere without being too perfectionist and try to accept that by making your work it is unique and special however there will be time to make improvements.
- Only a love of art and taking enjoyment from being creative.

**WHAT COULD I USE THIS QUALIFICATION FOR?**

Art and design is a qualification, which can lead to jobs in: computer game design, architecture, fashion, product design and engineering. It is also a helpful subject to take if you like looking at art and want to know more or you may wish to develop a skill so that you are able practice at home, perhaps for the rest of your life.





Arts Award, Drama and Performance	<b>Exam Board:</b> <a href="http://www.artsaward.org.uk/site/?id=1346">http://www.artsaward.org.uk/site/?id=1346</a>	Mr Holifield
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**WHAT WILL I BE DOING ON THE COURSE?**

The Arts Award is a new award accredited to the same level as GCSEs. Arts Award is a range of unique qualifications that supports anyone aged up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through taking challenges in an art form. In this option, we will be specialising in Drama and Performance.

There is no obligation to complete Bronze in order to complete Silver. Pupils will be individually assessed at the start of the year to see which Award would suit them best.

**ASSESSMENT**

<b>Bronze</b> (Level 1 Award in the Arts) GCSE Grades: 3-1	To achieve a Bronze Arts Award, young people collect evidence in an individual arts log or portfolio of their experiences of: <ul style="list-style-type: none"> <li>- actively participating in any art form</li> <li>- at least one arts event as an audience member</li> <li>- researching the work of an artist/craftsperson that inspires them</li> <li>- passing on an arts skill</li> </ul>
<b>Silver</b> (Level 2 Award in the Arts) GCSE Grades: 9-4	To achieve a Silver Arts Award, young people collect evidence in an individual arts portfolio of their experiences of: <p><b>Arts practice and pathways</b></p> <ul style="list-style-type: none"> <li>- Identifying and planning an arts challenge</li> <li>- Implementing and reviewing the arts challenge</li> <li>- Reviewing arts events</li> <li>- Undertaking arts research</li> </ul> <p><b>Arts leadership</b></p> <ul style="list-style-type: none"> <li>- Identifying a leadership role and planning the project's aims</li> <li>- Planning the practical issues</li> <li>- Being an effective arts leader</li> <li>- Working effectively with others</li> <li>- Reviewing their project and leadership role</li> </ul>

**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

An Arts Award qualification can help our pupils become more confident and improve their social skills through a range of practical activities. Arts Award will also have cross-curricular links with other subjects such as English and History. Pupil’s work will be routinely monitored and assessed on site, with regular feedback.



Food Preparation and Nutrition	Exam Board: <a href="https://www.edugas.co.uk/qualifications/food-preparation-and-nutrition/">https://www.edugas.co.uk/qualifications/food-preparation-and-nutrition/</a>	Mrs Dickinson
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**WHAT WILL I BE DOING ON THE COURSE?**

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas of content promotes flexibility of delivery, and releasing two tasks for each of the assessments that constitute the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.

By studying food preparation and nutrition learners will:

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

**ASSESSMENT**

**Component 1:** Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification  
This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

**Component 2:** Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated  
**Assessment 1:** 8 hours : The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2:** 12 hours 50% of qualification : The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by WJEC annually.



GCSE French 9-1, 8658

**Exam Board: AQA**

2 years – Linear

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Mrs Castle

**WHAT WILL I BE DOING ON THE COURSE?**

Pupils are expected to understand and provide information and opinions about three themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

<b>Theme 1: Identity and culture</b>	<b>Theme 2: Local, national, international and global areas of interest</b>	<b>Theme 3: Current and future study and employment</b>
<p><b>Topic 1:</b> Me, my family and friends  <b>Topic 2:</b> Technology in everyday life  <b>Topic 3:</b> Free-time activities  <b>Topic 4:</b> Customs and festivals in French-speaking countries/communities</p>	<p><b>Topic 1:</b> Home, town, neighbourhood and region  <b>Topic 2:</b> Social issues  <b>Topic 3:</b> Global issues  <b>Topic 4:</b> Travel and tourism</p>	<p><b>Topic 1:</b> My studies  <b>Topic 2:</b> Life at school/college  <b>Topic 3:</b> Education post-16  <b>Topic 4:</b> Jobs, career choices and ambitions</p>

**ASSESSMENT**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series. The papers are:

Listening (25%) – a written exam	Speaking (25%) – a non-exam assessment	Reading (25%) – a written exam	Writing (25%) – a written exam
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**WHAT SKILLS DO I NEED TO DEVELOP TO BE SUCCESSFUL AT THIS COURSE?**

In learning French pupils develop the skills to be able to communicate in a wide variety of contexts, developing their ability to converse and give opinions. They will develop a good knowledge of core and topic specific vocabulary as well as learn key grammar points which will help strengthen their use and understanding of English as well as French.

GCSE French helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

**WHAT COULD I USE THIS QUALIFICATION FOR?**

Languages are really important in the world we live in and give you great skills for the rest of your life. The internet has brought everyone much closer together so chatting, blogging and networking with people of different languages from all over the world is much more common. Imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak French.

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law!

Learning a foreign language can build your communication, interpersonal, intercultural, and public speaking skills - otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions.



Name of pupil:

Form group:

	Preferred choice	Second choice
Option 1		
Option 2		
Option 3		
Option 4		

Please return to school with your first and second choices by **Tuesday 25<sup>th</sup> June 2019.**

Pupil Signature .....