



# Year 9

# Options Booklet

## 2021-23



Netherthorpe School  
[Netherthorpe.academy/y9options](https://netherthorpe.academy/y9options)

Name

Form

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# Introduction to the Year 9 Options Process

The aim of this booklet is to help you to prepare for the next important stage of your education.



There are many different types of qualification that are available to you in Year 10 and 11.

When choosing your options it is important to think about how you work best, in order to select the type of qualification that suits you best.

**Everyone** will study the following examined courses:

- English Language and English Literature
- Mathematics
- Combined Science ( 2 GCSE qualifications )

In addition you will participate in:

- A non-exam course in Physical Education
- Work Related Learning
- Careers Education and Guidance



Your choice is of four subjects from the lists (blocks) below. Choose one subject from option block A and the remaining three choices from block B.

Option Block A	Option Block B	
Computer Science	Art and Design	Computer Science
French	Business Studies	French
Geography	Design and Technology	Geography
History	Drama	History
Separate Sciences (This gives you GCSE	Engineering	Separate Sciences ( <i>This gives</i>
Biology, Chemistry and Physics)	Media Studies	<i>you GCSE Biology, Chemistry</i>
Spanish	Hospitality and Catering	<i>and Physics</i> )
	Health and Social Care	Spanish
	iMedia	
	Music	
	Physical Education or Sports	
	Studies	
	Religious Studies	

*You will be asked to complete three reserve choices as well. You will need to give this careful consideration as you may be asked to study these reserve subjects and, in rare cases, all three of them.*

Those students considering university or who are capable of achieving 5 GCSEs at grade 4/5 or above are also **advised** to study a Modern Foreign Language (Spanish or French) and one of the humanity subjects (Geography or History). This enables students to demonstrate achievement at the English Baccalaureate, which is explained further on page 4.

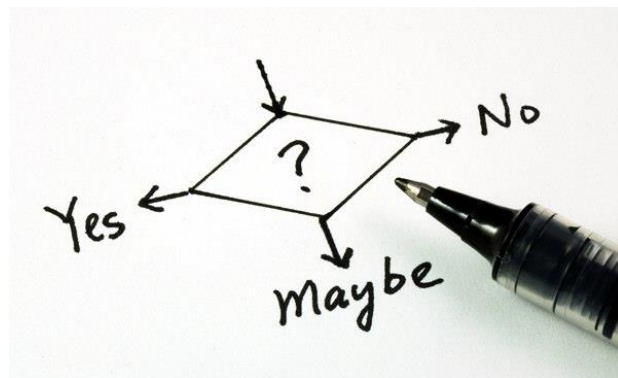
You will note that all subjects in block A appear in Block B; this maximises your choice, but every student must pick from block A as part of the process.



# Choosing courses

## 1. Who chooses?

Think about the subjects you like and the subjects you are good at; this is to be an important starting point. Ultimately students should choose their subjects, however talk with your parents and your teachers. Independent advice (see pages 10-11) is also available at school and can be booked through your form tutor.



## 2. What must I think about before I decide?

Think about the qualifications you will need for the job you want or for the next stage of your education, such as Sixth Form.

**You must have a balanced set of courses** in case you change your mind about your future, which is perfectly normal and happens more often than you might think.

## 3. Who will help me make up my mind?

Speak to as many people as you can e.g. your parents, subject teachers, form tutor, head of section and careers advisors.

## 4. What do I do next?

Read this booklet carefully. Show it to your parents and talk to them about your choices. On **Thursday 7<sup>th</sup> January the school website will release our 'virtual options evening information films'**. These short films will allow you to find out more about the subjects and recap the process.

Please remember we may not be able to give everyone their choices. We will discuss the reasons with you and, if necessary, with your parents if we cannot give you your four main preferences. There will be a last opportunity to discuss choices with your child's form tutor at the virtual Parents' Evening on **Thursday 21<sup>st</sup> January**.

When you have reached a decision about your Year 10 courses:

1. See the planning form at the back of this booklet to explore the combination of subjects you may choose.
2. When you have done your research and are happy with your final decisions complete the form online at <https://bit.ly/Y9Options2021> or click <https://bit.ly/Y9Options2021>
3. Ensure you meet the deadline of no later than 9am Friday 5<sup>th</sup> February 2021.

An illustration of various pieces of laboratory glassware including flasks, beakers, and test tubes containing different colored liquids, set against a dark background with some faint text and numbers.

Netherthorpe School : Y9 Options Form 2021

This form should be completed in conjunction with reading the option booklet and watching the short films available on the school's webpage.

You are choosing 4 subjects

You should aim to select at least two from French, Spanish, Geography, History, Computer Science and Separate Science.

Students wishing to progress to University or who are capable of achieving a grade 4/5 are strongly advised to consider a Modern Foreign Language and a Humanity in order to gain the English Baccalaureate.

Once you have picked your 4 subjects, pick 3 reserve choices

\* Required



# Note to Parents & Important Dates

*There are three important dates for parents of Year 9 students this term:*

**Thursday 7<sup>th</sup> January**

Year 9 Options 'Virtual Event' goes online at [www.netherthorpe.academy/Y9options](http://www.netherthorpe.academy/Y9options) or click [www.netherthorpe.academy/Y9options](http://www.netherthorpe.academy/Y9options)

**Thursday 21<sup>st</sup> January 4.15 pm to 7.15 pm**

Virtual Parents' Evening to talk to your child's form tutor



**Friday 5<sup>th</sup> February 9:00am**

Deadline for the form completion <https://bit.ly/Y9Options2021>

## How do you explain the grades in the new GCSEs and Vocational Qualifications?

The qualification changes of 2017-19 have made understanding the 'new' GCSE and Vocational grades a mysterious thing. GCSEs are now graded 9-1, with 9 the highest grade. Vocational qualifications are graded pass, merit, distinction at level one, then level 2 pass (roughly equivalent to GCSE grade 4) then climbing to Level 2 distinction (roughly GCSE level 7) before the top grade of Level 2 Distinction star (L2D\*). The information below shows how the new grades correlate with old A\*-G grades. The summary table from the qualifications regulator (OFQUAL) can be seen below.

Grade explanation source: [www.gov.uk/government/publications/gcse-new-grading-scale-factsheets](http://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets)

9	A*	Level 2 Distinction* (L2D*)	Old GCSE grade A*
8	A	Level 2 Distinction (L2D)	Old GCSE grade A
7	B	Level 2 Merit (L2M)	Old GCSE grade B
6	C	Level 2 Pass (L2P)	Old GCSE grade C
5	D	Level 1 Distinction (L1D)	Old GCSE grade D
4	E	Level 1 Merit (L1M)	Old GCSE grade E
3	F	Level 1 Pass (L1P)	Old GCSE grade F
2	G		
1	U		
U			

Also useful: [GCSE 9 to 1 grades: a brief guide for parents - The Ofqual blog](#)

Our vocational qualifications can be further understood by reading the subject pages and visiting the OCR exam board's webpage for Guidance on Cambridge Nationals: <https://ocr.org.uk/qualifications/cambridge-nationals/moving-to-cambridge-nationals/>



# The English Baccalaureate

The English Baccalaureate is a combination of accredited subjects at grades 5 - 9 in the following five GCSE subjects:

- **English language**
- **Mathematics**
- **Science (2 separate science subjects, including Computer Science )**
- **Modern language (French or Spanish)**
- **Humanity (Geography or History)**

The English Baccalaureate has been introduced by the Government to support their belief that schools should offer a broad range of academic subjects. It will be used as a measure in school league tables and it is highly likely that in future most top class universities will require students to have the English Baccalaureate. Employers may also use the Baccalaureate as a standard for recruitment.

The latest guidance for parents can be found here: [www.gov.uk/government/publications/english-baccalaureate-ebacc](http://www.gov.uk/government/publications/english-baccalaureate-ebacc) or click here [English Baccalaureate \(EBacc\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/english-baccalaureate-ebacc)



# English

**Qualification:** GCSE English Language  
GCSE English Literature

(AQA subject code 8700)  
(AQA subject code 8702)



In English, we follow the AQA specifications for both Language and Literature GCSEs.

In Y10 lessons are split between Language and Literature, with three lessons for each subject and you will usually have two teachers. The core texts for Literature are Shakespeare's *Macbeth*, Dickens' *A Christmas Carol*, a poetry anthology published by the exam board, and either Priestley's *An Inspector Calls* or Golding's *Lord of the Flies*.

Y11 also splits the four lessons between Language and Literature and most of the year is spent revising the texts and key skills and preparing you for the exams.

English Language is a crucial GCSE that is required for all employment routes and further education courses. Whilst studying this course, students will develop their skills of analytical reading as well as writing in a range of forms, supported by speaking and listening activities (including an assessed presentation, which will receive a separate endorsement from the examination board). The course is assessed on students' performance in their terminal examinations. To prepare for this, students will practise writing creatively for a range of audiences and purposes; reading and writing to explore various viewpoints and perspectives; and reading a wide range of literature, including nonfiction texts from different periods of time.

English Literature encourages students to read widely and develop a passion for literature. It offers the opportunity for an exploration of complex issues through a range of texts from different times, including a particular focus on Shakespeare and a 19th-century novel. As well as this, students will analyse a selection of poetry and also explore a modern piece of literature in depth.

## Assessment:

Students are assessed in English Literature and English Language at the end of Y11. All will sit two papers for each GCSE, totalling four exams:

English Language Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes; 50% of Language GCSE)

English Language Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes; 50% of Language GCSE)

English Literature Paper 1: Shakespeare and the 19th-century novel (1 hour 45 minutes; 40% of Literature GCSE)

English Literature Paper 2: Modern texts and poetry (2 hours 15 minutes; 60% of Literature GCSE)

## Career/Leisure prospects:

A love of language and an understanding of the importance of words are the primary aims and best outcomes of success in these subjects. Many employees, understanding the importance of an ability to control and use language, require English at GCSE level from applicants. Students of English often go into careers in Law, Journalism, Teaching, Broadcasting, Advertising, The Civil Service, and The Library Service.



## Who do I speak to for more information?

If you would like to know more about GCSEs in English Language and Literature, please speak to Mrs Eyre (KS4 English Coordinator), Ms Robson (Director), or any member of the English team.





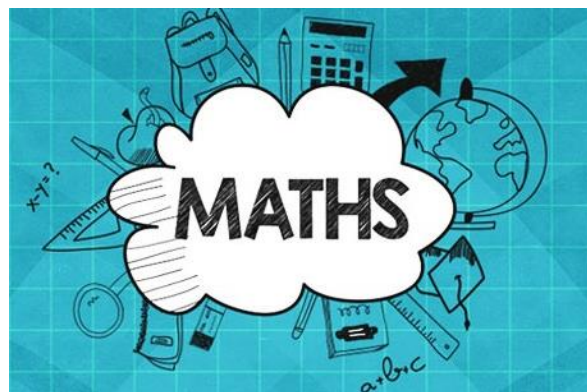
# Maths

**Qualification:** GCSE OCR J560 GCSE (9-1) Mathematics

## **Content:**

Students are placed in an ability set, based on their performance over Key Stage 3. Students have the opportunity to change groups during the course if their performance shows this to be necessary.

The use of a calculator is expected throughout the course and students are expected to have one of their own, in order to develop its effective use. Calculators and other mathematical equipment can be purchased through the Maths department.



Students continue to study Mathematics in the areas of Geometry and Measures, Probability and Statistics, Number and Algebra.

## **Assessment:**

Students follow the new GCSE syllabus which began in September 2015.

The GCSE is a linear exam (all content examined at the end of the course). Teaching for this starts in year 9, with students studying either the Higher or Foundation course. They will sit their exams in **June** of Year 11

We currently use OCR examination board and whilst this is likely to remain the same, we review and assess the exams each year in order to use what we believe is the best course for our students.

OCR J560 GCSE (9-1) Mathematics

The grading system for Mathematics is now **numbers 9 – 1** (9 being the highest)

Grades available: Higher Tier 9, 8, 7, 6, 5, 4  
Foundation Tier 5, 4, 3, 2, 1

Content	Timings	Weighting	Other info
Paper 1/4	1 x 1 hr 30 mins	33.3%	Calculator allowed
Paper 2/5	1 x 1 hr 30 mins	33.3%	No Calculator
Paper 3/6	1 x 1 hr 30 mins	33.3%	Calculator allowed.

## **Career/Leisure Prospects:**

Mathematics is regarded as one of the most important school subjects by employers and by training and further education establishments. Working with numbers and shapes is fundamental to most activities in everyday life, whether at work or leisure.

In colleges and sixth forms, a sound Mathematics background is essential for the study of many courses, especially those linked to Science, Engineering, Technology, Computing, Geography, Economics etc.

## **Who do I speak to for more information?**

Mrs Cooke (Head of Mathematics) or your teacher.





# Science

**Qualification:** AQA GCSE Combined Science: Trilogy (8464) OR  
AQA GCSE Sciences (Biology 8461, Chemistry 8462 and Physics 8463).



## Content:

**All students will study the Combined Science course.** GCSE Biology, Chemistry and Physics is open to those students with higher academic performance in the sciences which will support them to take this the additional Science as an option subject. This option is only available to those students who have a current working at grade of 'meeting or above expectations' in Year 9 and is recommended for those students who intend to study a Science at A level in Sixth Form. Those students who are currently not working at 'meeting or above expectations' will not be able to take this option due to the demand of the course content.

All students across Years 7, 8 and 9 study a foundation of knowledge that supports the studying of GCSE Combined Science (Trilogy) material, which is a linear course and will be formally assessed at the end of Year 11. This qualification will be worth two GCSEs (graded on a 17-point scale: 1-1, 2-1, 2-2, 3-2 etc. up to 9-9 – where 9-9 is the highest possible grade).

Students who have a 'meeting or above expectations' grade in Year 9 may opt to take GCSE Biology, Chemistry and Physics as part of the option process. This will give them a third GCSE, completing all the modules covered by the GCSE Combined Science: Trilogy course plus those extra needed to complete the GCSE Biology, GCSE Chemistry and GCSE Physics syllabus. Each qualification will be worth 1 GCSE (graded on a 9 -point scale: 1 to 9 – where 9 is the highest possible grade). This option is recommended for those students who intend to study Science at A-level and further. This will be certified as GCSE Biology, GCSE Chemistry and GCSE Physics.

## Assessment:

**GCSE Combined Science: Trilogy** - 6 x written exam papers each 75 min, on set dates in May/June of Year 11  
**GCSE Biology, Chemistry and Physics** - 2 x written exam papers per GCSE (6 in total) each 105 min, on set dates in May/June of Year 11.

## Career/Leisure Prospects:

Appropriate options service the whole range of professional careers, further education options and are good currency for all job/career opportunities

## Who do I speak to for more information?

See Mr Fox (Head of Science) or your science teacher.



# Work Related Learning

All students will take part in some form of Work Related Learning during Year 10, subject to pandemic restrictions. Preparing for adult life and the world of work is a very important part of school life.

You will need to develop your skills and gain a range of experiences to help you in the move from school, college or university to employment or further training. It is also very important to make the right choices for you.

## **Work Experience:**

This normally takes place in June/ July of Year 10 and it gives an excellent opportunity for you to work with an employer. It is expected that you source your own placements as part of the process using the Derbyshire County Council database. During Personal Development you will receive lots of guidance, so you can make informed choices about where you want to complete your two-week placement.

During your work experience placement you will be expected to fill in a logbook by recording your experiences and setting yourself targets. This is an important part of the process as it allows you to reflect on your experience and the role you have taken on. Your employer will also write in your logbook, commenting on such things as your attendance, punctuality, and key skills and how you present yourself. We endeavour to visit all students whilst they're on placement to demonstrate our support.

When you return to school after work experience your logbook will become very important evidence of your success; future employers have been known to request these are brought to interview.

## **Other preparations:**

Examination qualifications are very important, but future employers will also want to know what kind of person you are. They will be looking for regular attendance and punctuality, an enthusiastic attitude towards work, pride in the way you present yourself and your work, an ability to get on with others (students and staff) and a willingness to take a full part in school life.

In Years 10 and 11 you will continue to record your achievements and to review your progress with your form tutor. You will set yourself long-term goals and short-term targets and plan how you will achieve them.

These are all important life skills that need to be developed so that you are able to write strong applications and so that we are able to write good references for you.



# Careers Education and Guidance

All students follow a planned programme of careers education, information and guidance within the Personal Development curriculum. Our careers provision ensures that students are exposed to the Gatsby Benchmarks (nationally recognised measures within careers education) which have been designed to give them the skills needed:

- to manage their careers and to be able to investigate learning and career opportunities
- for making informed judgments about learning and career options
- to understand how these choices will help them achieve their aspirations
- to enable them to successfully manage the transition to Post 16

The careers programme comprises of:-

- Two week block work experience placement which focuses on students' future career aspirations, where possible learning about the world of work
- Careers Cafes giving students exposure to sector specific support and guidance
- Students take part in an induction process prior to work experience focusing on health and safety, how to make a good impression and work place requirements. An evaluation follows the process which focuses on comparing experiences of work with others and relating this to future careers
- Mock interviews with an external employer to prepare them for future job applications
- Students attend a careers fair where they get an opportunity to speak to college and university representatives, apprenticeship providers and people from many careers areas
- Students will have access to computer programmes including Unifrog which matches an individual's skills and qualities to suitable careers
- The Careers service offer individual careers interviews to all students in Key Stage 4 and deliver group work sessions in lessons
- There is information in the schools careers library within the Personal Development office
- They are given the opportunity to attend workshops which are personalised to their career path
- Information given via assemblies on college and apprenticeship applications
- All students are invited to the DCC Skills Festival and apprenticeship fair
- Support with CV and applications
- Careers advice available at parents' evenings



# Useful Careers Websites

## Useful Websites

- <https://nationalcareersservice.direct.gov.uk>
- [www.ucas.ac.uk](http://www.ucas.ac.uk)
- [www.gov.uk/apply-apprenticeships](http://www.gov.uk/apply-apprenticeships)
- [www.careersbox.co.uk](http://www.careersbox.co.uk)
- [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk)
- [www.support4learning.org](http://www.support4learning.org)
- [www.dfes.gov.uk](http://www.dfes.gov.uk)

## Who can help in making career decisions?

You and your parents are welcome to discuss careers with Mr N Green (Deputy Head of Personal Development – Careers) or with Carmel Haughey, the school's independent Careers Adviser. If you wish to make a careers appointment please see Mrs Beeden in the Personal Development office.



# Art & Design

## Qualification: AQA Art and Design (Art, Craft and Design) 8201

Art and Design is a popular option at GCSE level and offers a varied and interesting course to students of all levels of ability. All students will be expected to work with enthusiasm and imagination. They need to be committed to hard work to reach their highest possible standard.

### Content:

- Drawing and painting
- Printmaking, fabric printing, creative textiles
- 3D studies (ceramics, sculpture, paper maché, junk sculpture)
- Mixed Media work
- Photography

### Assessment:

To achieve a GCSE in Art and Design, you will have to complete sufficient work of quality in a variety of areas over the two years of the course. You will be assessed in two ways:

**Coursework: 60%** You will complete up to one coursework unit per term.  
At the end of the course you will exhibit your best units of work.

**Exam: 40%** You must complete one piece of work from a starting point set by the exam board using a technique of your choice. There is an eight-week assessed preparatory period and a ten-hour controlled exam.

### Career/Leisure Prospects:



A GCSE in Art and Design is widely accepted by employers and colleges as part of a balanced range of subjects that develops a student's ability to think creatively. It is essential for those wishing to take Art A-level or other level three qualification. It is also important for those who are considering a career in any of these areas: architecture, interior design, animation, fashion design, furniture, photography, painting, sculpture, graphic design, media, jewellery design, millinery, set and prop design, film, ceramics, and illustration. An Art GCSE will also be useful for those considering a career in Pre-school, Infant or Junior teaching or occupational therapy.

### Who do I speak to for more information?

Miss Forster



# Business Studies

**Qualification: OCR GCSE (9-1) Business (J204)**

## **Content and assessment:**

The course consists of 7 units and will be assessed as follows:

<b>CONTENT OVERVIEW</b>	<b>ASSESSMENT OVERVIEW</b>	
<ul style="list-style-type: none"><li>• Business activity</li><li>• Marketing</li><li>• People</li></ul>	<b>Business 1:</b>  <b>Business activity, marketing and people</b>  80 Marks 1 Hour 30 Minutes paper	<b>50%</b> of total GCSE
<ul style="list-style-type: none"><li>• Operations</li><li>• Finance</li><li>• Influences on business</li><li>• The interdependent nature of business</li></ul>	<b>Business 2:</b>  <b>Operations, Finance and Influences on Business</b>  80 Marks 1 Hour 30 Minutes paper	<b>50%</b> of total GCSE

## **Career/leisure prospects:**

This course allows students to gain an insight into the main areas of business: marketing, finance, human resources, production etc. It is a good course for anyone wishing to pursue a career in business or finance. The knowledge gained within this course means that students are suitable for employment in a wide range of fields including retail, leisure, administration and financial services. This course will serve as a good foundation to progress onto the A-level course or a related college course.



## **Who do I speak to for more information?**

Mrs M Akhtar





## Qualification: OCR Level 1/Level 2 Cambridge National Certificate in Creative iMedia

Who is this course for?

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

Course Content:

Year 10	Year 11
<b>R082: Creating digital graphics</b>  Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.	<b>R085: Creating a multipage website</b>  Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.
<b>R087: Creating interactive multimedia products</b>  Students develop their knowledge and understanding about where and why different interactive multimedia products are used and what features are needed for a given purpose. They learn how to interpret a client brief, and how to use time frames, deadlines and preparation techniques as part of the planning and creation process.	<b>R081: Pre-production skills</b>  Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques

## Assessment

75%; R082, R087, R085 are all coursework units completed throughout the year  
 25%; R081 is an externally examined unit with a an exam of 1 hour and 15 min  
 This qualification is graded Distinction\* to Pass

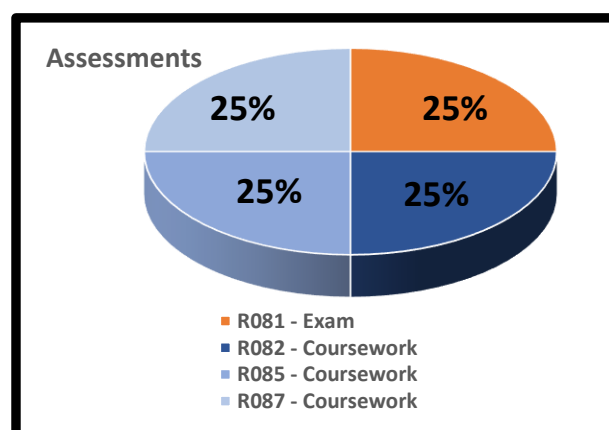
Please note actual units studied are subject to change.

## Future careers/prospects

After gaining a qualification in OCR Creative iMedia students will be able to access most L3 ICT courses. It also supports students who have an interest in digital design/marketing.

## Who do I speak to for more information?

Mr Dell (Head of Computer Science, Business & ICT) or Miss Hopkinson or Mr Mason



# Computer Science

Qualification: OCR GCSE Computer Science (J277)



Computer Science is a traditional academic GCSE subject and will prepare students who may be planning to progress to A Levels and university. Computer Science allows students to learn about the infrastructure of computers and develop programming skills. Often students that enjoy problem solving and are strong in subjects such as Maths and Science find this subject highly rewarding. Computer Science is also recognised under the English Baccalaureate.

**PLEASE NOTE: ICT and Computer Science are two different subjects. See iMedia subject for ICT type course details**

## Course Content

Content Overview	Assessment Overview	
<b>Computer Systems</b> This is a written examination. Topics include: <ul style="list-style-type: none"> <li>1.1 Systems architecture</li> <li>1.2 Memory and storage</li> <li>1.3 Computer networks, connections and protocols</li> <li>1.4 Network security</li> <li>1.5 Systems software</li> <li>1.6 Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>	<b>Computer systems (01)</b> 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	<b>50% of total GCSE</b>
<b>Computational thinking, algorithms and programming</b> This is also a written examination. Topics include: <ul style="list-style-type: none"> <li>2.1 Algorithms</li> <li>2.2 Programming fundamentals</li> <li>2.3 Producing robust programs</li> <li>2.4 Boolean logic</li> <li>2.5 Programming languages and Integrated Development Environments</li> </ul>	<b>Computational thinking, algorithms and programming (02)</b> 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	<b>50% of total GCSE</b>
<b>Programming Project</b> This is a controlled assessment project. Tasks include: <ul style="list-style-type: none"> <li>Programming techniques</li> <li>Analysis</li> <li>Design</li> <li>Development</li> <li>Testing and evaluation and conclusions</li> </ul>	<b>Programming project (03/04)</b> 20 hours Non-Exam Assessment	

## Career/Leisure Prospects:

In addition to helping students develop critical thinking, analysis and problem solving skills, the course prepares students for careers in technology and studying Computing at an advanced level.

## Who do I speak to for more information?

Mr Dell (Head of Computer Science, Business & ICT) or any member of the Computer Science department



# Media Studies

**Qualification:** EDUQAS GCSE

**Content:**

Exam Paper 1 : 35%  
Exam Paper 2 : 35%  
Coursework : 30%



**Course Topics**

**Film:** Analysis of opening sequences and marketing  
**Music:** Analysis of how bands become popular  
**Social Media:** The power of Facebook and Twitter  
**TV:** Boxsets and streaming, the power to choose what to watch and when  
**Advertising:** Print and TV ads

**Other areas covered:**

- Gaming, mobile devices, modern technology and social media
- Photography: How to compose an effective image
- Advertising: Who controls what you spend your money on?
- The Four Key Media Concepts: Audience, Language, Media Institutions, Representation

The course will also provide opportunities for students to experience a full range of hands-on media production: journalism, radio, news, film etc.



We have in school broadcasting opportunities and we participate in the BBC School Report project.

**Assessment:**

Pupils will study a range of set texts which will be the basis for both exams

**Career/Leisure prospects:**

The course is ideal for students who want to progress to Level 3 qualifications in Media, or who are planning a career in the media sector.

**Who do I speak to for more information?**

Mr Weston



# Hospitality and Catering

Level 1-2 vocational award

## Qualification: Level 1-2 Hospitality and catering

- This is a Vocational Award from Eduqas (Specification code 601/7703/2).
- More information [www.eduqas.co.uk](http://www.eduqas.co.uk)

In hospitality and catering you will learn about:

- A hands on introduction to life and work in the hospitality and catering industry
- Practical food production and key processes involved in making food
- Menu and meal planning
- Cooking methods and developing recipes
- Food presentation techniques
- Commercial practices - hospitality and catering providers
- Food hygiene and safety
- Communication and teamwork

You will learn by:

- Making and developing a range of products, in some cases in response to a brief to meet specific customer requirements
- Completing final assessments that include both written and practical tasks, requiring sound nutritional and practical knowledge

### ***You will be assessed by:***

- **Unit 1:** The Hospitality and Catering Industry (Examination: 40% of final grade) Learners will be assessed on their knowledge and understanding of hospitality and catering
- **Unit 2:** Hospitality and Catering in Action (Controlled Assessment: 60% of final grade) Learners will make and develop a range of products in response to a brief to meet specific customer requirements

Additional costs and entry requirements:

- Students will have to bring food resources to school for practical lessons
- There are no specific entry requirements for hospitality and catering, although students will be required to regularly bring in ingredients to complete the course

### ***Where could the hospitality and catering Vocational Award take you next?***

This subject is equivalent to one GCSE grade. This qualification will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply theoretical principles and develop vital life skills so that they can feed themselves and others affordably and nutritiously. It would be a good qualification for those who wish to follow food/catering/related courses or work in the food industry, and gives valuable experience in teamwork and problem solving techniques.

Learners will gain a broad understanding of commercial food production and an awareness of related career paths. As well as being taught key skills in food preparation, students will in addition develop key life skills: timekeeping, costing and meeting deadlines, effective communication and problem solving. These are key skills needed in a rapidly changing market by all employers.

Who do I speak to for more information?

Mr Brown



# Design and Technology

**Qualification:** GCSE Design and Technology (Exam board OCR)

## **Content:**

Our GCSE in Design and Technology offers a foundation in the principles and iterative design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems.

You will cover a range of materials, drawing skills, CAD, CAM and machine processes to design a solution to a problem. The problem is based on 3 themes set by the exam board each year, which give students scope to apply their interests and own perspective. Students will make prototypes and models to evaluate as they progress along the iterative design process.

## **Assessment:**

Component	Marks	Duration	Weighting
Principles of design and technology (01)	100	2 hours	50%
Iterative design challenge (02/03)	100	Approx. 40 hours	50%



## **Career/Leisure Prospects:**

The skills and knowledge gained will allow students to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for A-level Design and Technology (Product Design, Design Engineering and Fashion and Textiles), related level 3 vocational qualifications, or an apprenticeship in a related area of employment. Students will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.



## **Who do I speak to for more information?**

Mr Green

Mrs Harpham

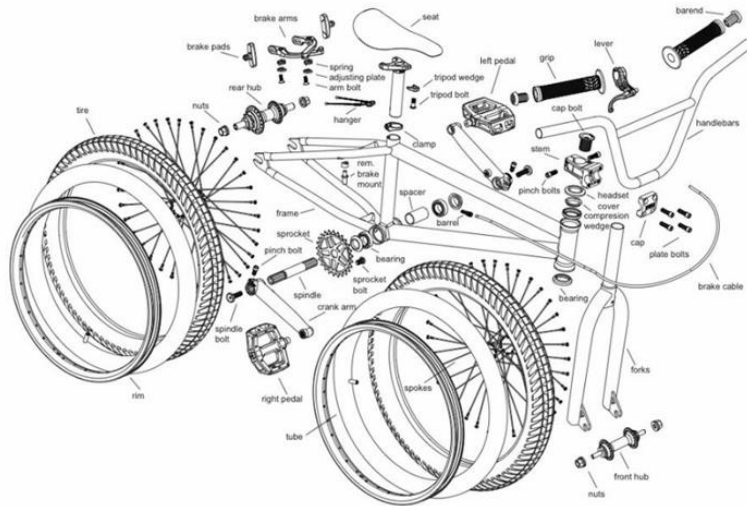


# Engineering (Engineering Design)

Cambridge National

**Qualification:** OCR Cambridge National Level 2 in Engineering Design

**Content:**

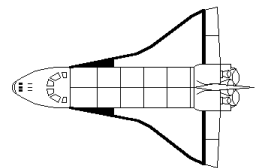


This course has been designed in collaboration with experts spanning the breadth of the wide sector of Engineering.

The Cambridge National Level 2 in Engineering Design will provide students with the skills required when starting out in their chosen career. The course encourages students to work through real life scenarios and develop the necessary skills to overcome any issues which may arise within a career in Engineering. Students will study the processes involved in designing engineering products. They will complete a range of research tasks and practical activities that will help them understand design specifications.

**Assessment:**

- R105: Assessed by exam in Year 11
- R106: Coursework assessed – product disassembly
- R107: Coursework assessed – developing and presenting engineering design
- R108: Coursework assessed - 3D CAD realisation



The Cambridge National Level 2 in Engineering has been designed by leading educational experts and had support from a range of engineering specialist employers. These include:

- Employers Festo
- JCB Jaguar
- Land Rover
- Siemens Society of Operations Engineers

**Career/Leisure Prospects:**

The skills and knowledge gained will allow students to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for A-level Design and Technology (Product Design, Design Engineering and Fashion and Textiles), related level 3 vocational qualifications, or an apprenticeship in a related area of employment.

Students will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

**Who do I speak to for more information?**

Mr Green  
Mrs Harpham





# Drama



## Qualification: AQA GCSE Drama (8261)

Drama is an option which encourages you to develop life skills and confidence, as well as have lots of fun! The course enables you to explore texts in interesting ways, as well as devise original plays within groups. GCSE Drama is enjoyable and engaging for students of all abilities and you will be expected to work with enthusiasm and imagination, as well as being committed to hard work. This course is great for improving your communication skills, leadership abilities and resilience, all of which are highly valued by employers. **If you enjoyed Drama at KS3, this is the next step.**

## Content:

### Component 1: Understanding Drama (Written Examination)

In June of Year 11, you will complete an open book written examination consisting of three sections. This will assess your knowledge and understanding of Drama and focus on how directors, actors and designers achieve specific effects. The first part of the exam is multiple choice and will test your knowledge on specific terminology. For the second section you will practically explore one set play during lessons and then you will have to justify how you would perform or design certain extracts of that play. In the final section you will write a live theatre review of a performance you have seen during the course. Your teacher will help you to fully prepare for this examination.

### Component 2: Devising Drama (Practical)

You will get the chance to create and perform a devised duologue or group performance to a live audience, lasting between 5 – 20 minutes in length. During the development stages of this production, you will produce an individual devising log, documenting what happened during the devising process. This section of the course will test your ability to not only perform intentions to an audience, but justify your decision making as a director.

### Component 3: Texts in Practice (Practical)

This is a purely practical component in which students are assessed on their ability to apply theatrical skills in live performances to create specific effects on an audience. You will study and present two key extracts from the same play. These performances may be in the form of a monologue, duologue or group performance, lasting between 5 – 20 minutes in length.



## Assessment:

<b>Component 1: 40% of your GCSE:</b>	This examination will be externally marked by an examiner.
<b>Component 2: 40% of your GCSE:</b>	This examination will be externally marked by your teacher.
<b>Component 3: 20% of your GCSE:</b>	This examination will be externally marked by an examiner.

## Career/Leisure Prospects:

A GCSE in Drama is widely accepted, by employers and colleges, as part of a balanced range of subjects that develop a student's ability to think creatively. Drama is an option that will provide you with the skills and confidence to be successful in endless careers, both in and outside of the Arts industry: acting, musicians, lighting and sound design, directing, stage management, events management, teaching, occupational therapy, advertising, marketing, law; the list is endless.

## Who do I speak to for more information?

Mrs. C. Banks or Mr. N. Green



# Geography

**Qualification: GCSE Geography**

**Specification: WJEC EDUQAS Geography B -**

**Content:**

## **Component 1: Investigating Geographical Issues**

This is the main knowledge paper you will study.

You will study three themes:

### **Theme 1: Changing Places - Changing Economies**

- Urbanisation in contrasting global cities
- Urban and rural processes and change in the UK
- A global perspective on development issues

### **Theme 2: Changing Environments**

- Shaping the landscape - coasts and coastal management
- Shaping the landscape - rivers and river management
- Weather and climate
- Climate change - cause and effect

### **Theme 3: Environmental Challenges**

- How ecosystems function
- Ecosystems under threat
- Water resources and management
- Desertification

**Assessment:** 1 hour 45 minutes, 40% of qualification. Questions will range from 1 – 8 marks and will include multiple choice, data response, mathematical calculations, short response (1-4marks) with 1 x 8 mark extended response per theme.

## **Component 2: Problem Solving Geography**

This component is based on an issue from the topics in component 1 meaning there is no new content to learn. It is a skills paper and will require students to make a decision about the best management strategy based on a scenario.

- Part A will introduce an issue and set the geographical context (in terms of location and scale). This structured question will include opportunities for assessment using multiple choice, data response and short open responses.
- Part B will outline a number of possible solutions to the issue. This structured question will include opportunities for assessment using multiple choice, data response and short open responses.
- Part C will provide an opportunity for the candidates to choose a solution and justify their choice following interpretation and analysis of the information and evaluation of the issue. Assessment will be by longer open response.

**Assessment:** 1 hour 30 minutes 30% of qualification. Questions will range from 1 – 12 marks and will include multiple choice, data response, mathematical calculations, short response (1-4marks) with 1 x 12 mark extended response in part C.



### **Component 3: Applied Fieldwork Enquiry**

Students will complete 2 days of fieldwork based on a concept and methodology provided by the exam board. The skills developed from this experience will be assessed in part A and B whilst part C will relate to a UK scenario (eg expansion of Heathrow airport, major events like the Tour de Yorkshire) and like paper 2, you will be expected to make a decision and justify your choice.

- Part A will assess approaches to fieldwork methodology, representation and analysis.
- Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

Assessment: 1 hour 30 minutes 30% of qualification. Questions will range from 1 – 12 marks. Questions will range from 1 – 12 marks and will include multiple choice, data response, mathematical calculations, short response (1-4marks) with 1 x 12 mark extended response in part C.

### **Career/Leisure Prospects:**

Geography is an ideal subject for all students with an interest in how the world is changing and in environmental issues. Jobs related to managing the environment are on the increase as we become more aware of the need to develop our planet in a sustainable way. Other careers resulting directly from geography include town and country planning, work on development projects, river or coastal engineers and flood management or recreational style work such as park rangers. Geography teaching is also a possibility!

At A Level (studied in Sixth Form) Geography is a facilitating subject for access to Russell Group universities due to the academic nature of the subject providing a secure foundation of skills and knowledge for any future course. There are many careers such as accountancy, medicine, law, architecture that think highly of the level of challenge and the skills geography provides because we pull other subjects together in our thinking particularly maths, English and science. Skills gained such as map reading, analysis, prioritising and management can be used later in life as well as in careers such as the armed forces, business management, medicine, emergency response. The list of possibilities is endless due to the wide ranging nature of the subject; our world.

### **Who do I speak to for more information?**

Miss Rutherford, or your Geography teacher



# Health and Social Care

Cambridge National

**Qualification: Level 1/2 Cambridge National Certificate in Health and Social Care (120 GLH) J811**

## Why choose this course?

This qualification will assess the applications of Health and Social Care through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing employability when students leave education, contributing to both their personal development and future economic well-being. The qualification will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum.



## Content:

This course has 1 exam, which carry **25%** of the final grade so is great if you do not like exams. As it is **75%** coursework you will have to have good attendance and organisational skills.

## There are 2 mandatory units

**Essentials of care** – exam unit .This unit focuses on the rights of the individual and instils the values of care to be used when working within a Health, social care or early years environment. Many people who use services often feel vulnerable and lacking in confidence. You will learn how to support individuals to maintain their rights, understand the importance of the care values and how they are applied, develop an understanding of legislation in care settings and look at how to protect individuals in a care environment.

**Communication** – coursework. This unit will provide the underpinning knowledge and understanding of how to communicate effectively when working in Health and Social care. You will learn how to communicate effectively using different communication types and how to overcome potential barriers. You will develop an understanding of the personal qualities that contribute to effective care such as empathy and patience and adapting body language whilst using the appropriate language for the audience.

## Followed by 2 optional units from

**Body Systems and disorders** - you will develop an understanding of how the body systems work, their structure and functions. You will look at how disorders affect body systems such as asthma on the respiratory system. You will also learn to interpret data from body measurements with reference to the functioning of healthy body systems.

**Life stages** - passage through life is not always smooth or to a set pattern and many things can influence it. In this unit you will develop an understanding of the stages of development and the factors which can affect the progress. The ageing process throughout older adulthood is studied along with medical conditions which may affect the progress through the stages. You will see how care plans and support packages are created to help meet an individuals needs.



**Nutrient needs** – this gives students an overview of diet through the lifestages, learning the dietary requirements of individuals in each stage including the dietary guidelines. You will plan a diet plan for specific needs and requirements taking into account portion sizes, combining nutrients and safe preparation of the food.

**First aid** – Knowledge of first aid that could make a difference in an emergency situation. You will learn how to assess an accident scene to identify risks and dangers, know what information is needed when contacting emergency services, understanding first aid procedures for a range of injuries and apply basic first aid procedures.

Students choosing this option will be expected to complete their work experience in year 10 within the health, social care or early years' environment.

### **Career prospects:**

This course is ideal preparation for progression into more detailed study of Health & Social Care; this could be BTEC level 3 or OCR Technical at level 3. Some students complete the course and find employment or training/ apprenticeships within the field of Health & Social care. Study of this course can lead to a wide variety of employment opportunities such as nursing, midwifery, nursery nursing, teaching, early years' education, social work, police, criminal justice etc.

### **Who do I speak to for more information?**

Mrs Colley





# History

**Qualification: Edexcel GCSE**

**Content:**

## **Medicine in Britain 1250-2020**

This topic covers ideas about the cause of disease and illness and approaches to prevention and treatment from 1250-1500. You will complete a number of case studies which include: Dealing with the Black Death, 1348-49; William Harvey and the discovery of the circulation of the blood; dealing with the Great Plague in London, 1665; Jenner and the development of vaccination; fighting Cholera in London and the development of the 'wonder drug' Penicillin.

## **The British sector on the Western Front, 1914-1918: injuries, treatment and the trenches.**

The source paper covers life in the trenches on the Western Front with a specific focus on individuals' roles in the front lines as well as the impact war injuries had on the development of surgery and medicine. The test will be on primary sources from the period of study



## **Anglo-Saxon and Norman England, 1060-88**

This unit allows you to study Anglo-Saxon England on the eve of the Norman Conquest leading to the famous Battle of Hastings. You will investigate the last years of Edward Confessor's reign and the succession crisis it triggered. We look at the three main claimants to the throne as well as reasons for William the Conqueror's victory in 1066. We then analyse how William established his power and secured the Kingdom in the face of many rebellions, such as the revolts of Earls Edwin and Morcar and the Harrying of the North. We assess the significance of castles, cathedrals, the feudal system, Norman government and Norman aristocracy in establishing and maintaining William I rule.

## **British America, 1713-83**

This unit focuses on the European colonisation of America and the effect it had on trade, piracy, relations with Native American Indians and the growth of the slave trade. You will study the Atlantic Slave Triangle, positions of slaves within society and the treatment of fugitive slaves within the colonies as well as analysing the reasons for slave revolts in the colonies. We investigate the various wars and rebellions between France, Britain and America and the disruption to society this caused ultimately leading to the Declaration of Independence in 1783.

## **Weimar and Nazi Germany, 1918-39**

This unit allows students to explore the effects of WWI on Germany and the subsequent creation of the Weimar Republic. We look at successes and failures of the Republic and the challenges facing it from both the left and the right of the political spectrum. We focus on the rise of Hitler and the Nazi Party from 1920 until Hitler's Chancellorship in 1933. We look at the politics of creating a dictatorship focusing on the Night of the Long Knives, the establishment of the Gestapo and propaganda. The final section focuses on Nazi policy towards women, children and minorities as well as looking at the opposition to Hitler's dictatorship.

This is a varied course which will appeal to students who have enjoyed History at Key Stage 3, and who enjoy reading, discussion, decision making and written work.

**Assessment:**

**Paper One: 1 hour and 15 minutes = 30% of GCSE qualification.**

**Paper Two: 1 hour and 45 minutes = 40% of GCSE qualification.**

**Paper Three: 1 hour and 20 minutes = 30% of GCSE qualification**



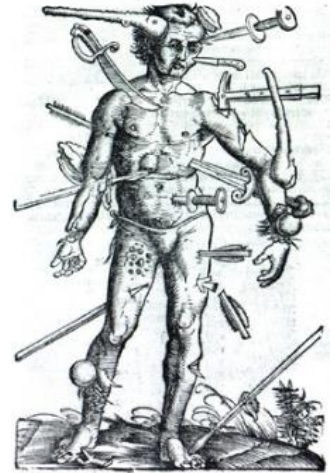


## Career/Leisure Prospects:

Through the study of history, you will gain vital key skills such as: problem solving, analysis of evidence, empathy, reaching a substantiated judgement based on a wide range of evidence, management skills and teamwork. These skills are essential, not only for history and other subjects in school, but for any career you may wish to pursue in the future. In a world of 'fake news' and information overload, our history students will learn to analyse a wide range of information in order to make substantiated judgements and decisions on key social, economic and political issues which will equip them to be active participants in modern society.

Choosing history at GCSE will provide you with plenty of opportunities for further progression. At A Level, in colleges and universities, history is a very relevant subject. Many of the top Russell Group Universities value a history qualification. For example, many professions such as medicine and law feel that history opens the minds of students. Therefore, history can give you entry into a wide range of careers, including television, radio, journalism, the police force, social work, law, human resources, business management and the civil service.

Perhaps above all we hope that many of our GCSE students will want to continue studying History in the Sixth Form or will take a lifelong interest in history with them when they leave school.



## Who do I speak to for more information?

Miss Walsh Head of History.



# Modern Foreign Languages

## Spanish or French



**Qualification: GCSE (AQA)**

**Why choose this course?** Learning a foreign language has many benefits and provides you with many transferable skills, such as improved memory and communication skills. It gives you cultural awareness and can improve your knowledge and understanding of English too. Foreign language skills will make you highly employable and you can continue your linguistic development by choosing French or Spanish at GCSE. You will learn the skills to communicate with more people in the world. We will help you



to develop your listening, speaking, reading and writing skills, using a range of bespoke materials, language practice websites, music and video, plus the very latest course textbooks. You will be supported by foreign language assistants. We also offer weekly 'booster classes' after school to assist you if you need extra support. Under normal circumstances we run residential visits to Santander in Spain and Brittany in France which enable you to improve your language skills and to experience Hispanic or Francophone culture first-hand. Remember that you cannot get the English Baccalaureate without a foreign language at GCSE.

**Course Content:** You will study three themes, each with four subtopics that you will have touched on at KS3. You will continue to develop your knowledge and understanding of grammar too.

1. Identity and culture – relationships, technology, free-time activities, customs and festivals
2. Local, national, international and global areas of interest – home, environment, social issues, travel and tourism
3. Current and future study and employment – education, jobs and ambitions

**Assessments:** All four skills of listening, speaking, reading and writing are assessed with each one representing 25% of the GCSE. You take all four exams at the same tier: either Foundation Tier (grades 1–5) or Higher Tier (grades 4–9).

1. Listening - Understanding and responding to different types of spoken language.
2. Speaking - Communicating and interacting effectively in speech for a variety of purposes.
3. Reading - Understanding and responding to different types of written language.
4. Writing - Communicating effectively in writing for a variety of purposes.



**Career/Leisure prospects:** French is an official language in over 30 countries and with Spanish you can communicate with 500 million people worldwide! People with foreign language competency are much sought after in a wide range of employment sectors, including business, health, education, transport, travel and tourism. By being good at another language you will stand out from the crowd. If, in the future, you need to learn Portuguese, Italian, Mandarin Chinese, Russian, Arabic or Japanese you will find it much easier to do so if you have mastered French or Spanish here at Netherthorpe, as one foreign language is a stepping stone to so many more. Former students tell us that, because they took a language here, they have been able to study and find work in Colombia, Belgium, Quebec, Switzerland, Mexico, France, Spain and

Brazil, to name but a few. Language skills can take you anywhere and everywhere.

Who do I speak to for more information? Miss Willows (Head of Department, Spanish), Mr Frost (French), Mrs Blackburn-Carvajal (Spanish) or Mrs Mahoney (French).



# Music

## **Qualification: Edexcel GCSE Music (1MU0)**

Music is both a challenging academic subject and a creative one. This course allows students to study a huge range of musical genres. The GCSE Music course is enjoyable and engaging for students of all abilities and you will be expected to work with enthusiasm and imagination, as well as being committed to hard work. It is recommended that you have lessons on a musical instrument (or singing lessons) as this will help you to be successful on the course. GCSE Music is recognised by employers and colleges as a demonstration of your ability to think creatively as well as analyse information and refine your work through self-discipline and practice. These are skills that are highly valued in any profession.

**If you enjoyed Music at KS3, this is the next step.**



## **Content:**

### **Component 1: Performing (Practical)**

During Year 11, you will record two performances for submission. One performance must be a solo and the other is as part of an ensemble. Each performance must be at least one minute long and there is a minimum combined duration of four minutes. In order to achieve high grades in this, you will need to be having lessons on your chosen instrument as well as having access to an instrument and practice time at home. It is expected that you will practice regularly and independently. If you would like any further information about instrumental lessons, please speak to Mr Pearce.

### **Component 2: Composing (Writing Your Own Music)**

In this part of the course, you will be asked to create two pieces of music of your own. One composition must relate to a brief set for you at the start of Year 11 by the exam board, and the other can be a 'free' composition. Each piece of music must be at least one minute long with a combined minimum duration of three minutes. Component 2 will give you the opportunity to show your knowledge and understanding of how to create and develop musical ideas as well as your use of compositional techniques and strategies, all using professional music publishing software. Your teacher will help you to fully prepare for this work and you will do several practice compositions in Year 10.

### **Component 3: Appraising (Written Examination)**

In the summer of Year 11, you will complete this examination consisting of two sections. This will assess your knowledge and understanding of music and how composers construct the music that they have written. The first part of the exam contains questions relating to the set works that you will study throughout the course. It will also test your musical dictation skills and ask you to use your knowledge of music in relation to a piece that you have not studied. In the final section, you will be played a piece of unfamiliar music and be asked to compare it to one of your set works using your musical knowledge.

The four **Areas of Study** from which the set works are taken are **Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, and Fusions**. This provides a wide variety of music studies and there is something that everyone will enjoy.



## Assessment:

### Component 1: 30 % of your GCSE

You will be assessed by your teacher and these marks will then be moderated by an examiner.

### Component 2: 30% of your GCSE

You will be assessed by your teacher and these marks will then be moderated by an examiner.

### Component 3: 40% of your GCSE

This examination will be externally marked by an examiner.

**Career/Leisure prospects:** The GCSE course leads naturally on to A-Level Music in the sixth form. Careers in music include all primary and some secondary teaching and music therapy as well as performing, recording and production management. Even if you are not currently considering a job in the music industry, studying Music is respected by universities as it has a wide variety of transferable skills that are highly sought after in every industry. Studying Music can also help improve social skills and is something that can give you a sense of achievement for the rest of your life!

### **Who do I speak to for more information?**

Mr Pearce (Head of Performing Arts)



Qualification: CAMBRIDGE NATIONAL CERTIFICATE

Exam Board: OCR

Specification: J813

## Content:

All candidates throughout the course will complete both practical and theory physical education lessons.

Within lessons they will improve their knowledge, skills and understanding through the following modules: -

- Contemporary issues in sport (R051 – 60 marks)
- Developing sport skills (R052 – 60 marks)
- Sports leadership (R053 – 60 marks)
- Sport and the media (R054 – 60 marks)



## Assessment:

Written Examinations (25%): 1 x 1 hour paper, 60 marks (Contemporary Issues in sport). This examination is sat in the May of Year 10. The written exam is made up of multiple choice/objective test questions, short answer questions and extended answer questions.

## Non- Exam Assessment (75%)

- Practical performance in 2 activities. One in a team activity, one in an individual activity
- Students will be assessed on their skills and techniques in progressive drills and in the full competitive context of their chosen activities
- Officiating a chosen activity
- Analysing performance and developing two progressive practices to improve weaknesses within a chosen sport
- Leading a sporting session of your choice and creating session plans / risk assessments
- Written coursework for R053 and R054

***It is expected that students will have an all-round ability in most physical activities and that they are able to apply their knowledge of rules, tactics and strategies to their two chosen sports. Students must also maintain a good level of general fitness.***

## Who do I speak to for more information?

Mr Schofield or any member of the PE department.

## Sports Leaders Awards

Students from the Year 10 Sport Studies course will have the opportunity to gain a Level 2 Sports Leaders awards. The SLA is a nationally recognised qualification, aiming to develop leadership, coaching and communication skills.

**Students who choose to study PE as an option will be allocated to either GCSE PE or Sport Studies by the PE department. This will be based on the course that will best suit the student.**



# Physical Education

Qualification: GCSE

Exam Board: AQA

Specification: 8582

## Content:



All candidates throughout the course will complete both practical and theory physical education lessons.

In theory lessons they will improve their knowledge, skills and understanding of :-

- The human body and movement in physical activity and sport (e.g. Anatomy and physiology, movement analysis, physical training, use of data)
- Socio-cultural influences and well-being in physical activity and sport (eg Sports psychology, sponsorship and media, performance enhancing drugs, hooliganism, health and fitness)

In practical lessons students will improve their own ability to plan, perform, analyse and improve their own and others performances in a variety of activities.

## Assessment:

Written Examinations: 2 x 1 hour 15 minutes (60%)

- Written exams with multiple choice/objective test questions, short answer questions and extended answer questions.

Non- Exam Assessment (40%)

- Practical performance in 3 activities; one in a team activity, one in an individual activity and a third in either a team or an individual activity (30%)
- Students will be assessed on their skills and techniques in progressive drills and in the full competitive context of their three chosen activities
- Analysis of a sporting performance (10%)
- Assess performer's strengths and weaknesses in one of their chosen activities
- Improve the performance of others with an action plan

***It is expected that students will have an all-round ability in most physical activities and that they are able to apply their knowledge of rules, tactics and strategies to their three chosen sports. Students must also maintain a good level of general fitness.***

## Who do I speak to for more information?

Mr Schofield or any member of the PE department.

## Sports Leaders Awards

Selected students from the Year 10 GCSE P.E. course will have the opportunity to gain Sports Leaders awards. The SLA is a nationally recognised qualification, aiming to develop leadership, coaching and communication skills.

**Students who choose to study PE as an option will be allocated to either GCSE PE or Sport Studies by the PE department. This will be based on the course that will best suit the student.**

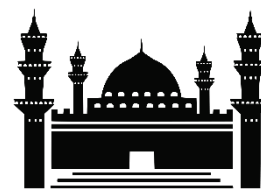




# Religious studies – Philosophy and Ethics

**Qualification:** GCSE **Exam Board:** Eduqas **Subject Title:** Religious Studies

**Subject Reference Code:** Route A C120P3



<b>Component One:</b> Religious, Philosophical and Ethical Studies in the Modern World	<b>Component Two:</b> Study of Christianity	<b>Component Three:</b> Study of a World Faith
Written Examination	Written Examination	Written Examination
2 Hours	1 Hour	1 Hour
50% of qualification	25% of qualification	25% of qualification
<b>100% Examination</b>		

**Component One:** Students study four themes. All the questions within this component are compulsory. Theme 1: Issues of Relationships. Theme 2: Issues of Life and Death. Theme 3: Issues of Good and Evil. Theme 4: Issues of Human Rights.

**Component Two:** Students study the beliefs, teachings and practices of Christianity.

**Component Three:** Students study the beliefs, teachings and practice of Islam.

This course enables students to:

- Deepen their understanding of the relationship between people
- Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- Demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- Understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism

## **Career/Leisure Prospects:**

If you want a job where you meet and work with people, RS is a subject which would be helpful for you. It will help you understand other peoples' points of view and develop a sense of empathy. RS allows you to develop desirable skills such as the ability to analyse, evaluate and synthesise arguments and ideas. An appreciation of different views, beliefs and practices is necessary due to the multicultural nature of society. It is especially useful if you wish to work in:

- social work
- law professions
- public services
- health service
- medical professions
- personnel management
- teaching

## **Development of Skills:**

Analysis
Evaluation
Team work
Ability to form balanced arguments
Communication (written and oral)
Problem-solving

**Who do I speak to for more information?**

Mrs Beeden



# Planning Form : Example

**Before completing the options form online [<https://bit.ly/Y9Options2021>]  
use this form to help you plan your subject choices.**

- You are choosing 4 subjects
- You should aim to select **one** from option block A (French, Spanish, Geography, History, Computer Science and Separate Science)
- Please tick subject choices 1-4
- Once you have picked your 4 subjects, pick 3 reserve choices using **R1, R2 and R3**.

Subject 1: Option Block A	Tick
Computer Science	✓
French	
Geography	
History	
Separate Sciences (This give you GCSE Biology, Chemistry and Physics)	
Spanish	

Subject 2,3,4: Option Block B	Tick	Tick
Computer Science		Art and Design
French		Business Studies
Geography		Engineering Design
History		Design and Technology
Separate Sciences	✓	Drama
Spanish		Media Studies
		Hospitality and Catering
		Health and Social Care
		Creative iMedia
		Music
		Physical Education or Sports Studies
		Religious Studies

**RESERVE CHOICES R1, R2, R3**

RESERVE 1,2,3	No	No
Computer Science		Art and Design
French		Business Studies
Geography		Engineering Design
History	R1	Design and Technology
Separate Sciences		Drama
Spanish		Media Studies
		Hospitality and Catering
		Health and Social Care
		Creative iMedia
		Music
		Physical Education or Sports Studies
		Religious Studies

*This is an example: Your 3 reserves should be written as R1, R2, R3 to help when completing the online form*



# Planning Form

**Before completing the options form online [<https://bit.ly/Y9Options2021>]**

**Use this form to help you plan your subject choices.**

- You are choosing 4 subjects
- You should aim to select **one** from option block A (French, Spanish, Geography, History, Computer Science and Separate Science)
- Please tick subject choices 1-4
- Once you have picked your 4 subjects, pick 3 reserve choices using **R1, R2 and R3**.

Subject 1: Option Block A	Tick
Computer Science	
French	
Geography	
History	
Separate Sciences (This give you GCSE Biology, Chemistry and Physics)	
Spanish	

Subject 2,3,4: Option Block B	Tick	Tick
Computer Science		Art and Design
French		Business Studies
Geography		Engineering Design
History		Design and Technology
Separate Sciences		Drama
Spanish		Media Studies
		Hospitality and Catering
		Health and Social Care
		Creative iMedia
		Music
		Physical Education or Sports Studies
		Religious Studies

**RESERVE CHOICES R1, R2, R3**

RESERVE 1,2,3	No	No
Computer Science		Art and Design
French		Business Studies
Geography		Engineering Design
History		Design and Technology
Separate Sciences		Drama
Spanish		Media Studies
		Hospitality and Catering
		Health and Social Care
		Creative iMedia
		Music
		Physical Education or Sports Studies
		Religious Studies

*This is an example: Your 3 reserves should be written as R1, R2, R3 to help when completing the online form*



### Thursday 7<sup>th</sup> January 2021

Year 9 Options 'Virtual Event' goes online at [www.netherthorpe.academy/Y9options](http://www.netherthorpe.academy/Y9options) or click [www.netherthorpe.academy/Y9options](http://www.netherthorpe.academy/Y9options)

### Thursday 21<sup>st</sup> January 4.15 pm to 7.15 pm

Virtual Parents' Evening to talk to your child's form tutor



### Friday 5<sup>th</sup> February 9:00am

Deadline for the form completion  
<https://bit.ly/Y9Options2021>

Quick scan for the Options Form

