



The Blue Coat School

Faith Vision Nurture



YEAR 8 KS4 CHOICES

Choices Deadline: Thursday 14th March 2019

Making Choices

Introduction

Students design their KS4 curriculum (the subjects that they will study Year 9 - Year 11) in Year 8. Students have no big decisions to make. At Blue Coat all students study a broad and balanced curriculum.

The broad and balanced curriculum

All students study a core curriculum of maths, English (literature and language), science and religious studies.

In addition, we want all of our students to continue with a broad and balanced curriculum including a language and at least one humanities subject at GCSE. As facilitating subjects these qualifications are crucial in supporting the choices that the vast majority of our students will make at the end of their GCSEs and beyond. You will be able to choose which language you feel you will excel in and also whether history or geography is right for you. Some of our students may choose to do history **and** geography, or **two** languages.

Alongside the core curriculum students select two additional GCSE subjects.

Students continue to study wellbeing during Years 9, 10 and 11. This allows time in the curriculum to cover crucial topics including health and careers. There is also a focus on *Mental Toughness*, a programme designed to build resilience and to enable our young people to manage the pressures of workload and public examinations.

Physical education is also part of the compulsory core. At this stage, PE is recreational and isn't assessed, therefore each group has the choice of a range of activities to follow throughout the key stage.

Science

All students study science. In Year 9, students spend nine hours in science. During the first term, the curriculum focuses on bridging topics linking key stage 3 to GCSE (natural selection, metals and acids, and light). From Christmas, students start their GCSE science courses. In chemistry, students explore atomic structure and the periodic table. In biology, students look at cell structure and in physics, students learn about energy transfer.

At the end of Year 9, students are guided towards their Year 10 science courses. Most students study double award science in Year 10, in which they study biology, chemistry and physics and are awarded two GCSEs (each GCSE is a combination of the three science subjects). A smaller cohort of students (those who demonstrate a higher level of scientific aptitude) will be invited to follow the triple science pathway. These students also study biology, chemistry and physics but in greater depth and are awarded three GCSEs.

Making good choices for you

There are lots of things to consider when making choices about your future.

Ask yourself:

- What will I **achieve** in this subject? – What subjects will I get the best grades in? Grades matter when applying for sixth form, college, university, apprenticeships, and jobs throughout your life. Your teachers will be able to help you understand the sorts of grades that students go on to achieve from the grades that you have in Year 8. Use your flightpaths to help you look at potential outcomes.
- Will I **enjoy** this subject? – Three years is a long time and students excel in the subjects that they enjoy.
- Will this subject allow me to **progress**? - Will this choice lead to the A levels, college courses and university courses that I am interested in?

Seeking further information, advice and guidance

1) GCSE subject videos

All subjects have produced a 2/3 minute video that students and parents can watch for further information about the GCSE course. All key information will be covered. These videos can be accessed from the school website and will go live on **Monday 25th February**. Further information on accessing these videos will be shared with students during year group assembly and the Wellbeing lesson.

2) Options Week

Week beginning **Monday 4th March** will be Options Week for students. All departments will be holding an 'open house' lunchtime for all Year 8 students to visit the department. A full programme of the week will be shared with pupils in advance. Students will be able to drop into departments and speak with teachers and current students. Students will be able to ask any questions they may have and will also be able to see GCSE level work. Students will also be given an 'options card' which will detail which option and room is available to visit on which day. The expectation is the students should visit at least one subject per day.

3) Subject teachers and form tutors

Students should approach their subject teachers or form tutors with any specific individual queries they may have.

4) Careers advice

Has considering KS4 made you think about future careers? We have a specialist careers advisor in school who can provide up to date and accurate information.

Positive Steps provide our careers education service. Stephanie Murray is our careers advisor and is based in the Undercroft and will gladly see anyone who needs advice. To book an appointment with Mrs Murray contact your form tutor.

The National Careers Service website also provides lots of information to assist young people in making decisions: <https://nationalcareersservice.direct.gov.uk/home>

What do I need to do now?

Please complete the 'GCSE Choices 2019-2022' form at the back of this booklet and return to your form tutor. The deadline for all choices to be submitted is **Thursday 14th March**.

What happens after I have submitted my preferences?

Ms Ash (Deputy Headteacher), Mr Thompson (Director of Learning year 8) and Mrs Thompson-Boyle (Assistant Headteacher – Achievement for All) then review all the student preferences to check that students are making suitable choices. If we have any concern about the suitability of choices, we will be in touch with students and parents to discuss this.

We work to give students their preferred subjects or their reserve but unfortunately this is not always possible.

Students will be informed about their confirmed KS4 curriculum during the **summer term**.

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OPTION 1

Geography

OR

History

GEOGRAPHY

Title of qualification	GCSE Geography
Foundation Term	You will continue to build upon the skills needed for GCSE geography through studying about earthquakes and tsunamis. The study of this topic will provide key content needed for the GCSE specification, as well as opportunities to develop a broader range of geographical skills. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9-1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Who should consider this course?	The course is an exciting course for anyone who enjoyed geography in KS3. Geographers are good decision makers and many go on to work in the professions, business and management. People who study geography are very employable as it is a qualification that universities and employers' value.

HISTORY

Title of qualification	GCSE History
Foundation Term	You will continue to build upon the skills needed for GCSE history through a unit on Weimar and Nazi Germany. The study of this topic will provide opportunities to develop a broader range of source and interpretation analysis strategies. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	EDEXCEL History
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grades 9-1
Course overview	You will study four units over the 2 years: <ol style="list-style-type: none"> 1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city 2. Henry VIII and his ministers, 1509–40 3. Superpower relations and the Cold War, 1941–91 4. The USA, 1954–75: conflict at home and abroad
Who should consider this course?	The course is a challenging but exciting course for anyone who enjoyed history at KS3. Historians are independent thinkers and enquirers, who are skilled at learning, developing and weighing up factual evidence. History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as history, politics, law or international relations at university and are found in a wide range of careers including the professions, business and management.
Expectations of students who study this course	Students will need to commit to wider reading, understanding and learning historical evidence. Students will apply content and skills to a variety of exam questions in which some require extended writing based on the use of sources and/or their own knowledge. Students are also required to regularly edit and improve their work to ensure they create “best answers” which can then be used for revision and also help to continue develop the necessary skills.

OPTION 2

French

OR

German

FRENCH

Title of qualification	GCSE French
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	Edexcel (2016)
Assessment	<p>All examined at the end of the course in Year 11:</p> <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%)
Examination entry	<p>Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5</p> <p>Students are entered at either Foundation or Higher Tier for all 4 examinations</p>
Course overview	<p>You will study five broad areas of content over the 3 years:</p> <ol style="list-style-type: none"> 1. Identity & culture 2. Local area, holiday and travel 3. Schools 4. Future aspirations, study and work 5. International and global dimension
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy French in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GERMAN

Title of qualification	GCSE German
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learnt so far.
Examination board & specification	Edexcel (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%)
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study five broad areas of content over the 3 years: <ul style="list-style-type: none"> • Identity and culture • Local area, holiday and travel • School • Future aspirations, study and work • International and global dimension.
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy German in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

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ART AND DESIGN (FINE ART)

Title of qualification	GCSE Art and Design (Fine Art)
Foundation Term	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; sketchbook presentation skills, drawing and painting skills and how to analyse works of art.
Examination board & specification	AQA Art and Design Fine Art
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Course overview	<p>Training unit: During the first term students learn how to observe, record, present sketchbooks and develop skills, exploring a range of different media, processes or techniques. We ensure that there is something suitable for all interests. Workshop based lessons. Students will study the work of other artists, learn how to record accurately in a range of ways, how to experiment with materials and produce final outcomes in a range of media.</p> <p><u>Component 1: Portfolio</u> Man Made Vs Nature Studying man-made and natural forms Critical Studies – Choice of themes: Portraits or Everyday Objects A Sense of Place – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Component 2: Externally Set Task</u> Externally set task – A choice of themes provided by the exam board as the starting point for the exam.</p>
Controlled assessment	10 hour examination carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys art, those who aspire to a future career in art or design based disciplines, also students who enjoy working independently.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.

ART AND DESIGN (PHOTOGRAPHY)

Title of qualification	GCSE Art and Design Photography
Foundation Term	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; work presentation skills, camera craft, Photoshop skills and how to analyse the work of photographers.
Examination board & specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Course overview	<p>Training Unit: During the first term students learn how to observe & record, including learning about camera craft, presentation styles in portfolios and photo editing software - essentially Photoshop. Students explore a range of approaches, processes & techniques. They are encouraged to think and work independently and creatively. Workshop based lessons.</p> <p><u>Unit 1</u> Contemporary Portraiture – Students explore experimental, studio and on location photography. Dazed: Magazine Project – Developing editorial techniques, Photo journalism and layout design. A Sense of Place – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Unit 2</u> Externally set task – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit.</p>
Controlled assessment	10 hour controlled assessment (exam) carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys art or photography or who wishes to work creatively and independently. Also those who aspire to future careers in art or design based disciplines.
Expectations of students who study this course	Students are prepared to think for themselves, to plan and take photographs wherever & whenever they have to - including weekends, to present their work to a high standard and to learn new skills.
Additional information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.

ART AND DESIGN (TEXTILES)

Title of Qualification	GCSE Art and Design Textiles
Foundation Term	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; work presentation skills, fabric manipulation, pattern cutting, dyeing, printing, embroidery and how to analyse the work of artists and designers.
Examination board and specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Course Overview	<p>Training Unit: During the first term students learn how to observe & record, including learning about fabric manipulation and presentation styles. Students explore a range of approaches, processes & techniques. They are encouraged to think and work independently and creatively. Lessons are workshop based.</p> <p><u>Unit 1</u></p> <p>Critical Studies – Students develop a unit of work from a choice of themes. Where I Belong – Studying the idea of identity in the arts, fashion and textiles.</p> <p><u>Unit 2</u></p> <p>Externally set task – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit.</p>
Controlled Assessment	10 hour controlled assessment (exam) carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys textiles or art, or who wishes to work creatively and independently. People who enjoy working practically and problem solving, as well as those who aspire to future careers in art or design based disciplines.
Expectations of students who study this course	Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and to learn new skills.
Additional Information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.

BUSINESS STUDIES

Title of qualification	GCSE Business Studies
Foundation Term	In the foundation term you will undertake a practical activity investigating the nature of production. The key concept of adding value will be covered, as will numerical measurements such as unit cost, productivity and profit. This unit of work is designed to give you a broad introduction to the course.
Examination board & specification	AQA, Business (8132)
Assessment	Two examination papers test the entirety of the subject content. Paper 1 focuses on business operations and human resources, whilst paper 2 covers marketing and finance. Both papers are 105 minutes long.
Examination entry	Grade 9-1
Course overview	<p>You will study the key functions of a business:</p> <ul style="list-style-type: none"> • Operations: What is made? How is it made? How much does it cost to make? Which suppliers to use? • Marketing: What do customers want? How can they be persuaded to buy the product? What price should be charged? Where will the product be sold? • Finance: Is the business making a profit? How healthy is its cash flow? • Human resources: Are additional employees required? What skills do they require? How are we going to attract new recruits to our business? What role do trade unions play in the organisation?
Controlled assessment	There is no controlled assessment.
Who should consider this course?	The exciting subject will appeal to anyone who has an interest in learning about the way businesses work. Whether you ultimately work for a business or own your own business, this course covers the key concepts.
Expectations of students who study this course	Students need to be good all-rounders for this course: some mathematical skill is required, as is the ability to produce extended pieces of written work.

CHILD DEVELOPMENT

Title of qualification	Technical Award Children's Learning and Development
Foundation Term	You will study the physiology and anatomy of the male and female reproductive systems, their functions, and how reproduction takes place, including conception, fertilisation and implantation.
Examination board & specification	Level 1/2 OCR Cambridge Nationals Technical Award Children's Learning and Development (This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and in rigour).
Assessment	<p>Written examination:</p> <ul style="list-style-type: none"> • Development of the child from pre-conception to 10 years 1 hour 15 minute paper (120 UMS) 50% • R019: Understand the equipment and nutritional needs of children from birth to five years. (Internally assessed) (60 UMS) 25% • R020: Understand the development of a child from birth to five years (Internally assessed) (60 UMS) 25%
Examination entry	Distinction* at L2 – Pass at L1
Course overview	<p>You will study the following units over the 3 year course</p> <ul style="list-style-type: none"> • Factors influencing developments of pre-conception and pregnancy • Communication and language development, Child health and safety • Learning and play
Controlled assessment	2 controlled assessments (worth 25% each of the final qualification). There are some practical aspects to the portfolios, in which students will be expected to carry out some additional research and practical investigations into a child's development and health needs.
Who should consider this course?	The course covers all aspects of the developing child. Students learn about how a child develops not only physically, and the biological changes that take place from birth to 10 years, but psychologically – including language development and attachment issues with primary carers.
Expectations of students who study this course	Students will be expected to carry out lots of independent research as part of both controlled assessments and should be able to work to deadlines.

CONSTRUCTION

Title of qualification	Construction - Level 1 / 2 Constructing the Built Environment (GCSE equivalent)
Foundation Term	<p>The Year 9 constructing the built environment course will be an exciting and diverse learning experience with a focus of acquisition of practical skills in joinery, painting and decorating and brickwork.</p> <p>You will work through mini practical projects and have the opportunity to develop your understanding of the construction industry so that you build the skills needed for success in Year 10 and Year 11.</p>
Examination board & specification	WJEC
Assessment	<ul style="list-style-type: none"> • Unit 1: Safety and security in construction (external exam) - 25% of the final grade • Unit 2: Developing construction projects (practical tasks) - 50% of the final grade • Unit 3: Planning construction projects (external exam) - 25% of the final grade
Examination entry	Level 2
Course overview	<p>You will study five units over the 2 years:</p> <ol style="list-style-type: none"> 1. Carpentry (coursework) 2. Brickwork (coursework) 3. Painting and decorating (coursework) 4. Planning a construction task (exam) 5. Safety and security in the workplace (exam)
Controlled assessment	Controlled assessment is ongoing through the two years of the course.
Who should consider this course?	This course is aimed at students who enjoy practical learning and who are interested in developing careers in the construction industry from skilled tradesperson to surveying and managing construction projects.
Expectations of students who study this course	Must enjoy practical activities / learning and are willing to work outdoors in the Summer months on the bricklaying units.

DRAMA

Title of qualification	GCSE Drama
Foundation Term	You will develop the skills needed for GCSE drama, it is very much a skills-based unit therefore you will participate in a range of practical activities to provide a strong skills base: Devising theatre, using a script- performing extracts, the role of the designer and analysis of performance. Also exploring a range of style and genre key terms and analytical vocabulary for both verbal and written communication of knowledge and understanding.
Examination board & specification	GCSE Drama (AQA)
Assessment	40% Practical coursework, 20% practical examination 40% written examination <ul style="list-style-type: none"> • Component 1: Written exam – Set text and live performance seen • Component 2: Devised drama actor/designer and rehearsal log • Component 3: 2 extracts from same Scripted play
Examination entry	Grade 9 - 1
Course overview	You will study the following over the GCSE: Creating theatre, both devised and scripted. Looking at the whole process of page to stage. Drama GCSE is much more than reading from a script and putting on a play. It involves, acting skills, costume, mask, set, sound, lighting and properties design. It is a fully practical hands on course; the written element is about your practical work. You will watch a variety of performances -compulsory element, participate in workshops led by professionals and your teachers, and learn how to design/operate lighting, sound, costume and make-up for the theatre.
Controlled assessment	You will work in small groups to create a devised performance creating your own drama performance from a teacher given stimulus. You will be able to be assessed as an actor or designer. You will keep a performance log of the process and the skills and submit a completed version, written or recorded.
Who should consider this course?	The course is an exciting course for anyone who enjoyed drama in Years 7/8, with a creative flair or an interest in acting or designing for theatre. It will build on confidence, discipline and team work. Giving a real insight into the machinations of the 'world of theatre'.
Expectations of students who study this course	Students will need to commit to taking part in occasional activities, rehearsals and trips (at least one will be compulsory) and keep a log of all the practical work as it is completed.

ENGINEERING

Title of qualification	GCSE Design Technology - Engineering
Foundation Term	The Year 9 engineering course will be an exciting and hands-on year, where students will learn and practice the wide variety of skills needed for the GCSE course. There will be a great focus on the practical aspects of the course; you will learn how to use all of the tools and equipment available in the workshops and understand how to work accurately to manufacture a range of high quality products. During this time, you will also be trained in using industrial-standard 3D modelling computer software, as used in engineering companies, current computer games and animated films.
Examination board & specification	AQA Specification Design Technology: Engineering
Assessment	50% Controlled Assessment 50% Written Examination
Examination entry	Grades 9-1
Course overview	You will study the many different facets of engineering, including metal and polymer product manufacturing, industry-standard 3D CAD design software, technical drawing and laser cutting.
Controlled assessment	Controlled assessment is started towards the end of Year 10, and takes students through until Year 11. The assessment covers the research, design and manufacture of a working product, and makes use of the skills obtained in the early projects. The context for the product is provided by the exam board, and in the past has seen students manufacture radios and mobile phone speakers.
Who should consider this course?	The course is an interesting and exciting course aimed at students who enjoy design or practical subjects, and are looking to progress into fields including architecture, automotive and aeronautical design, mechanical engineering and game design. The course also serves as an introduction to apprenticeship schemes, and the Blue Coat product design A-level course. Students who pick this course cannot do product design.
Expectations of students who study this course	Students will need to be engaged in their controlled assessment work, and meet the deadlines set by the department. Students will want to work to a high quality in all aspects of their work.
Additional information	Did you know: engineering companies are projected to need approximately 87,000 people with degree qualifications per year. Currently the UK produces only 46,000 engineering graduates each year.

FOOD PREPARATION AND NUTRITION

Title of qualification	GCSE Food Preparation and Nutrition
Foundation Term	The Year 9 course will focus on the development and building of practical and theoretical skills. You will be working on more advanced and diverse practical making tasks and experience using equipment to GCSE level in a hands-on learning environment. It will be an exciting year where you will learn and develop the skills needed for success in the GCSE course. You will investigate the reasons why ingredients react as they do during food preparation, as well as looking at the nutritional needs of certain groups in society, special diets and ways in which food can be adapted.
Examination board & specification	AQA Specification: 8585
Assessment	<p><u>50% Examination 1 hour 45 minutes (100 marks)</u> Theoretical knowledge of specification subject content.</p> <ul style="list-style-type: none"> • Section A: Multiple choice questions (20 marks) • Section B: contains five questions varying in styles (80 marks) <p><u>50% non-exam assessment (NEA).</u> NEA consists of one food investigation and one food preparation assessment.</p> <p>Food investigation (15%) Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p>Food preparation assessment (35%) Students will plan, prepare, cook and present a three course menu within 3 hours. They will produce a concise portfolio that demonstrates their application of technical skills and their practical outcomes, explain how they planned and carried out the preparation, cooking and presentation of their three final dishes and include an evaluation of cost, the sensory properties and nutritional characteristics of each dish.</p>
Examination entry	No tiers examination paper. Grades 9 - 1.
Course overview	You will study over the 3 years (see assessment): It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.
Controlled assessment	The NEA tasks will be released on 1 st September (10 hour investigation task) and 1 st November (20 hour food preparation assessment) of the academic year in which it is submitted (the beginning of Year 11). Pupils will have a choice of design tasks and contexts set by the exam board.
Who should consider this course?	The course is aimed at students who enjoy practical learning and working with food and who are interested in careers in catering or nutrition.
Expectations of students who study this course	Students will need to commit to taking part in regular and challenging timed practical work throughout Year 10 and 11 as this is a statutory assessed requirement of the course.

FRENCH

Title of qualification	GCSE French
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learnt so far.
Examination board & specification	Edexcel (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%)
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study five broad areas of content over the 3 years: <ol style="list-style-type: none"> 1. Identity & culture 2. Local area, holiday and travel 3. Schools 4. Future aspirations, study and work 5. International and global dimension
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy French in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GERMAN

Title of qualification	GCSE German
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learnt so far.
Examination board & specification	Edexcel (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%)
Examination entry	Higher Tier - Grades 4 - 9 Foundation Tier - Grades 1 – 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study five broad areas of content over the 3 years: <ul style="list-style-type: none"> • Identity and culture • Local area, holiday and travel • School • Future aspirations, study and work • International and global dimension.
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy German in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GEOGRAPHY

Title of qualification	GCSE Geography
Foundation Term	You will continue to build upon the skills needed for GCSE geography through studying about earthquakes and tsunamis. The study of this topic will provide key content needed for the GCSE specification, as well as opportunities to develop a broader range of geographical skills. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9-1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Who should consider this course?	The course is an exciting course for anyone who enjoyed geography in KS3. Geographers are good decision makers and many go on to work in the professions, business and management. People who study geography are very employable as it is a qualification that universities and employers value.

HISTORY

Title of qualification	GCSE History
Foundation Term	You will continue to build upon the skills needed for GCSE history through a unit on Weimar and Nazi Germany. The study of this topic will provide opportunities to develop a broader range of source and interpretation analysis strategies. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	EDEXCEL History
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grades 9-1
Course overview	You will study four units over the 2 years: <ol style="list-style-type: none"> 1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city 2. Henry VIII and his ministers, 1509–40 3. Superpower relations and the Cold War, 1941–91 4. The USA, 1954–75: conflict at home and abroad
Who should consider this course?	The course is a challenging but exciting course for anyone who enjoyed history at KS3. Historians are independent thinkers and enquirers, who are skilled at learning, developing and weighing up factual evidence. History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as history, politics, law or international relations at university and are found in a wide range of careers including the professions, business and management.
Expectations of students who study this course	Students will need to commit to wider reading, understanding and learning historical evidence. Students will apply content and skills to a variety of exam questions in which some require extended writing based on the use of sources and/or their own knowledge. Students are also required to regularly edit and improve their work to ensure they create “best answers” which can then be used for revision and also help to continue develop the necessary skills.

ICT

Title of qualification	Cambridge Nationals in Information Technologies
Foundation Term	In the foundation term you will undertake several practical activities designed to develop your spreadsheet, database, image editing and word processing skills. You will learn a wide variety of new skills including how to create pivot tables and VLookups in Excel and automate tasks in Word.
Examination board & specification	OCR (J800)
Assessment	There are two units of assessment: an examination and a practical assignment set by OCR. The exam is 1 hour 45 minutes long and tests your understanding of the tools, techniques, methods and processes for technical solutions. The assignment is completed in class, over a period of 20 hours. The units are equally weighted, each contributing 50% to the overall grade.
Examination entry	Level 1 Pass, Merit and Distinction / Level 2 Pass, Merit and Distinction.
Course overview	You will learn about the stages of the project life cycle and the inputs and outputs in each stage. Using this understanding you will be able to develop technological solutions to a variety of problems. You will also develop an understanding of the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals.
Controlled assessment	One board set assignment which gives a context and a series of tasks to be completed.
Who should consider this course?	People who enjoy using computers to produce solutions to problems and who want to learn more about the implications of our increased reliance on digital technology.
Expectations of students who study this course	The practical software skills involved in this course are of a high level, so it is ideal for people who enjoy a challenge and who like solving problems

ICT - COMPUTER SCIENCE

Title of qualification	GCSE Computer Science
Foundation Term	You will develop your programming skills, building on the basic skills you have already covered in the levelled python course. In GCSE computer science you need to be able to plan and write simple algorithms both for your coursework task and in the written exam paper, this will involve learning how to use simple pseudo-code and flowcharts to plan more detailed programs as well as testing that they work correctly. You will also use more complex software to develop your code and start to develop an understanding of how to spot and solve errors in your own code by using advanced software features required for GCSE like stepping through your code, adding breakpoints and using variable watches.
Examination board & specification	AQA Computer Science (8520)
Assessment	80% Examination Paper 1: Computational Thinking – 90 minutes Paper 2: Theoretical Content – 90 minutes 20 % Non-Examined Assessment (20 Hours)
Examination entry	Two Papers, grading 9-1
Course overview	You will learn a range of skills including: <ul style="list-style-type: none"> • How to write practical code through practice and exercises using Python programming language • How computers store and process data • Computer networks • Computer hardware and software • Importance of algorithms in computer science • Basics of cyber security • Use of computer technology in society
Controlled assessment	Approximately 20 hours of controlled assessment
Who should consider this course?	The course is an exciting course for anyone who enjoys problem-solving and logic puzzles. You will be interested in creating your own programs to solve problems.
Expectations of students who study this course	Students will need to practice programming skills as part of homework tasks to develop the confidence and knowledge needed for the controlled assessment tasks.
Additional information	The software used at school is currently Python3 and PyCharm Community Edition IDE. The Community edition is free to download and has versions for PC, Mac and Linux machines.

MEDIA STUDIES

Title of qualification	GCSE Media Studies
Foundation Term	Today media surrounds us wherever we look. There's the internet, TV, film, video games, advertising and marketing, radio, magazines, papers and much more. The foundation term will introduce you to all of these aspects of the media, and give you the opportunity to develop the technical skills you will require to produce your own media products. You will experience photography, image manipulation and filmmaking.
Examination board & specification	AQA
Assessment	70% Examination 30% Controlled Assessment
Examination entry	Grade 9-1
Course overview	<p>GCSE media studies uses four major concepts that form the basis of the subject content:</p> <ul style="list-style-type: none"> • Media language: forms and conventions • Institutions • Audience • Representation <p>Underpinning the key concepts, the subject content is classified according to the following media forms/ platforms:</p> <ul style="list-style-type: none"> • Print and electronic publishing including newspapers, comics, magazines • Moving image: television, film and video • Radio including commercial, network, public broadcasting, community • Web-based technologies/new media including internet, web design, social networking, weblogs, blogs, podcasts, gaming
Controlled assessment	30% Controlled assessment. Practical production project.
Who should consider this course?	The course is an exciting course for anyone who has an interest in learning about the way media products are made and work.
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use the Apple Mac computers.

MUSIC

Title of qualification	GCSE Music
Foundation Term	You will develop the skills needed for GCSE music through a unit on popular music. You will learn about significant artists who influenced the music that we listen to today, analyse how they came to compose and perform their songs and identify ways in which we can produce similar performances. There will be opportunities to develop performing and composing skills and also the chance to try GCSE style questions and develop your exam technique. There will be lots of opportunities to play your instruments in lessons and with people who have similar musical tastes as you.
Examination board & specification	AQA Specification
Assessment	Component 1: 1 hour 30 minutes listening examination worth 40% of the total marks. NEA (Non-exam assessment): 60% of total marks from two components. Component 2: Performing non-exam assessment worth 30% of the total marks. Component 3: Composing non-exam assessment worth 30% of the total marks.
Examination entry	Grading 9-1
Course overview	<ul style="list-style-type: none"> •Understanding music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language. •Performing music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation. •Composing music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions.
Controlled assessment	There is no controlled assessment element in this specification
Who should consider this course?	<p>This GCSE course has been designed to provide structured opportunities for candidates to develop their musical understanding through the interrelated activities of performing, composing, listening and appraising. The flexible assessment structure can be tailored to the needs of candidates whatever their musical background.</p> <p>The areas of study include a range of music from the past and present, including popular, western classical and music from other world cultures. The composing, listening and appraising elements of the course are taught entirely within the classroom. The course is exciting for anyone with an interest in music performance, composing and aural appreciation. Commitment to meeting deadlines and the ability to work independently are essential qualities in successful students who achieve high grades in music.</p>
Expectations of students who study this course	You will be expected to perform on an instrument or through voice to a good standard to take this course. If you don't have instrumental music lessons, you should strongly consider starting, as performance is a very large part of the course.

PHYSICAL EDUCATION

There are two different PE qualifications available:

- Level 1/2 Cambridge National Certificate in Sport Studies
- Level 1/2 Cambridge National Certificate in Sport Science

Both qualifications are equivalent to GCSE.

All students study the same course in Year 9 and then students will be directed towards the qualification that is right for them in Year 10.

Students should just write **physical education** on their options sheet they do not need to indicate which specific course is their preference at this stage.

The following information applies to both physical education courses

Foundation Term	You will begin to develop the skills required for both courses: <ul style="list-style-type: none">- Theory assignments- Sports performance
Who should consider this course?	This is an exciting course for anyone who has a passion for sport. It will benefit those seeking a career in areas such as PE teaching, coaching, personal training, sports management, sports science and many more!
Expectations of students who study this course	Due to the practical nature of the sport studies course, practical performance is continually assessed throughout the three years. The sport science course also has a practical element within the coursework, therefore, it is vital that you are willing and able to participate in all practical lessons. For the sport studies course, it is also advantageous to be involved in sport outside of school.

PHYSICAL EDUCATION (SPORTS STUDIES)

Title of qualification	Level 1/2 Cambridge National Certificate in Sport Studies
Examination board & specification	OCR J813
Assessment	50% practical (25% performance, 25% leadership) 25% Examination 25% Coursework
Examination entry	Grading is Pass – Distinction*
Course overview	<p>For your practical performance, you will be assessed in a range of different sports as a participant and an official. Your grade will come from your best individual sport, best team sport and best officiating performance. As part of this unit, you will also be required to analyse your own performance, giving strengths, weaknesses and methods for improvement.</p> <p>You will also be practically assessed as a leader. You will develop the knowledge, understanding and practical skills required to be an effective leader in a range of sports for which you will plan, deliver and evaluate your sessions.</p> <p>The examination content covers a range of current issues such as:</p> <ul style="list-style-type: none"> - The reasons for differing participation levels for diverse groups of people - The popularity of sports and how the media and role models can affect this - The role of sport in promoting values such as fair play - The Olympic and Paralympic movement - The use of performance enhancing drugs in sport - The importance of hosting major sporting events - The role of National Governing Bodies in developing elite performers <p>The coursework covers the impact the media has on sport, how this has changed over the years and the effect on public interest and involvement.</p>

PHYSICAL EDUCATION (SPORTS SCIENCE)

Title of qualification	Level 1/2 Cambridge National Certificate in Sport Science
Examination board & specification	OCR J812
Assessment	25% Examination 75% Coursework (some of which is done in a practical setting)
Examination entry	Grading is Pass – Distinction*
Course overview	<p>The examination content is all about reducing the risk of sporting injuries:</p> <ul style="list-style-type: none"> • Internal and external factors that can increase the risk of injury • Risk assessments • Warm up and cool down • Acute and chronic injuries • How to respond to injuries and medical conditions in a sporting context <p>There are 3 elements of the coursework:</p> <p>Applying the principles of training to a sporting situation (in a practical setting)</p> <ul style="list-style-type: none"> • The principles of training in a sporting context • How training methods target different fitness components • Conducting fitness tests and interpreting the data • Developing fitness training programmes <p>The body's response to physical activity</p> <ul style="list-style-type: none"> • The key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles • The importance of the musculo-skeletal and cardio-respiratory systems in health and fitness • The short and long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems <p>Sports nutrition</p> <ul style="list-style-type: none"> • The nutrients required for a healthy balanced diet • The importance of sports nutrition • The effects of poor diet on sporting performance and participation • Developing diet plans for performers

PRODUCT DESIGN

Title of qualification	GCSE Product Design
Foundation Term	The Year 9 product design course is an exciting year where you will develop your designing and practical skills for success at GCSE level. You will learn to use 2D design software and programme the laser cutter to manufacture your work and develop your Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills. We will work to develop your creativity and innovation by completing a series of hands on design and manufacturing projects as well your ability to work independently in all aspects of your work.
Examination board & specification	AQA Specification Design and Technology: Product Design
Assessment	50% Examination. The paper has two sections; Section A relates to the design context and section B relates to the research context and general course specification. 50% Controlled Assessment. This is in the form of an extended design and make project. It will evidence your research, design and practical work.
Examination entry	Grades 9-1
Course overview	You will study a range of design topics over the 2 years including: <ul style="list-style-type: none"> • Understanding materials and processes • Product evolution and development • Design development and communication skills including CAD, laser cutting • Working with a range of materials to produce products
Controlled assessment	Controlled assessment starts at the end of Year 10 and will be completed by Easter of Year 11. It takes place in lessons under the supervision and guidance of the class teacher. Pupils will have a choice of design tasks and contexts set by the exam board for this controlled assessment project.
Who should consider this course?	This course is suited to students who enjoy being creative and developing their own designs. It is the ideal preparation for the product design A level in our 6th form and can lead to a wide range of design based degrees at university including; product design, interior design, architecture, furniture design, jewellery design and many more exciting career pathways. Students who pick this course cannot do engineering.
Expectations of students who study this course	Students will need to commit to their controlled assessment project fully, meet all the deadlines set and be able to work hard to produce work of the highest quality they can.
Additional information	GCSE product design leads onto A level product design at Blue Coat. There are lots of university courses that lead to creative careers, including product design, car design, architecture, interior design to name a few.

SOCIOLOGY

Title of qualification	GCSE Sociology
Foundation Term	You will need to develop the skills and techniques necessary for studying GCSE sociology. These skills include debate and discussion about different theories and ideas put forward by sociologists. You will have the opportunity to discover in more detail areas of concern in society such as inequality and crime. You will also actively participate in research methods such as observations and interviews.
Examination board & specification	AQA Specification GCSE Sociology
Assessment	100% Examination Unit 1: Family, Education and Research Methods (50%) Unit 2: Crime and Deviance, Inequality and Research Methods (50%)
Examination entry	Grade 9 - 1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • How families and gender roles have changed in society today • Why educational differences exist between children of different class, gender and ethnic backgrounds • How sociologists research topic areas in society and the problems with researching human behavior in this way • How and why levels of inequality exists and what factors can cause it to continue • How and why people may commit crime or become deviant in society
Who should consider this course?	Sociology is a thought provoking and insightful course into real life issues and why they occur. Many students that study sociology continue on into A level and can eventually pursue careers in social work, politics, teaching and legal professions. This course is brilliant for those students that want to expand their minds and consider why things happen the way they do in society.
Expectations of students who study this course	Students will need to fully commit to learning the material, for example the sociological theories and concepts. As well as this they should try to become more actively engaged in the news and current affairs- taking a keener interest in what is going on in society.

FURTHER INFORMATION

Page No.	Title of qualification	Further Information
6	GCSE Geography	AQA website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035
7	GCSE History	See Mrs Blomeley and/or visit Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
9	GCSE French	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html
10	GCSE German	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html
12	GCSE Art and Design (Fine Art)	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/artscraftsdesign.aspx
13	GCSE Art and Design Photography	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
14	GCSE Art & Design Textiles	See Miss Clark or Miss A Lawson http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
15	GCSE Business Studies	AQA website: http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132
16	Child Development	OCR website: https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/
17	Construction Level 1/2 Planning and Maintaining the Built Environment	Course overview and specification: http://www.wjec.co.uk/qualifications/construction-and-built-environment/planning-and-maintaining-the-built-environment-level-12-award.html

18	GCSE Drama	See Mrs Edwards-Cotton or Miss Smith https://www.aqa.org.uk/subjects/drama/gcse/drama-8261
19	GCSE Design Technology: Engineering	See Mr Briggs, Mrs Parker or Mrs Slater http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552
20	GCSE Food Preparation and Nutrition	AQA website: http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585
21	GCSE French	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html
22	GCSE German	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html
23	GCSE Geography	AQA website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035
24	GCSE History	See Mrs Blomeley and/or visit Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
25	ICT	OCR website: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-information-technologies-level-1-2-j808/
26	GCSE ICT - Computer Science	AQA website: http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520
27	GCSE Media Studies	AQA website: http://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572
28	GCSE Music	AQA website: http://www.aqa.org.uk/subjects/music/gcse/music-8271
29-31	Physical Education (Sports Science and Sports Studies)	http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813/
32	GCSE Design Technology: Product Design	See Mr Briggs, Mrs Parker or Mrs Slater http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552
33	GCSE Sociology	AQA Website: http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192

GCSE CHOICES 2019 – 2022

Surname: First name: Form

Option 1 Humanities	History	
	Geography	
Option 2 Languages	French	
	German	
<p>Please select three free choices below in order of preference.</p> <p>We cannot guarantee that you will be awarded options 3 & 4. In the vast majority of cases, students will be given two choices from the three below.</p>		
Option 3		
Option 4		
Option 5		

I have agreed the options choices of my son / daughter and understand that any two of the three choices (options 3-5) may be allocated for study next year. The school will make every effort to ensure that the overwhelming majority of students will receive two of their three choices.

Signed: (Student)

Signed:(Parent/Guardian/Carer)

**PLEASE RETURN THIS FORM (not the whole booklet) TO YOUR FORM TUTOR BY THURSDAY
14TH MARCH 2019**