



# CASS OPTIONS

SIR JOHN CASS RED COAT SCHOOL

**A Guide to the Year 9 Options 2020-2022**

## KEY STAGE 4 OPTION CHOICES 2020-2022

**NAME:**

\_\_\_\_\_

**Tutor Group:**

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# CURRICULUM

## MESSAGE FROM THE HEADTEACHER

You are about to make the most important decision to date of your education!

Choosing subject options for Year 10 is a major decision and an exciting opportunity. Some subjects are, of course, compulsory and have to be taken. It's really important that you think carefully about your choices. You should discuss this at home with your parents or carers as well as older brothers or sisters; they have been through the process before and will be able to advise you.

This booklet contains lots of information about each course that is offered in Year 10 and Year 11. Make sure you take the time to read all the information carefully and make the most of the opportunities to speak to your teachers.

Year 9 Options' Evening will take place on Tuesday 10<sup>th</sup> March 2020. This is a formal opportunity for your parents to discuss your subject preferences with a Head of Department. The Careers Manager, Mr Uddin will also be available for guidance about options and you can approach the Tower Hamlets Careers Service for independent and impartial advice.

This year, you will also have the opportunity to take part in taster lessons to help you further with your final choices. These will take place during your normal lessons. You will also receive information through assemblies and during form time at registration.

You should think carefully about which subjects you enjoy, remembering that you will be studying them for two years. It is also important for you to consider where your strengths lie and be realistic about the dedication and commitment needed as the subjects will get more challenging over the 2 years.

So much in the future depends on you achieving good GCSE results. The more successful you are the more choices will be available when you consider A levels and university. The whole process is designed to inform you as fully as possible about the preferences available so that you can make an informed choice.

Good luck!

Mr Woods



# CURRICULUM

## KEY STAGE 4 COURSES 2020-2022

### INTRODUCTION

This booklet is written for students now in Year 9 and their parents/carers, to provide information about the various courses offered at Key Stage 4.

During their first three years at Sir John Cass Red Coat School (Years 7, 8 and 9), students are in the Key Stage 3 of their education. When they enter Year 10 in September 2019, they move into Key Stage 4, the final part of their compulsory school education. This stage covers the two years during which courses of study lead to public examinations at the end of Year 11.

The National Curriculum requires all students to study the following core subjects throughout Key Stage 4 (although not all necessarily to GCSE level):

**English**

**Physical education (Core)**

**Mathematics**

**Religious education**

**Combined Science**

In addition to these, all students will study a modern foreign language (Bengali, French or Spanish) and either geography or history which along with English, mathematics and science make up the English Baccalaureate subjects. The Key Stage 4 curriculum at SJCR combines the important principle of balance together with a degree of flexibility and choice. This booklet aims to explain how this applies to each student in Year 10. It is also intended to act as a handbook for future reference.

### MAKING INFORMED DECISIONS

We ask parents/carers to read through this booklet carefully and to discuss it with your child. It contains information about the subjects for study over the coming two years. The Spring Term of Year 9 is the time when we ask parents/carers and students to make choices based upon the information.



# KEY DATES

Every **TUESDAY** mornings (**14th Jan 2020 – 10th Mar 2020**)

Year 9 Options Assemblies

## **TUESDAY 10th March 2020**

### **Options Evening**

This is an opportunity for you to talk to teaching staff that lead each course and find out information about their subject. Pupils who are currently undertaking the course may also be available to answer questions.

## **MONDAY 16th March 2020**

### **Deadline for Options choices**

Hand in the completed form for your option choices to your head of year **Ms M Begum**.

# KEY PEOPLE

Each of the occasions listed above is intended to form part of the decision-making process this term. However, we can also provide a variety of less formal opportunities for students who can ask academic mentors, subject teachers and other key staff about any aspect of key stage 4 courses.

Ms. S Begum	Assistant Head teacher (Options)
Ms. C Dacre-Singh	Assistant Head teacher (Year 9)
Ms. M Begum	Head of Year 9
Mr. M Uddin	Careers Manager
Mr. Knight/Ms. S Harewood	Heads of English
Mr. L Smith	Head of Mathematics
Mr. A Alim	Head of Science
Ms. K Charles	Head of Religious Education
Mr. S Hood	Head of Modern Foreign Languages
Mr. J Trueman	Head of Physical Education
Mr. J Davies	Head of History
Mr. C Cusack	Head of Geography
Ms J Austin-Burdett	Head of Art, Design & Technology
Ms L Hall	Head of Performing Arts and Drama
Mr. C Holder	Head of Music
Mr. A Jalil	Head of Computing
Ms. C Miller	Head of Business
Ms. G Katme	Head of Social Sciences
Mr. G Perrett	Head of SEND



## **ADVICE FOR STUDENTS... YOUR FUTURE**

You are at the beginning of another important step concerning your future. It is a good time to ask yourself questions such as:-

- What subjects do I like?
- What subjects am I good at?
- Do I wish to continue my studies beyond school and then progress to sixth form, college or university?
- In what type of employment would I be happy?

The National Curriculum will ensure that you experience a balanced programme of study over the next two years. With this in mind, do not worry if you cannot answer the above questions. It is quite normal for students of your age to be unsure at this stage.

# GENERAL INFORMATION

All students will study the core and EBacc subjects of English, mathematics, science, religious education, physical education, a modern foreign language and humanities (history or geography). In addition, all students will continue with their course of citizenship, which covers aspects of religious education, work related learning and careers guidance, issues, drugs awareness and relationships education.

All students will follow the English Baccalaureate route. The EBacc is a measure of student achievement. To be able to achieve this measure, students must achieve a good pass (Grade 5) in English, maths, two sciences, a modern foreign language and a humanities subject. All students then choose to study up to two additional option subjects.

All examination subjects studied can lead to a recognised qualification at Level 1 or Level 2 of the National Qualification Framework. For most subjects this will be a GCSE or a vocational course at Level 2.

English	8 lessons
Mathematics	7 lessons
Science	9 lessons
Physical Education	2 lessons
History or Geography	5 lessons
Modern Foreign Language Year 10/11	5 lessons
Religious Education	4 lessons
Option 1	5 lessons
Option 2	5 lessons

These arrangements will mean that students in Key Stage 4, in most cases, will follow eight academic courses with the possibility of up to ten or more GCSE passes or equivalent.

Methods of assessment vary considerably between courses and the detail of each subject's assessment is referred to in this booklet. It is also possible to obtain further information at the Qualifications and Curriculum Development Authority's website: [www.qca.org.uk](http://www.qca.org.uk)

As in Key Stage 3, the Key Stage 4 curriculum is divided into 50 lessons every fortnight. The allocation of these lessons according to subjects is displayed in the table to the left.



# Year 9 Options Questionnaire

On 10<sup>th</sup> March 2020 there will be a Year 9 Options Evening. The purpose of the evening is for you and your parents to discuss your individualised Key Stage 4 pathway and to help you make informed choices about the subjects you will study over the next two years of Key Stage 4. Use the Options booklet with this questionnaire to consider your choices. Make sure you read the information carefully and discuss your options with your parents.

**Answer the questions below carefully and discuss them with your tutor and parents. They will help you think about your choices.**

## 1. How good are you at doing the following?

Skill	Poor	Satisfactory	Very good	Excellent
Performing in front of an audience of people				
Working as part of team to share ideas				
Using evidence to reach clear conclusions				
Playing a musical instrument				
Using creative skills				
Explaining ideas clearly in writing				
Using a range of texts to draw conclusions about a topic				
Using physical stamina to take part in activities				
Using my hands in a practical way to build or make things				
Evaluating a piece of work or project				

## 2. What do you enjoy studying?

Write down all of your subjects in the order in which you enjoy them. The subject you enjoy most should be ranked as number 1.

Subject	Subject
	<b>0</b>
	<b>1</b>
	<b>2</b>
	<b>3</b>
	<b>4</b>

**3. How well do you achieve in each subject?**

Rank the following subjects in order of how successful you are in each. Ask your tutor to advise you if you are unsure. (1= Working above expectations, 2= Meeting expectations, 3=working below expectations)

<b>Subject</b>	<b>1 - 3</b>	<b>Subject</b>	<b>1-3</b>
Art		Geography	
Music		History	
Drama		ICT	
Graphics		Sports Science / PE	
Textiles		Resistant Materials	
Food Nutrition		Bengali, French or Spanish	

**4. Tick the subjects you would like to learn more about**

<b>Child Development</b>	Working with young children in the childcare sector.	
<b>Business Studies</b>	Finding out about being an entrepreneur and setting up your own business.	
<b>Media Studies</b>	How all kinds of media are used to communicate messages and how to analyse them.	
<b>Psychology</b>	The study of the mind and behaviour.	
<b>Sociology</b>	The study of social behaviour or society, its origins, development, organization, networks, and institutions.	

**5. What questions do you have about choosing your subjects to study at Key Stage 4? Options Evening will be an opportunity to have further discussions.**

# Curriculum Pathway 2020

CORE SUBJECTS (compulsory)	EBACC OPTIONS	OPTIONS (choose 2 subjects)
English Language	Geography	Art and Design
English Literature	OR	BTEC Business Enterprise
Mathematics	History	BTEC Information Technology
Combined Science	Bengali	Computer Science
Religious Education	or	DT – Designing the Built Environment
Core PE	French	Drama
	or	Health and Social Care
	Spanish	Media Studies
		Music
		Separate Sciences
		Sociology
		Psychology
		GCSE PE
		PE Sport Science

# QUALIFICATIONS

## GCSEs:

The General Certificate of Secondary Education (GCSE) is an academic qualification awarded in a specific subject. GCSE qualifications are awarded at grades 9-1. A table is included from Ofqual to help parents understand the new grading system. (GCSE grade reform has taken place from 2015.)

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# **CORE SUBJECTS**

These are the compulsory subjects you will study at KS4 at Sir John Cass School

## **Core subjects are as follows:**

**English Language**

**English Literature**

**Mathematics**

**Combined Science**

**Religious Education**

**Humanities (Geography or History)**

**Modern Foreign Language (Bengali, French or Spanish)**

**Core Physical Education (non-exam course)**

# **COURSE DESCRIPTIONS**

# ENGLISH LANGUAGE

## Compulsory Subject

<b>Qualification:</b>	<b>GCSE English Language</b>
<b>Exam Board:</b>	AQA
<b>Description:</b>	<p><b>All students at Sir John Cass Secondary School are entered for both GCSE English Language and GCSE English Literature.</b></p> <p>GCSE English Language equips students with communication skills vital in every workplace and for social interactions. It is also a great creative outlet through which students can exercise and develop their imaginations, and a source of inspiration and entertainment as students will read a wide variety of short, quality writing in a range of forms.</p> <p>Students develop skills in reading, from direct comprehension and inference to more complex analysis, including comparative analysis, examining how texts writers choose language and structure their ideas to maximise their impacts. Students also improve their own writing skills, both for practical, everyday communication, and for more imaginative, descriptive and narrative writing.</p>
<b>Assessment:</b>	<p>There are <b>two papers</b> for English Language; both of which are 1 hour 45 minutes long and test students' reading and writing skills.</p> <p><b>Paper One</b> will test students' ability to respond to a literary text (such as a short extract from a novel) and write descriptively.</p> <p><b>Paper Two</b> will test students' ability to respond to non-fiction (e.g. letters, articles, or speeches) and present a sustained viewpoint in their own writing.</p> <p>All of the texts on the English Language examinations are 'unseen': students will not have studied them before.</p> <p>Additionally, and with a separate certificate and grade, students will be assessed by their English teacher for their performance in a spoken presentation (this is not an additional GCSE).</p> <p>There is <b>no controlled assessment or coursework</b>: all grades are dependent on performance in examinations sat in the summer of Year 11.</p>
<b>Career ideas to include:</b>	<p>Success at GCSE English Language is not just desirable but an absolute necessity for the vast majority of careers.</p> <p>More than ever before, in the internet age, our world is built around a huge amount of verbal information. The ability to decode, analyse, evaluate and successfully use the written word is fundamental to success in all walks of life.</p>

# ENGLISH LITERATURE

## Compulsory Subject

<b>Qualification:</b>	<b>GCSE English Literature</b>
<b>Exam Board:</b>	AQA
<b>Description:</b>	<p><b>All students at Sir John Cass Secondary School are entered for both GCSE English Language and GCSE English Literature.</b></p> <p>GCSE English Literature involves the study of literary texts, covering novels, plays, and poetry. Students learn not only how to analyse writers' methods and the effects these have on their readers, but also to see literary works in the social and historical contexts which led to their creation: we come to see how fiction is a way of saying something very meaningful about the real world around us.</p> <p>Students will study texts covering a range of time periods, including a play by Shakespeare, poetry by the Romantics, a Victorian novel, and a range of texts from the 20<sup>th</sup> and 21<sup>st</sup> centuries.</p>
<b>Assessment:</b>	<p>There are two papers for <b>English Literature</b>:</p> <p><b>English Literature Paper One</b> is 1 hour 45 minutes and takes the form of two essays: one on a Shakespeare play, such as <i>Romeo and Juliet</i>, and one on a Nineteenth Century novel such as <i>A Christmas Carol</i>.</p> <p><b>English Literature Paper Two</b>, which lasts for 2 hours 15 minutes, is a response to a modern text (prose or play), such as <i>An Inspector Calls</i> and poetry.</p> <p>Apart from a short section on 'unseen' poetry, students will have studied all of the English Literature examination texts in detail in class. However, students are not allowed to have a copy of the text with them in the exam, and so they will need to be very familiar with the material and have revised things like key quotations.</p> <p>There is no controlled assessment or coursework: all grades are dependent on performance in examinations sat in the summer of Year 11.</p>
<b>Career ideas to include:</b>	English Literature is a very well respected academic discipline and success at GCSE level is a requirement for many A Level courses. The skills developed in communication and analysis of how texts relate to the world around us are hugely transferrable to other subjects and topics.

# MATHEMATICS

## Compulsory Subject

<b>Title of the GCSE course: (incl. GCSE, BTEC)</b>	<b>GCSE Mathematics</b>
<b>Exam Board:</b>	EDEXCEL
<b>Description:</b>	<p>You will extend your learning of mathematics from KS3 across the following topics:</p> <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Ratio and Proportion</li><li>• Geometry and Measures</li><li>• Statistics and Probability</li></ul> <p>While learning new content around each of the above attainment areas, you will develop problem solving and precise communication skills.</p> <p>You will follow two pathways (Foundation or Higher). However, there will be scope to change between the pathways over the course of your study.</p> <p>There are two tiers of GCSE examination – Foundation and Higher. The Foundation exam allows a student to gain the new GCSE grade of 5-1. The Higher exam allows a student to gain the new GCSE grade of 9-4.</p>
<b>Assessment:</b>	<p>GCSE Maths is examined by terminal exams only.</p> <p>There are three papers: one non-calculator and two calculators. Each paper is weighted equally and assesses all the content, they are one hour and thirty minutes long.</p>
<b>Career ideas to include:</b>	<p>A grade 5 in GCSE maths is an expected requirement for most colleges and a large number of careers. It is essential for careers in finance, engineering, sciences and business/economic.</p>

# SCIENCE

## Compulsory Subject

<b>Qualification:</b>	<b>GCSE Combined Science (2 GCSEs)</b>
<b>Exam Board:</b>	EDEXCEL
<b>Description:</b>	<p>GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science.</p> <p>They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.</p>
<b>Assessment:</b>	<p><b>GCSE (9-1) Combined Science (2 GCSEs)</b></p> <ul style="list-style-type: none"><li>• The Combined GCSE consists of six exams each lasting the duration of 1 hour and 10 minutes.</li><li>• The six exams include: <i>Biology papers B1 and B2, Chemistry papers C1 and C2, Physics papers P1 and P2</i></li></ul> <p><b>Other important details:</b></p> <ul style="list-style-type: none"><li>▪ Foundation tier will cover grades 5-1</li><li>▪ Higher tier will cover grades 4-9</li><li>▪ There are <b>no controlled assessments</b> in the new qualifications as they are now embedded into the examinations.</li><li>▪ Questions assessing students' use of <b>mathematical skills</b> will make up 15% of the assessments. There will also be some recall of equations required in Physics.</li></ul>
<b>Career ideas to include:</b>	Potential careers include: Architect, biochemist, chemist, conservation officer, dietician, forensic scientist, healthcare professional, marine biologist, meteorologist, pharmacist, research scientist, teacher, veterinary nurse, and physicist.

# RELIGIOUS EDUCATION

## Compulsory Subject

<b>Qualification:</b>	<b>GCSE Religious Education</b>
<b>Exam Board:</b>	EDUQAS
<b>Description:</b>	<p>This specification is divided into three components:</p> <p><b>Component 1:</b> Religious, Philosophical and Ethical Studies in the Modern World 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</p> <p><b>Component 2:</b> Study of Christianity a) Beliefs and Teachings b) Practices</p> <p><b>Component 3:</b> Study of a World Faith: Islam a) Beliefs and Teachings b) Practices</p>
<b>Assessment:</b>	<p>There will be one 2 hour exam for Component 1, which will make up 50% of the final mark.</p> <p>There will be one 1 hour exam for Component 2, Christianity, which will make up 25% of the final mark.</p> <p>There will be one 1 hour exam for Component 3, Islam, which will make up 25% of the final mark.</p>
<b>Career ideas to include:</b>	Law, teaching /lecturing (medical ethics)

# MODERN FOREIGN LANGUAGE

## Compulsory Subject

<b>Qualification:</b>	GCSE French / Spanish / Bengali
<b>Exam Board:</b>	AQA
<b>Description:</b>	<p>In all three languages, students will be assessed on four skills: listening, speaking, reading and writing. As part of the course you will learn to express your ideas and opinions on the following topic areas:</p> <ul style="list-style-type: none"><li>• Identity and Culture</li><li>• Local, national, international and global areas of interest</li><li>• Current and future study and employment</li></ul>
<b>Assessment:</b>	<p>You will sit exams in Listening, Reading, Speaking and Writing, each of which is worth 25% of your final GCSE grade.</p> <p>By the end of the course, you will need to be able to understand extended passages of speech and writing in the language you are learning in order to be successful in your Listening and Reading exams.</p> <p>You will need to be able to write full paragraphs in the language you are studying from memory. You will also need to develop excellent translation skills.</p> <p>Your speaking exam will consist of a role play, describing a photo card, and a general conversation on a number of topics.</p>
<b>Career ideas to include:</b>	<p>ANYTHING!</p> <p>Having a second language (or third, or fourth!) is considered an essential skill in the majority of industries and trades, e.g.:</p> <p>Law Medicine Civil Service Travel and Tourism Advertising Teaching Business Fashion</p>

# CORE PE

## Compulsory Subject

<b>Qualification:</b>	<b>Core Physical Education (PE)</b>
<b>Exam Board:</b>	No examination
<b>Description:</b>	<p>Physical Education remains a compulsory subject in Years 10 and 11 and all students have one hour of curriculum time dedicated to Physical Education each week.</p> <p>The emphasis in KS4 is on participation and enjoyment to promote a prolonged interest in sport and physical activity.</p> <p>During core PE time, pupils will begin to specialise in their preferred activities. They will build on previous work whilst also taking on different roles within a sporting context. They will be encouraged to become self-managers, working enthusiastically in either competitive or recreational environments.</p> <p>The curriculum offers a comprehensive range of experiences to meet the needs of the individual students. Sir John Cass PE department understand that development of confidence, tolerance and the appreciation of one's own and others' strengths and weaknesses are considered to be an important part of the learning process where personalising learning and challenge are integral to success.</p>
<b>Assessment:</b>	Sir John Cass Red Coat's PE team aim to provide an enjoyable, challenging programme, with opportunities for all students to develop their physical, social and cognitive skills.

# ART & DESIGN

<b>Qualification:</b>	<b>GCSE Art &amp; Design</b>
<b>Exam Board:</b>	AQA
<b>Description:</b>	<p>Fine Art is creative and interesting. Studying Art encourages you to foster independent study, thinking and organisational skills. Art fosters deeper understanding of the personal self and the world and develops insight and empathy.</p> <p>Art &amp; Design courses can lead to working in the largest employment sector in the UK. GCSE is the first stepping stone on the path to this job market. If you plan on taking A level Art in Year 12 then you need GCSE Art.</p>
<b>Assessment:</b>	<p><b>Unit 1 [Coursework – 60% of final grade]</b>            Students learn a range of skills and techniques, including the ability to analyse and respond to the work of artists. Students are helped to develop personal investigations, through their sketchbooks, into a theme such as <i>Food, Glorious Food</i> or <i>Fragments</i>. The basis of this investigation is recording from life and primary sources. Students are then directed to research the work of artists, designers and craftspeople in order inform their ideas generation and development, with the aim of generating a body of work that is unique to them and informed by the world around them. Throughout the unit students have the opportunity to try out a wide range of techniques and processes and master them.</p> <p><b>Unit 2 [Exam – 40% of final grade]</b>            Students are directed to produce a body of work over ten weeks that culminates in a final exam – lasting 10 hours. The unit is based upon starting point set by the exam board and students are encouraged to use this as an opportunity to demonstrate techniques and skills that they have mastered over the course. As with Unit 1, students use ideas and approaches gleaned from their investigations into the world of art, craft and design to synthesise and refine ideas using their own unique forms of expression.</p>
<b>Career ideas to include:</b>	Architect, Animator, Artist, Cartoonist, Ceramicist, Character Designer, Costume Designer, Games Designer, Community Artist, Curator, Fashion Designer, Photographer, Stylist, Art Director, Art Historian, Art Journalist/Critic, Art Lecturer, Art Teacher, Art Therapist, Textile Designer, Web Designer, Window Dresser, Shoe Designer, Illustrator, Interior Designer, Jewellery Designer, Landscape Architect, Model Maker, Photo Editor, Printmaker, Product Designer, Sculptor, Set Designer , Sign Writer, Furniture Designer, Gallery Assistant, Gallery Director, Gallery Educator

YES

NO

MAYBE

# **BUSINESS ENTERPRISE**

<b>Qualification:</b>	<b>BTEC Business Enterprise</b>
<b>Exam Board:</b>	Pearson
<b>Description:</b>	<p>A vocational award equivalent to one GCSE</p> <p>Three units of study over two years:</p> <ul style="list-style-type: none"><li>• Exploring Enterprises - Internal</li><li>• Planning for and Pitching an Enterprise Activity - Internal</li><li>• Promotion and Finance for Enterprise - External Synoptic</li></ul>
<b>Assessment:</b>	<p>Two units are 100% coursework assessed</p> <p>The third Component is exam which can be retaken once only. Exam is done after completion of the first two components.</p>
<b>Career ideas to include:</b>	<p>Progression to level 3 Business (either BTEC or A level) with the opportunity to be part of an award winning Career Ready programme. The department has strong links with Barclays, Citi Group Bank, BP, Ernst &amp; Young and many more which offer students networking opportunities with such companies in the City / Canary Wharf. This course covers all functional areas of a business and therefore career options remain broad.</p>

**YES**

**NO**

**MAYBE**

# COMPUTER SCIENCE

<b>Qualification:</b>	<b>GCSE Computer Science</b>
<b>Exam Board:</b>	OCR
<b>Description:</b>	<p>The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.</p> <p>Students in Year 10 and 11 can choose Computer Science as an optional subject. They study GCSE (9-1) OCR - Computer Science. It consists of 3 units.</p>
<b>Entry requirement:</b>	Advance in English and maths at KS3
<b>Assessment:</b>	There are three components to the final qualification, two written examinations worth 40% each, combined worth 80% of the overall final grade and a controlled assessment worth 20% of the final grade.
<b>Career ideas to include:</b>	A fantastic pre-course for level 3 subjects, both GCEs and BTECs in IT or Computing. Possible careers include Web Developers, Software Engineer, Network Administration, Business Analysis, Physics or any of the Engineering subjects.

**Please check that you meet the entry requirements for this course**

**YES**       **NO**       **MAYBE**

# DT – Designing the Built Environment

<b>Qualification:</b>	Designing the Built Environment (DBE) Level 1/2 Award
<b>Exam Board:</b>	WJEC
<b>Description:</b>	<p>This course is suitable for anyone who enjoys designing and making. It is also for pupils who are prepared to produce high quality final outcomes alongside electronic coursework.</p> <p>This rewarding qualification is created for the young designer, engineer and architect.</p> <p>The course structure has been designed to allow you to develop the understanding and skills related to a range of functional roles in the construction design sector. The units provide an overview of roles such as planning officers, design engineers and architect technicians and how these roles work together to produce construction designs that are fit for purpose. Each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in construction.</p> <p>The qualification has been devised around the concept of a ‘plan, do, and review’ approach to learning, where you are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work-related activities in construction and also provides for learning in a range of contexts from urban to rural environments and large and small scale construction projects. As such, the qualification provides you with a broad appreciation of work involved in the design of the built environment and wider opportunities for progression into further education, employment or training.</p>
<b>Assessment:</b>	<p>You will complete three units:</p> <ul style="list-style-type: none"> <li>1 Planning potential of construction projects, 25% of overall mark</li> <li>2 Drawing construction plans, 50 % of overall mark</li> <li>3 Building structures and materials, 25% of overall mark</li> </ul> <p>All three units are mandatory and unit 1 is externally assessed. Units 2 and 3 are internally assessed.</p>
<b>Career ideas to include:</b>	Ecologist, Engineer Facilities, Manager, Civil Engineer, Site Engineer, Land Surveyor, Architect, Construction, Construction Engineer, Quantity Surveyor Structural Engineer.

**YES**

**NO**

**MAYBE**

# DRAMA

<b>Qualification:</b>	<b>GCSE Drama</b>
<b>Exam Board:</b>	EDEXCEL
<b>Description:</b>	<p><b>Component One: Devising – performance based exam and written coursework</b> 40% of qualification</p> <p>Students explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance. The stimuli are a free choice for centres. Students record the creation and development process of this group performance in a portfolio and evaluate their contribution to the process and the performance.</p> <p><b>Component Two: Performance from text – performance based exam</b> 20% of qualification</p> <p>Students explore two extracts from one play text, this text must be from a contrasting time period to their Component 3 set text. It must also be by a different playwright and a different genre. They create a performance from the text, rehearsing and refining their performance/design realisations for an assessed performance.</p> <p><b>Component Three: Theatre Makers in Practice – written exam</b> 40% of qualification</p> <p>Students practically explore a chosen set text. This can come from either List A (pre-1954) or List B (post-2000). Students are audience members for a live performance. They make and refine notes on the performance. They practice responding to questions for both sections in examination conditions.</p>
<b>Assessment:</b>	<p><b>Component 1: Devising – performance based exam and written coursework.</b> Participation in group-devised performance as a performer or designer, with an individual portfolio submitted as coursework.</p> <p><b>Component Two: Performance from text – performance based exam</b> Performance in/design realisation for two key extracts from a performance text. Each of the extract performances is assessed independently. Students participate as a designer/performer and may submit a monologue, duologue or group piece for each extract.</p> <p><b>Component Three: Theatre Makers in Practice – written exam, 1 hour 45 minutes</b></p>
<b>Career ideas to include:</b>	Drama GCSE builds knowledge in both performance, devising plays, and evaluating theatre. You develop the ability to work with others, and also your written evaluation skills. With Drama you could go on to work in theatre, TV, media, but also many successful drama students go on to study law, medicine, caring professions, HR, and teaching. The list is endless.

YES

NO

MAYBE

# GEOGRAPHY

<b>Qualification:</b>	<b>GCSE Geography</b>
<b>Exam Board:</b>	EDEXCEL B
<b>Description:</b>	<p><b>Component 1: Global Geographical Issues</b></p> <ul style="list-style-type: none"> <li>● Topic 1: Hazardous Earth (Tectonics &amp; Climatology)</li> <li>● Topic 2: Development dynamics</li> <li>● Topic 3: Challenges of an urbanising world</li> </ul> <p><b>Component 2: UK Geographical Issues</b></p> <ul style="list-style-type: none"> <li>● Topic 4: The UK's evolving physical (Coastal change and conflict and River processes and pressures)</li> <li>● Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.</li> <li>● Topic 6: Geographical investigations – including one physical fieldwork investigation (Coasts) and one human fieldwork investigation (Regeneration of Stratford).</li> </ul> <p><b>Component 3: People and Environment Issues – Making Geographical Decisions</b></p> <ul style="list-style-type: none"> <li>● Topic 7: People and the biosphere</li> <li>● Topic 8: Forests under threat</li> <li>● Topic 9: Consuming energy resources</li> </ul>
<b>Assessment:</b>	<p><b>Component 1: Global Geographical Issues</b> Written examination: 1 hour and 30 minutes 37.5% of the qualification</p> <p><b>Component 2: UK Geographical Issues</b> Written examination: 1 hour and 30 minutes 37.5% of the qualification</p> <p><b>Component 3: People and Environment Issues – Making Geographical Decisions</b> Written examination: 1 hour and 30 minutes 25% of the qualification</p>
<b>Career ideas to include:</b>	<p>Law Banking Corporate finance (auditor, stock broker) NGO's Teaching Local and National Government Architecture Construction Nurse Psychologist</p>

YES

NO

MAYBE

# HEALTH AND SOCIAL CARE

<b>Qualification:</b>	<b>Level 1 / 2 Health and Social Care</b> <b>Cambridge National Certificate in Health and Social Care</b>
<b>Exam Board:</b>	OCR
<b>Description:</b>	<p>Health and Social Care is a predominantly vocational subject for those interested in working with and caring for people. It looks at a wide range of care settings; residential homes, hospitals, nurseries and schools, and how to care for and treat people in these settings. You will study a wide range of topics including communication and first aid, what they are and why we need to use them in Health and Social Care.</p> <p>This is an excellent course to study if you enjoy working with people. It covers both the theoretical and practical aspects of Health, Social Care and Early Years Services. You will have an opportunity to apply the knowledge you have acquired in a practical and realistic way, by participating in class discussions and sharing your own experiences. This course offers you an insight in to work in care settings and prepares you for employment in the caring sectors, or for progression onto the Level 3 programme.</p> <p>The course consists of 4 units which can enable you to gain a Level 1 or 2 National Certificate worth 1 GCSE. 2 units will be completed in year 10 and 2 in year 11. All coursework and exam units are internally and externally assessed. All individual units are graded as pass, merit, distinction or distinction*.</p> <p>As all units are assessed in writing, as well as through practical work, good literacy skills are highly recommended to undertake this course.</p>
<b>Assessment:</b>	<p><b>Exam R021:</b> Essential values of care for use with individuals in care settings (40%)</p> <p><b>Coursework unit R022:</b> Communicating and working with individuals in Health, Social care and early years settings (20%)</p> <p><b>Coursework unit R023:</b> Understanding Body Systems and Disorders 20%)</p> <p><b>Coursework unit R031:</b> Using basic first aid procedures (20%)</p>
<b>Career ideas to include:</b>	<p>Nurse</p> <p>Midwife</p> <p>Teacher</p> <p>Teaching assistant</p> <p>Nursery worker</p> <p>Care worker</p> <p>Optometrist</p> <p>Paramedic</p> <p>Occupational therapist</p> <p>Social worker</p>

YES

NO

MAYBE

# HISTORY

<b>Qualification:</b>	<b>GCSE History</b>
<b>Exam Board:</b>	WJEC Eduqas
<b>Description:</b>	<p>The WJEC course is particularly aimed at bi-lingual/multi-lingual students and stresses source analysis and extended writing. The course consists of four elements.</p> <p><b>Year 10</b></p> <ul style="list-style-type: none"><li>• Thematic study – Changes in crime and punishment in Britain c.500 – to the present day</li><li>• British study in depth – The Elizabethan Age, 1558-1603</li></ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"><li>• Non-British study in depth - Germany in Transition 1919-1939</li><li>• Period study – The development of the USA, 1929-2000</li></ul>
<b>Assessment:</b>	<p>Assessment at GCSE is entirely exam based. Exams are sat at the end of year 11. Examination consists of 2 papers that consist of:</p> <ul style="list-style-type: none"><li>• Germany 20%</li><li>• Development of the USA 20%</li><li>• Crime and Punishment 30%</li><li>• Elizabethan Age 30%</li></ul>
<b>Career ideas to include:</b>	<p>With your analytical, writing, debate and detective skills, you will be set for a range of careers in law, politics, public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).</p>

YES

NO

MAYBE

# **BTEC IT**

<b>Qualification:</b>	<b>BTEC Tech Awards – Digital Information Technology</b>
<b>Exam Board:</b>	EDEXCEL
<b>Description:</b>	<p>The BTEC Tech award is aimed at developing students ICT skills. The course aims to develop practical skills of student including in the areas of project planning and website developments.</p> <p>Students are expected to design, and develop a website from the ground up as well as producing the images and videos content that need to go onto the website.</p> <p>There is just one examination unit. You are expected to revise and learn technical information on Effective Digital Working Practices. You will complete two internal assignments, Component 1 – Exploring User Interface Design Principles and Project Planning Techniques and Component 2 - Collecting, Presenting and Interpreting Data set by your teacher, based on the learning outcomes set by Edexcel. Each will have a deadline. Students are encouraged to take responsibility for their own learning. This helps you develop the skills to be mature and independent at work.</p> <p>Exploring User Interface Design Principles and Project Planning Techniques</p> <ul style="list-style-type: none"> <li>• internally assessed assignment(s)</li> <li>• 30% of the total course</li> </ul> <p>Collecting, Presenting and Interpreting Data</p> <ul style="list-style-type: none"> <li>• internally assessed assignment(s)</li> <li>• 30% of the total course</li> </ul> <p>Effective Digital Working Practices</p> <ul style="list-style-type: none"> <li>• Externally assessed exam</li> <li>• 40% of the total course</li> </ul>
<b>Assessment:</b>	The course is made up of three components: two that are internally assessed and one that’s externally assessed.
<b>Career ideas to include:</b>	A good pre-course for level 3 subject in BTEC Computing. Possible careers include Web Developers and Graphics designers.

**YES**

**NO**

**MAYBE**

# MEDIA STUDIES

<b>Qualification:</b>	<b>Media Studies GCSE</b>
<b>Exam Board:</b>	Eduqas
<b>Description:</b>	<p>Do you enjoy thinking about all the media you consume and wish you knew how to make sense of it and create it yourself?</p> <p>If you choose to study Media you will analyse a broad range of media forms in terms of <b>media language, representation, media industries and audiences</b>. There is a range of inspiring set products to explore, including a cross-media case study.</p> <p>You will be writing extended pieces of analysis, so a love of writing is key. There is some <b>crossover with English</b> and the two subjects are complimentary.</p> <p><b>What media products will you study?</b></p> <p><b>Magazine front covers:</b> Pride and GQ  <b>Film Posters:</b> The Man with the Golden Gun and Spectre  <b>Newspaper front pages:</b> The Guardian and The Sun  <b>Print Adverts:</b> Quality Street and This Girl Can  <b>Radio:</b> The Archers  <b>Video Games:</b> Fortnite  <b>TV Crime Drama:</b> Luther and The Sweeney  <b>Music Videos:</b> Bruno Mars, Taylor Swift and TLC  <b>Online:</b> Website for Taylor Swift and Bruno Mars</p> <p>We will <b>visit the British Film Institute</b> and a <b>PR firm</b> to hear from producers and media creators.</p> <p><b>What will the coursework be?</b> Pupils will create their own magazine cover and double page spread. They will research existing products, before planning their own and using original photography to create the final piece.</p>
<b>Assessment:</b>	<p><b>Two</b> distinct examinations, 1 hour 30 mins each – 70%.  <b>Practical production coursework</b>, one term in Y11 – 30%</p>
<b>Career ideas to include:</b>	<p>Media is a facilitating subject, so it gives you valuable analytical and practical production skills, which can be applied in any and every industry. So whether you want to work in the City or in a hospital, having an informed awareness of how the media operates around you is vital.</p> <p>Those who continue with their passion for Media at A Level and university typically enter careers in the media, cultural and creative industries. Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice.</p>

YES

NO

MAYBE

# MUSIC

<b>Qualification:</b>	<b>GCSE Music</b>
<b>Exam Board:</b>	OCR (Course J536)
<b>Description:</b>	<p>The emphasis of the GCSE Music course is on practical music making as an individual and in groups.</p> <p>Students will explore the different periods of music and a variety of musical cultures. This will give them opportunities to develop their understanding and appreciation of different kinds of music, and allow them to extend their own interests.</p> <p>Students will develop their knowledge, understanding and skills through three inter-related areas:</p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Composing</li> <li>• Appraising</li> </ul>
<b>Assessment:</b>	<p><b>Integrated Portfolio</b> = 30% Solo performance and a composition for your instrument. (Non-exam assessment)</p> <p><b>Practical Component</b> = 30% Group performance and a composition. (Non-exam assessment)</p> <p><b>Listening Examination</b> = 40% Exam (Up to 90mins)</p>
<b>Career ideas to include:</b>	A&R manager, blogger, booking agent, composer, concert promoter, DJ, event manager, instrument technician, live sound technician, music journalist, music PR, music teacher, music therapist, musical director, orchestra/session musician, radio producer, recording engineer, singer, songwriter, tour manager, music producer.

YES

NO

MAYBE

# PHYSICAL EDUCATION (PE)

<b>Qualification:</b>	GCSE Physical Education (PE)
<b>Exam Board:</b>	AQA
<b>Description:</b>	<p>This course is suitable for pupils who have an interest in the human body, sport, health and fitness. Pupils should have good to excellent ability in practical PE (ideally 'advanced' in at least three activity areas) and should be keen to work hard in all areas of the subject. It will consist of written and practical work to develop your knowledge and performance in sport /physical activity.</p> <p>There are seven components to cover for the examination course:</p> <p><b>Topic 1: Applied anatomy and physiology</b>  <b>Topic 2: Movement analysis</b>  <b>Topic 3: Physical training</b>  <b>Topic 4: Use of data</b>  <b>Topic 5: Sports psychology</b>  <b>Topic 6: Socio-cultural influences</b>  <b>Topic 7: Health, fitness and wellbeing</b></p>
<b>Entry requirement</b>	Pupils must have a commitment to extra-curricular PE clubs or a sports club outside of school already that can be endorsed by a member of the PE department.
<b>Assessment:</b>	<p><b>Component 1</b> is an externally assessed <b>written examination</b> that has a range of different types of questions including extended answers. The topic will be 'the human body and movement in physical activity and sport'. <b>This is 30% of your qualification.</b></p> <p><b>Component 2</b> is an externally assessed <b>written examination</b> that has a range of different types of questions including extended answers. The topic will be 'socio-cultural influences and wellbeing in physical activity and sport'. <b>This is 30% of your qualification.</b></p> <p><b>Component 3</b> focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sport performers. You are assessed in only two team and one individual sport or vice versa. <b>This is 30% of your qualification.</b></p> <p>For <b>component 4</b>, you will go through the stages of designing a personal fitness training programme, where you will select an appropriate method of training. <b>This is 10% of your qualification.</b></p>
<b>Career ideas to include:</b>	Physiotherapy, Medical worker, PE Teacher –Nursery/Nursing, Teacher/Assistant – Nurse – <i>Forces</i> – Army, Navy, Police, etc. – Social Work – Community Leaders – Play Leaders – Sports Centre Management/Assistant – Youth work.

Please check that you meet the entry requirements for this course

YES

NO

MAYBE

# PE - SPORT SCIENCE

<b>Qualification:</b>	<b>Sport Science</b> <b>Cambridge National Certificate in Sport Science</b>
<b>Exam Board:</b>	<b>OCR</b>
<b>Description:</b>	<p>Sport Science is a predominantly vocational subject for those interested in working in the Sport and Leisure Industry. It explores a variety of theoretical and practical topics including: Sports Injuries, applying principles of training, the body's response to physical activity, sports psychology, sports nutrition and technology in sport.</p> <p>The Sport Science qualification has been designed with practical and engaging ways of teaching in mind, to enable you as a learner to develop a skillset through involvement in sport and physical activities. This is an excellent course to study if you enjoy working with people. You will have an opportunity to apply the knowledge you have acquired in a practical and realistic way, by participating in class discussions and sharing your own experiences. Through this course you will gain a better understanding of the complexity of the sports industry and it will enable you to increase your awareness of different ways of staying involved in sport and physical activity, in addition to different roles and careers in sport.</p> <p>The course consists of 4 units which can enable you to gain a Level 1 or 2 National Certificate worth 1 GCSE. 2 units will be completed in year 10 and 2 in year 11. All coursework and exam units are internally and externally assessed. All individual units are graded as pass, merit, distinction or distinction*.</p> <p>As all units are assessed in writing, as well as through practical work, good literacy skills are highly recommended to undertake this course.</p>
<b>Entry requirement</b>	Pupils must have a commitment to extra-curricular PE clubs or a sports club outside of school already that can be endorsed by a member of the PE department.
<b>Assessment:</b>	<b>Exam R041:</b> Reducing the risk of Sports Injuries <b>Coursework unit R042:</b> Applying the Principles of Training <b>Coursework unit R044:</b> Sport Psychology <b>Coursework unit R045:</b> Sports Nutrition
<b>Career ideas to include:</b>	Sports coaching Physiotherapy Sports rehabilitator Nutritionist Sports Nutritionist Sports Psychologist Teaching Sports Therapy Personal training Fitness Instructor Strength and conditioning coach Media industry e.g. Journalist, reporter, commentator, photographer, promoter

**Please check that you meet the entry requirements for this course**

**YES**

**NO**

**MAYBE**

# PSYCHOLOGY

<b>Qualification:</b>	<b>GCSE Psychology (9-1)</b>
<b>Exam Board:</b>	EDEXCEL
<b>Description:</b>	<p><b>Have you ever wondered why people become criminals? How we developed? How our memory works? How our brains affect us? How others affect us? What makes us who we are? How we make sense of the world around us?</b></p> <p>If you have, then GCSE psychology will provide you with answers to these questions and many more. Psychology tries to understand and explain why humans behave in the ways they do. In order to do this, Psychology draws upon many different subjects, from science and mathematics right through to philosophy.</p> <p>Psychology is topical and interesting. Psychology will challenge your beliefs about human nature as well as helping you develop your study skills. On a practical level, the course will equip you with knowledge about human memory and will help you with revision. You will also develop your researching skills by planning and carrying out psychological research. In addition, the GCSE in Psychology will also provide the skills and knowledge to go onto study A Level Psychology.</p> <p>What makes people behave the way they do? How do people function physically and mentally? If you are interested in finding out the answers to questions like these, then choose to study Psychology. Psychology will help you to understand the different views and explanations which have been put forward to answer these questions. Psychology is a subject relevant to everyone's daily life, which is why it has become so popular with students. It is also a subject which would be useful in most careers.</p>
<b>Entry Requirements:</b>	<b>Advance</b> in English, Maths and Science at KS3
<b>Assessment:</b>	<p><b>Paper 1 (1PS0/01)</b> 55% of GCSE - 1hr 45mins Exam [98 marks] <b>Topics covered:</b> Social Influence, Development, Memory, Psychological Problems, The Brain and Neuropsychology.</p> <p><b>Paper 2 (1PS0/02)</b> 45% of GCSE - 1hr 20minsExam [79 marks] <b>Topics covered:</b> Criminal Psychology, Sleep and Dreaming and Research Methods.</p>
<b>Skills:</b>	<p>Students will be developing the following skills whilst studying Psychology:</p> <p><b>AO1:</b> Knowledge and understanding of key concepts, theories and studies. <b>AO2:</b> Application of key concepts to theories, studies and real life contexts. <b>AO3:</b> Evaluation (strengths and weaknesses of theories and studies).</p> <p>Students will be able to develop their academic writing, critical thinking and abstract reasoning skills. They will also gain knowledge and experience of basic techniques of statistical analysis including designing and conducting their own research, data analysis and interpreting and understanding research results.</p>
<b>Career ideas to include:</b>	Education Psychologist, Teacher, Forensic Psychologist, Clinical psychologist, Counsellor, Occupational Psychologist, Health Psychologist, Researcher

**Please check that you meet the entry requirements for this course**

**YES**

**NO**

**MAYBE**

# SEPARATE SCIENCE

<b>Qualification:</b>	<b>GCSE (9-1) Separate Sciences Option (Biology, Chemistry and Physics – 3 GCSEs)</b>
<b>Exam Board:</b>	EDEXCEL
<b>Description:</b>	<p>GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science.</p> <p>The three GCSE Science qualifications enable students to:</p> <ul style="list-style-type: none"> <li>• <i>develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics</i></li> <li>• <i>develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them</i></li> <li>• <i>develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments</i></li> <li>• <i>develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</i></li> </ul> <p>Due to the extra breadth and depth of the separate science courses more time will be required to teach them. <b>Therefore, it must be picked as an option subject.</b></p>
<b>Entry Requirements:</b>	Advance in English, maths and science at KS3
<b>Assessment:</b>	<p><b>GCSE (9-1) Separate Sciences (Biology, Chemistry and Physics – 3 GCSEs)</b></p> <ul style="list-style-type: none"> <li>• Each GCSE consists of 2 exams each lasting the duration of 1 hour and 45 minutes.</li> <li>• <i>GCSE Biology papers B1 and B2</i></li> <li>• <i>GCSE Chemistry papers C1 and C2</i></li> <li>• <i>GCSE Physics papers P1 and P2</i></li> </ul> <p><b>Other important details appalling to both courses:</b></p> <ul style="list-style-type: none"> <li>• Foundation tier will cover grades 5-1</li> <li>• Higher tier will cover grades 4-9</li> <li>• There are <b>no controlled assessments</b> in the new qualifications as they are now embedded into the examinations.</li> </ul> <p>Questions assessing students' use of <b>mathematical skills</b> will make up 15% of the assessments. There will also be some recall of equations required in Physics.</p>
<b>Career ideas to include:</b>	Potential careers include: Architect, biochemist, chemist, conservation officer, dietician, forensic scientist, healthcare professional, marine biologist, meteorologist, pharmacist, research scientist, teacher, veterinary nurse, and physicist.

Please check that you meet the entry requirements for this course

YES

NO

MAYBE

# **SPECIAL EDUCATIONAL NEEDS**

<b>Qualification:</b>	ASDAN
<b>Exam Board:</b>	ASDAN
<b>Description:</b>	<p>A small number of students identified by the SENDCo, who with them will discuss the course with parents/carers.</p> <p>In years 10 and 11 the students study PSD (Personal and Social Development). The students cover different units such as Healthy Living and Preparation for Work. All the units develop the students' social and communication skills as well as their literacy skills. The aim of the course is to give students practical skills to help them in the wider world after they leave school. The course covers activities such as writing CVs and carrying out tasks related to the units outside of school. Doing this course improves students' confidence and is very beneficial to their learning development.</p>
<b>Assessment:</b>	Tasks are verified by a witness as evidence that the student has completed them.

# SOCIOLOGY

<b>Qualification:</b>	<b>GCSE Sociology</b>
<b>Exam Board:</b>	WJEC
<b>Description:</b>	<p>Sociology is a challenging subject which aims to discover how different institutions work in society and the impact they have on people’s lives. Sociology explores key social processes and structures which shape the world we live in today. This subject takes on controversial but important questions that people want answered. For example why do certain ethnic groups commit more crime than others? Why do girls tend to do better in education? Why do teenagers join gangs?</p> <p>You will study the following topics over the 2 years:</p> <p><b>Family-</b> We will study the following areas; how do we define a family, what is the ideal family unit and how has the family changed?</p> <p><b>Education-</b>We will explore the role of education in society and educational achievement.</p> <p><b>Social differentiation and stratification-</b> We will explore the inequalities that exist in society.</p> <p><b>Crime and Deviance-</b> We will explore patterns of crime and discover why people commit crime.</p> <p><b>Sociological Research Techniques-</b> We will explore the different methods (questionnaires, interviews etc.) Sociologists use to carry out research to understand how society works.</p>
<b>Entry Requirement:</b>	Advance in English at KS3
<b>Assessment:</b>	<p>You will be assessed in two examinations at the end of year 11.</p> <p><b>Paper 1: Understanding Social Processes</b>  <b>Written examination: 1 hour 45mins</b>  <b>50% of qualification</b>  <b>Key concepts and processes of cultural transmission</b>  <b>Families Education, Sociological research methods</b></p> <p>A written assessment with a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.</p> <p><b>Paper 2: Understanding Social Structures</b>  <b>Written examination: 1 hour 45 minutes</b>  <b>50% of qualification</b>  <b>Social differentiation and stratification, Crime and deviance, Applied methods of sociological enquiry.</b></p> <p>A written assessment with a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.</p>
<b>Career ideas to include:</b>	Law, politics, Health and Social care, education, nursing, business and the media.

Please check that you meet the entry requirements for this course

YES  NO  MAYBE

# V-Cert Food and Cookery

<b>Qualification:</b>	<b>V-CERT Food &amp; Cookery</b>
<b>Exam Board:</b>	NCFE Level 2
<b>Description:</b>	During the two-year GCSE course pupils will gain experience in food preparation and cooking, including; -Develop the knowledge, understanding and skills required for food preparation and cooking - Food presentation - Understand how to be safe & hygienic in the preparation and handling of food. - Plan, prepare and cook dishes.
<b>Assessment:</b>	<b>100% coursework</b> Students research, prepare and cook a range of dishes, record and annotate the results.
<b>Career ideas to include:</b>	Market Research, Catering/ food journalism , General manager , Product development technologist , Quality control manager , Health & Safety officer/ manger , Product buyer , Food journalist or Critic , Advertising or promoting work, Head/ Executive Chefs, Production line manager , Packaging or food technologist, food Diet Nutritionist , Health advisor , Events manager , Recipe developer

YES

NO

MAYBE

**WHAT  
NEXT?**

# WHAT NEXT?

You have now read all the information about every subject on offer in Key Stage 4 at Sir John Cass Red Coat School. For each option subject you should have indicated whether it may be an appropriate choice for you. Use this page to summarise what you have learnt.

## ACTIVITY...

Transfer your ticks from the bottom of the options pages – so that you can see them all in one place.

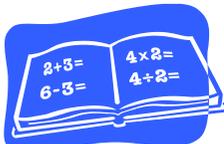
Subject	Am I interested in this subject?		
	Yes	No	Maybe
Art and Design			
BTEC Business Enterprise			
BTEC IT			
Computer Science*			
DT – Designing the built environment			
Drama			
English Plus			
Geography			
Health and Social Care			
History			
Maths Plus			
Media Studies			
Music			
GCSE PE*			
PE Sport Science			
Psychology*			
Separate Sciences*			
Sociology*			

**\*Please check that you meet the entry requirements for this course or otherwise we will automatically ignore this choice**

# GETTING TO KNOW YOURSELF

SUBJECT	YOU LIKE & ENJOY....	POSSIBLE SUBJECTS
COMPUTERS	<ul style="list-style-type: none"> <li>You like using computers to help you in your studies</li> <li>You enjoy understanding how software and hardware work</li> </ul>	ICT, mathematics, physics, BTEC Diploma in IT
CREATIVE	<ul style="list-style-type: none"> <li>You like designing, creating and making things</li> <li>You enjoy finding different ways of expressing yourself</li> </ul>	Art & Design, drama, music, photography, textiles, Media
LANGUAGES	<ul style="list-style-type: none"> <li>You enjoy reading, writing, speaking and/or listening in other languages</li> </ul>	Modern foreign languages such as French, German and Spanish
PRACTICAL	<ul style="list-style-type: none"> <li>You like doing things which are practical</li> <li>You enjoy planning, designing, implementing, evaluating and using materials</li> </ul>	Art & Design, engineering, food technology, graphics, resistant materials, textiles, construction
SCIENCE/MATHS	<ul style="list-style-type: none"> <li>You like experimenting and knowing why things are the way they are</li> <li>You enjoy coming up with ideas and then testing them</li> </ul>	Biology, chemistry, physics, maths, law, psychology, sociology, Diploma in engineering
SOCIABLE	<ul style="list-style-type: none"> <li>You like working with people, enjoy doing things that involve teamwork and communication</li> <li>You enjoy subjects that encourage people to work together</li> </ul>	Citizenship, health & social care, psychology, sociology, RE, drama, BTEC Diploma in health & social care, Childcare
SPORT & LEISURE	<ul style="list-style-type: none"> <li>You like doing sports and physical activities</li> <li>You enjoy knowing the rules to games and how the body works when it is moving</li> </ul>	Dance, human biology, leisure & tourism, physical education, sports studies
WORDS	<ul style="list-style-type: none"> <li>You enjoy using words and communicating</li> <li>You enjoy reading and looking at the way words can be used</li> </ul>	English language & literature, history, law

# GCSE OPTIONS AND RELATED JOBS

Subject	Related Careers	Skills gained from studies
<p><b>English Language</b></p> <p><b>English Literature</b></p>	<p>Journalism, publishing, teaching English, legal work (Solicitor, Barrister, Legal Executive, Para Legal, Court Usher, Legal Secretary), public relations, marketing, advertising, office work, Civil Service.</p> <p>In fact most jobs need good levels of English (spoken and written) at different levels, depending on the job.</p>	<p>Reading - books, newspapers, magazines or web sites.</p> <p>Writing – letters, emails, reports, essays, communication analysing all types of instructions and information.</p> <p>Communication - take part in discussions and debates, work well in a team.</p>
<p><b>Maths</b></p> 	<p>Engineer, engineering technician, astronomy, quantity surveying, financial services, market research, economics, accountant, accounting technician, banks, building societies, actuary, teaching maths, plumber, electrician, carpenter, tiler, office work, product design, legal work (Solicitor, Barrister, Legal Executive, Para Legal, Court Usher, Legal Secretary).</p> <p>In fact most jobs need good levels of Maths, depending on the job.</p>	<p>Problem solving, analytical skills, basic to higher level maths (adding, subtracting, multiplying, fractions, algebra, equations, percentages etc.), budgeting.</p>
<p><b>Science</b></p> 	<p>Doctor, dentist, physiotherapist, nurse, optician, radiographer, dietician, healthcare scientist, vet or veterinary nurse, pharmacists, physicists, Science teacher, beauty therapist, countryside warden, marine biologist, ecologist, engineers, scientists, biochemists and biologists</p>	<p>Analytical, research, teamwork, practical, increased understanding of ourselves and the world around us.</p>
<p><b>Religious Education (R.E)</b></p>	<p>Social work, social care, nursing, counselling, teaching, youth work, community work, politics or law.</p>	<p>Understanding different cultures and beliefs, writing, analysis, debating.</p>
<p><b>Art</b></p> <p><b>Art and Design</b></p> <p><b>Graphic Design</b></p>	<p>Fine artists and Illustrators, designers - Architects, computer games, websites, clothes, textiles and other products ranging from furniture to cars</p> <p>Display design in retail stores, exhibition design, galleries, museums, libraries and for trade exhibitions,</p> <p>Art and design teacher, stage and film set design, art restoration, graphic artists, animation, art therapy, florists, gardeners, chef, hairdresser, photographer, tattooist, make-up artist</p>	<p>Encourage creative thinking skills, develop practical ability: painting, sculpture, print making</p> 

<b>Business</b> <b>(GCSE and BTEC)</b>	Management, financial work, marketing and sales. Secretarial/clerical/administrative work, public relations, human resources, legal work, civil service, housing, banking.	Learn about different business jobs, different types of businesses, finance, customer service, writing, teamwork, problem solving, and analytical skills.
<b>Drama</b> 	Acting, arts administration, theatre management, backstage work, teaching and training, children’s entertainer, TV presenter  Sales demonstrating, market research, journalists, therapists who use drama, dance or music to help people with physical disabilities or mental health problems,  Specialist librarians, salespeople in shops selling dance equipment, musical instruments or DVDs.	Presentation, improvisation, teamwork, builds confidence and self-expression, leadership skills
<b>Economics</b>	Economist, accounting, actuary, banking, insurance, finance.  Healthcare management, local government, Legal professions, journalism, broadcasting, civil service,	World of finance, supply and demand for goods and services, working with numbers and graphs
<b>Geography</b> 	Travel and tourism, transport and logistics,  Planning (town and country), environmental conservation, surveying, estate management.  Map maker (cartographer), meteorology, geologist, alternative energy.  Police, geography teacher, business and finance.	Map reading, data collection, building appreciation of peoples, backgrounds and cultures, why the world is changing and how we can prepare for this, study of the earth such as mountains and rivers
<b>History</b>	Archive work, museum work, theatrical costume design, archaeology, working in auctions and with antiques, conservation and restoration of works of art.  Law, journalism, library and information work, tour guide, researcher, history teacher, police, business and finance	Analysis of evidence, research skills and ability to remember facts and dates. Understand why events of the past can affect our lives today.
<b>ICT</b> <b>(GCSE and BTEC)</b>	Computer systems analysis and design, programming and software development, computer engineers, technical support, security, antivirus protection and backup systems, multimedia/interactive media website design, computer games and educational software designers, IT Teacher, business manager	ICT systems, hardware, software, networks, coding, problem solving and communication. 
<b>Media Studies</b>	Advertising, market research, sales, photographer, journalism, presenter, sound engineer, teacher	Promoting, computing and camera, editing, analysing, teamwork.

<b>Modern Foreign Languages</b>	Translating and interpreting, travel and tourism, teaching, sales and export, legal and financial, journalism, language teacher, business, banking, civil service.	Learn about different people and their cultures, communication.
<b>Music</b>	Musician, band member, singer, producer, composer, concert promoter.  Sound engineer, theatre management, backstage work, music production, D.J, music teacher, TV presenter, journalist, music therapist,  Salespeople in shops selling musical instruments or DVDs.	Composing, performing, listening, increased self-confidence, assessing and reviewing.
<b>Sociology</b>	Social work, welfare rights adviser, counsellor.	Learn about how the family, education, crime, power and the mass media can affect our society e.g. how does the high rate of divorce affect society? Debating and communication skills.
<b>P.E</b>  <b>(GCSE and BTEC)</b>  	Sports person/athlete, personal trainer, health and fitness adviser, coaching, sports teacher.  Physiotherapist, sports scientist, sports management, sports journalist,  Armed Forces, police, retail, youth work, events manager, TV presenter	Learn about body in sport, health and safety, injuries, planning and leading sports activities, instructing exercise and fitness, improve self-confidence, teamwork and leadership skills.
<b>Resistant Materials</b>  <b>(woodwork and cookery)</b>	Carpentry, plumbing, electrical installation, motor mechanics.  Product design, manufacturing engineer.  Cooking, ironwork, teacher.	Designing, making, maintenance, planning, budgeting  

*If any of these careers sound interesting to you and you'd like to find out more about them then have a look at:*

- [www.plotr.co.uk](http://www.plotr.co.uk)
- <https://nationalcareersservice.direct.gov.uk/>

or ask your Careers Advisor for more information.

# WHAT NEXT?

Congratulations – you are now well on your way to choosing the right subjects.

Now that you have narrowed down the Options subjects to the ones you are interested in, the next step is:

- to make your final choice for each option (first preference and reserve)
- to use **Options Evening on Tuesday 10<sup>th</sup> March** to ask final questions about the GCSEs/BTEC courses you are interested in
- to hand in your final Options form to your head of year by **Monday 16<sup>th</sup> March 2020**



## **Sir John Cass & Red Coat**

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