****

**CURRICULUM GUIDE**

**YEAR 9**

**2020-2021**

# **Important Dates**

**Year 8 Choices Launch** Thursday 9 January 2020

**Year 8 Curriculum Guide** sent home w/c Monday 13 January 2020

**Choices Assembly –** follow upFriday 31 January 2020

**Year 8 Choices Evening** Monday 3 February 2020

(opportunity for families to talk to teachers & 6:00-8:15pm  
students for all subjects)

**Meeting for those having difficulty making** Thursday 6 February 2020

**choices.** 4.30-6.30pm

**Deadline for Choices Returns** to Form Tutor Monday 10 February 2020

**CURRICULUM GUIDE**

This booklet contains details of all the ‘choices' subjects that will be available in Year 9.

All children will follow the core curriculum, which includes English, Mathematics, Science,

Core Religious Studies, PSHE and Physical Education.

In addition they will study a further five choices.

The first part of the booklet contains details of the GCSE syllabus in each of the subjects on offer as the First GCSE, to be studied through Years 9 and 10, with the exam for the vast majority being taken at the end of Year 10.

The second part of the booklet provides an outline of the Year 9 courses in a range of subjects. **These are not GCSE courses**. Children will have the opportunity to engage, deepen their knowledge, and develop their skills and understanding in order to make informed decisions later in Year 9 about progression to GCSE.

**TIMETABLE MODEL YEAR 9 2020**

The timetable below gives you an example of what the week **migh**t look like. This is an example only.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| Monday | English | Maths | First GCSE | Choice 5 | Science |
| Tuesday | RE | Choice 3 | Science | Maths | English |
| Wednesday | Maths | National Ex | Choice 5 | PE | Choice 4 |
| Thursday | National Ex | Science | Choice 3 | Maths | PE |
| Friday | First GCSE | First GCSE | English | Choice 4 | National Ex |

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Number of hours per week | Subject | Number of hours per week |
| English | 3 | First GCSE | 3 |
| Maths | 4 | National expectation | 3 |
| Science | 3 | Choice 3 | 2 |
| RE | 1 | Choice 4 | 2 |
| PE | 2 | Choice 5 | 2 |

**CHOICES**

|  |  |
| --- | --- |
| **You need to choose at least one subject *in bold italics* from either box 1 or box 2.** | |
| **1.** Choose 1 subject from the list below that you wish to take as a first GCSE. You will study this for 3 hours in Year 9, and 3 hours in Year 10. The majority will take this GCSE at the end of Year 10. | |
|  |  |
| Art, Craft and Design GCSE | Art, Craft and Design GCSE is only available as a first GCSE studied in Year 9 and Year 10. This will not be available as an option in Year 10. The route though art in Year 10 options will be a GCSE course in either Fine Art, Textiles or Photography. |
| BTEC Sport | BTEC Sport is only available as a first GCSE studied in Year 9 and Year 10. This will not be available as an option in Year 10. In Year 10 you will be able to choose GCSE PE. |
| Child Development OCR Cambridge Nationals | Available Year 9 first GCSE and again in Year 10 options |
| Design & Technology GCSE | Available Year 9 first GCSE and again in Year 10 options.  Year 10 options will also include the opportunity to study Engineering Design OCR Cambridge Nationals |
| Food Preparation & Nutrition GCSE | Available Year 9 first GCSE **and again** in Year 10 options |
| ***Geography GCSE*** |
| ***History GCSE*** |
| Information Technologies (IT) OCR Cambridge Nationals |
| Philosophy, Ethics and Religion GCSE |
| ***Spanish*** |

|  |  |
| --- | --- |
| **2. Choose** **4** subjects from the list below to study in Year 9 plus a reserve (at least one of which must be a subject in ***bold italics*** unless chosen above). Put a number by them to show your order of preference – 1 most favoured. RES reserve. These are not GCSE courses; the subjects here are about choice and engagement in Year 9. You may opt to take GCSEs in these as you move into Year 10 through the options process. | |
|  | Qualifications you might opt for in Year 10 having followed these courses in Year 9 |
| Art & Design | Could lead to GCSEs in Fine Art, Textiles or Photography. |
| Computing & ICT | Could lead to GCSEs in Computing or ICT |
| Dance | BTEC Performing Arts |
| Drama | GCSE Drama |
| *Food* | GCSE Food Preparation and Nutrition |
| ***French*** | GCSE French |
| ***Geography*** | GCSE Geography |
| ***German*** | GCSE German |
| ***History*** | GCSE History |
| ***Mandarin*** | GCSE Mandarin |
| Music | BTEC Music or GCSE Music. |
| ***Spanish*** | GCSE Spanish |
| *Technology* | GCSE Design Technology or Engineering Design Cambridge Nationals. |

**Part 1 – First GCSE to be taken at the end of Year 10.**

**Syllabus information**

**GCSE Art, Craft and Design**

**Exam Board:** AQA

This course is for students who want to be creative in a variety of different ways. Students work in 3 key areas; Photography, 3D Art and Graphic Art.

**Subject-specific information:**

There are 3 coursework units, each focussing on a different aspect of being a visual artist.

**Photography** – we learn to use DSLR cameras and to work with Photoshop software to manipulate images. We explore layering images and combining photography and graphic art approaches to make creative Art imagery.

**3D Art** – we use construction and modelling techniques to explore 3D form through practical making tasks.

**Graphic Art** – we learning to transform images through print-making and stencil techniques. We combine drawing and photography, and we explore using text to create posters and issues-based artwork.

In common with all Art courses, we use **drawing** to record, explore and refine ideas. We study and **analyse the work of artists, crafts-people and designers** to inform our work.

**Educational Visits and Opportunities:**

Students visit The Tate Gallery in Year 9, and will have a second research trip in Year 10 linking with their current project theme.

**Assessment:**

Portfolio 60% – the students work over the 2-year course presented as an exhibition.

Exam Project 40% - The exam project starts in January of Year 10. Students select a theme from a choice of 7 starting points, and work in class and homework time to explore ideas, gather research and develop skills. The project final piece is created independently and under exam conditions. Students can choose to work in any of the 3 key areas of study, Photography, 3D art, Graphic Art, or to combine approaches in their work.

**Progression:**

This is a great course for students wanting to explore creative routes at college and beyond; it will feed into A level and/or BTEC Art courses, including Art, Graphic Design and Photography, and could lead into careers such as design, engineering and architecture. Art is also a great way to balance a busy working week with a practical and creative subject.

At the end of Year 10 there is the possibility for dedicated students to switch onto either the **Photography** or **Fine Art** courses to pick up a second Art GCSE through Year 11.

**BTEC Level 1/Level 2 First Award in Sport**

**Exam Board**: Edexcel

**A Summary of the Course:**

This course is different from the GCSE in PE, as, by taking part in different types of sport and fitness activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways, such as designing a personal fitness programme. The course provides a general introduction to the sector, which enables you to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

The grades range from Level 1 Pass, Level 2 Pass, Merit, Distinction, Distinction\*.

25% of the qualification is externally assessed.

**Content:**

**Unit 1: Fitness for Sport and Exercise 25% (External Assessment)**

This unit underpins the other units for sport. You will cover the components of physical and skill related fitness and the principles of training. You will explore different fitness training methods for developing components of fitness and you will gain knowledge and skills in undertaking and administering fitness tests.

**Unit 2: Practical Performance in Sport 25% (Internal Assessment)**

You will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment. You will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.

**Unit 3: Applying the Principles of Personal Training 25% (Internal Assessment)**

You will study the stages of designing a personal fitness training programme, where you can select a component of fitness and an appropriate method of training to improve or maintain your fitness levels safely for your chosen activity/sport. Through this you will gain understanding of how the musculoskeletal and cardiorespiratory systems respond during the exercise. You will then implement your personal fitness training programme, maintain a training diary and then review your programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

**Unit 6: Leading Sport Activities 25% (Internal Assessment)**

You will be introduced to the attributes to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership. You will need to consider the planning and leadership requirements for delivering sports activities. Finally, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered.

**Progression:**

If you are interested in taking your study of sport further, the subject specific knowledge and skills developed through studying the qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships. Further information about this qualification can also be accessed at: [https://qualification.pearson.com](https://qualification.pearson.com/)

**Child Development – Cambridge Nationals Level 1/2**

**Exam Board:**OCR

This qualification would suit learners who wish to develop their knowledge and understanding of child development. Students who already have an interest in looking after or working with young children in the future will relish the opportunity to learn about all aspects of ensuring a child's development, health and well-being.

**A Summary of the Course:**

The course is made up of three modules:

1. **Health and well-being for child development (RO18)**. This topic underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal check, postnatal provision, conditions for development, childhood illnesses and child safety.
2. **OCR-set Assignment (RO19) - Understand the equipment and nutritional needs of children from birth to five years**.  In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.
3. **OCR-set Assignment (RO20) - Understand the development norms of a child from birth to five years**. In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

**Assessment:**

The course has two internally assessed tasks and one written exam, **which have equal weighting**. The grades for the assessments are Pass, Merit or Distinction at Level 1 or 2.

1. The written paper will be on the topic of “Health and well-being for child development,” RO18. It is a single exam paper, 1 hour 15 minutes and taken in the second year of the course.
2. Task 1 (RO19) – The first assessed task is “Understand the equipment and nutritional needs of children from birth to five years”.  Students will apply their knowledge and understanding to show how needs are met to promote the well-being and development of the child. This will be done in lesson time in the first year.
3. Task 2 (RO20) – “Understand the development of the child to five years”.  Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding to show how play affects the development of individual children. This will be done mainly in lesson time in the second year but involves a small amount of work outside of school time*. You will need a child aged between 2 and 5 years old to work with on two occasions, a couple of weeks apart*.

**Progression:**

Cambridge Nationals Level 1/2 will prepare students for further qualifications in child care, health and social care, psychology, sociology and biology as well as PSHE. Students will also learn vital information on nutrition, caring and preparing for children.

Name of exam board

**Information Technologies – Cambridge Nationals Level 1/2**

**Exam Board:** OCR

**A Summary of the Course:**

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it’s collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as the learner moves through education and into employment. To be able to do this the learner will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances.

**Content:**

This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers’ viewing to make recommendations for additional packages in the customer’s subscription.

They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study.

**Educational Visits and Opportunities:**

All students on the course will be encouraged to continue working on iDEA outside of lessons. iDEA is a programme that helps students develop digital, enterprise and employability skills. Once students complete online challenges they will receive the Bronze, Silver and Gold awards sent directly from Buckingham Palace.

**Subject Specific Information:**

**Grading**

This course will lead to a Cambridge National qualification which is equivalent to a GCSE. The grading will be Pass, Merit or Distinction at Level 1 and 2.

*Who might study IT?*

Students with an interest in ICT and how technology affects life. Students who enjoy working on different packages. Good for students who want to demonstrate ICT skills to potential colleges or employers.

**Assessment:**

**Assessment Unit R012 - Understanding tools, techniques, methods and processes for technological solutions**

Examined unit of assessment, which contains underpinning knowledge and understanding of Information Technology worth 50%.

You will sit an exam to assess your knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information.

You will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with your knowledge of various information technologies, you will be prepared to develop technological solutions.

You will need to understand 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. You also need to understand how such risks can be mitigated.

This knowledge and understanding will help you to make decisions and appropriate choices when developing a technological solution, which you will be asked to do in the practical assignment.

**Assessment Unit R013 –Developing technological solutions**

Centre assessed unit offering practical task-based Information Technology assessment opportunities worth 50%.

This assessment focuses on how effectively you use your skills when developing a technological solution.

You will be given a project to develop a technological solution that processes data and communicates information.

You will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills you have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web-based technologies; keeping your project on track through on-going, iterative reviews.

You will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

**Progression:**

IT can lead to many courses at College with IT and Business elements. It is also perfect to addition to CVs to demonstrate IT skills to potential employers.

**GCSE Design and Technology**

**Exam Board:** AQA

This GCSE would suit creative and innovative learners who have a passion for problem solving and designing and making things whilst using a range of materials and techniques. Students will develop an awareness as they learn about sustainable design and other influences such as social, moral, cultural, environmental and economic factors. Design and Technology is an ideal course for well-motivated creative students who enjoy turning their ideas into reality. A good level of Maths and Science knowledge is required for the course.

**A Summary of the Course:**

Students will cover the course content through a mixture of theory, discussion, focused practical tasks and mini projects.

**Content:**

Core technical principles include: new technologies, energy generation, developments in new materials, systems’ approach to designing, mechanical devices, materials and their physical and working properties.

Specialist Technical Principles: students will study two material areas in depth: This will include reasons for the selection of materials and components, forces and stresses on materials, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

Designing and Making Principles:  investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

**Subject Specific Information:**

For this GCSE all students will need to purchase a D&T starter kit at the beginning of Year 10 which includes the necessary guide and workbooks as well as an A3 carry folder and folio.

All items produced as part of the practical courses within the Design and Technology Department are retained by students.  To enable this to happen, parents are asked to contribute towards the cost of materials.

**Assessment:**

During Year 9 they will cover the subject knowledge needed for the written paper and build upon their practical skills – students will undertake small designing and making projects.  The course is made up of two assessments, 50% Non-Exam Assessment (coursework/NEA) and 50% written exam of the overall grade.

NEA: From the summer term of Year 9 until February in Year 10 they will undertake the non-exam assessment – the briefs/context will be set by the exam board. This is a design and make task where students are required to submit a 3-dimensional outcome alongside a concise folio of research and design.

**Progression:**

D&T will help to prepare students for life in what is now an advanced technological society as well as enabling career opportunities within growing industries such as architecture, sustainable design, graphic and product design, engineering and project management.

**GCSE Food Preparation and Nutrition**

**Exam Board:** AQA

The GCSE would suit those who are pursuing an interest in Nutrition as well as links to Science and PE. It is aimed at learners who enjoy all elements of cooking, technical skills, presentation/food styling and the understanding of the functions of ingredients.

Food preparation and nutrition is a creative and interesting subject, which where possible is taught through practical application.

**Topics covered and summary of the course:**

Nutrition; a healthy diet, nutrition, energy balance, hydration and health implications.

Food provenance; where food comes from, the environment, technological developments in food, British and international cuisine.

Food choice; sensory qualities of food, seasonality, cost, religion, occasion, time of day, medical, ethical, portion size and preferences.

Scientific principles underlying the preparation and cooking of food; why food is cooked, cooking methods, functional and chemical properties of food and preparing food safely.

Preparation and cooking techniques; preparing fruit and vegetables, making sauces, making doughs, cooking methods, marinating and tenderising, weighing and measuring, using raising agents, setting mixtures and many more.

**Assessment:**

The course will be made up from 50% exam and 50% non-exam assessment. Non-exam assessment will be split into two tasks, both undertaken in Year 11. These are 15% and 35% of the overall grade.

Briefs for these tasks will be set by the exam board in Year 11.

NEA1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

This task will provide learners with an opportunity to demonstrate knowledge and practically apply their understanding of the science behind cooking. Students will practically investigate ingredients and explain how they work and why.

NEA2: Students will plan, prepare, cook and present 3 dishes in 3 hours.

This task will provide learners with an opportunity to cook up a storm and showcase their creativity and cooking skills. Students might make street dishes, food for sports people, create delicious tapas dishes or cook up dishes for students on a budget.

**Progression:**

GCSE Food Preparation and Nutrition will equip students to go on to further study. After taking this course, they could begin an apprenticeship or perhaps begin employment in the catering or food industries. Students will also have the knowledge and skills to feed themselves (and others) affordably and nutritiously for life.

**GCSE Geography**

**Exam Board:** AQA

**A Summary of the Course:**

An innovative, relevant and interesting Geography GCSE course which contains traditional aspects of geography with modern-day issues to reflect the ever-changing world of geography.  It offers a balance of theoretical and practical work, encouraging an active involvement in the subject.  It’s an ideal foundation for students who want to pursue geography at A Level or as a career, and it gives an understanding of global geographical issues and how to apply this to a range of contexts.

**Content:**

Living with the Physical Environment: Students will study physical geography topics for this component. The three key topics are:

1.    The challenge of natural hazards: students will study extreme weather events such as

tropical storms, flooding and drought, as well as tectonic hazards such as volcanoes and

earthquakes. Students will also study the evidence for climate change along with the

causes and impacts of climate change.

2.    The living world: students will study the characteristics and value of tropical rainforests and

polar environments as well as the impacts of human activity in these regions.

3.    Physical landscapes in the UK: students will study processes and landforms in coastal and

river landscapes as well as looking at the distribution of glaciated landscapes in the UK.

Challenges in the Human Environment: Students will study human geography topics for this component. The three key topics are:

1.    Urban issues and challenges: students will study urbanisation and the growth of megacities

as well as the challenges and opportunities that exist for cities today.

2.    The changing economic world: students will investigate why some countries are richer than

others and why some LICs and NEEs are experiencing rapid economic development.

3.    The challenge of resource management: students will investigate how our increasing

demand for resources has affected our planet, specifically looking at either food, water or

energy security.

Geographical Applications: this exam will be synoptic in nature and will draw on students’ knowledge and understanding and skills from the full course of study. The exam consists of:

1.    Issue evaluation: a resource booklet will be provided before the exam so students have an

opportunity to work through the resources and become familiar with the material. The

assessment will consist of a series of questions related to a contemporary geographical

issue leading to a more extended piece of writing which will involve an evaluative

judgment.

2.    Fieldwork: Fieldwork will be undertaken on at least two occasions in contrasting locations

eg coastal and urban. Students will complete an investigation on a question they have

been set for each location. They will be required to analyse the data they have collected

and write up their findings. The students will then answer questions about their fieldwork

in this exam.

3.    Geographical skills: students will develop and demonstrate a range of geographical skills,

including cartographic, graphical, numerical and statistical skills, throughout their study of

the course. Skills will be assessed in all three written exams.

**Educational Visits and Opportunities:**

Human Fieldwork - How successful is the regeneration at Bristol Temple Quay?

Physical Fieldwork - How successful is the coastal management at Lyme Regis?

**Assessment:**

|  |  |  |
| --- | --- | --- |
| Living with the Physical Environment  (35%) | Challenges in the Human Environment  (35%) | Geographical Applications  (30%) |
| What is assessed:  The challenge of natural hazards  The living world  Physical landscapes in the UK    Geographical skills      Exam lasts 1 hour 30 minutes (88 marks)    Worth 35% of overall GCSE Grade | What is assessed:  Urban issues and challenges  The changing economic world  The challenge of resource management    Geographical skills    Exam lasts 1 hour 30 minutes (88 marks)    Worth 35% of overall GCSE Grade | What is assessed:  Issue evaluation  Fieldwork  Geographical skills    This exam releases a resource booklet before the exam    Exam lasts 1 hour 15 minutes (76 marks)    Worth 30% of the overall GCSE Grade |

**Progression:**

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

**GCSE History B (School’s History Project)**

**Exam Board:** OCR

**A Summary of the Course:**

This is an interesting and varied course that covers a wide range of periods in History touching on aspects of ancient Greece and Rome right through to the 20th and 21st Centuries.

This GCSE is divided into three papers. However, we will be studying 5 different topics.

**Content:**

**1.   British Depth Study: The Elizabethans**

This course will give us a really good insight into Elizabethan Britain. The course allows us to look at political, religious, economic, social and cultural issues to gain a real flavour of the time. We will focus on the daily lives of the people and popular culture including theatres and the persecution of witches and the significance England had on the wider world.

**This will count for 20% of your final mark**.

**2. Thematic Study: The People’s Health, c.1250 to present**



This course traces the development of public health from Medieval Britain, Early Modern Britain, Industrial Britain and Britain since c1900 to the present day.  We look at key areas such as housing, food, clear water and waste as well as the role of the government. We look at what has progressed and what has held back the developments of public health and the repercussions that these had on the people of the time.

**This will count for 20% of your final mark.**



**3. A period study: The Making of America, 1789 -1900**

We look at Indian life and early settlers, the White settlement of the Great Plains and the inevitable conflict between the two races and ways of life, the Civil War and reconstruction of America, as well as the development of American cultures including the impact of reservations, growth of cities and mass migration.

**This will count for 20% of your final mark.**

**4. History around us**

This study is of a site in its historical context. Our site will be Glastonbury Abbey.  We will be looking at the strengths and weaknesses of the physical remains, the ways historical sources add to our evidence and how the site fits into its wider historical context. *Will* *also include a site visit.*

**This will count for 20% of your final mark.**

1. **World Depth Study: Living under Nazi Rule**

This course offers us the understanding of the Nazi dictatorship. We will be looking at the impact felt across Germany and Europe. We will gain an insight into people’s experiences of living under Nazi Rule, from a range of perspectives.

**This will count for 20% of your final mark.**

**Educational visits and opportunities:**

There will be an opportunity to visit Berlin and Auschwitz to chart the horrors of Nazi Germany in the Easter of 2022.

We will also have a field trip to Glastonbury Abbey for our History Around Us exam paper.

**Assessment:**

|  |  |  |
| --- | --- | --- |
| **Content Overview** | **Assessment Overview** | |
| **Thematic Study**  The People’s Health, c.1250 to present    **British Depth Study**  The Elizabethans, 1580-1603 | 40 marks for each study unit.    Total marks for paper 80 marks.    Paper length: 1hour 45 minutes | **20%**  **Of total GCSE** |
| **20%**  **Of total GCSE** |
| **History Around Us**  (Glastonbury Abbey) | Total marks for paper 40 marks +10 marks SPaG    Paper length: 1 hour | **20%**  **Of total GCSE** |
| **Period Study**  The Making of America, 1789 -1900    **World Depth Study**  Living under Nazi Rule, 1933-1945 | 40 marks for each study unit.    Total marks for paper 80 marks.    Paper length: 1hour 45 minutes | **20%**  **Of total GCSE** |
| **20%**  **Of total GCSE** |

* The structure of the main two papers will be similar (eg big judgment questions at the end of each paper) exactly the same ie the same layout and question styles for each, which will enable students to familiarise themselves with how to tackle certain question types. None of these should be a surprise as your teacher will be able to show you some examples to help you practise and, therefore, do well.

* Remember that the examiners want you to do well and will be looking for comments to reward rather than looking to spot mistakes or gaps in your knowledge.

* Many of the question styles will be like those you have already seen in Key Stage 3.  There will be questions which ask you what you know and have learnt, and other questions which are more about your own opinions, allowing you to give your own explanations and reasons for something that happened in the past.

**Progression:**

Students of History find a wide range of careers open to them.  Key positions in the media – newspapers, journals and magazines, television, film and radio – have been colonised by historians.  There are several History graduates in the entertainment areaof the media.  Jonathan Ross; Simon Thomas, a presenter of Blue Peter since 1999, is a Birmingham graduate.  Likewise, Timmy Mallett!! (Warwick Uni) began his career as a children’s presenter but has since diversified into acting and producing.  Behind the scenes of television and radio are senior managers many of whom are History graduates - such as James Moir (Nottingham Uni), Controller, BBC Radio 2; Alan Watson (Cambridge Uni), chair of the Corporate TV Networks; Rachel Attwell (Warwick), Deputy Head BBC TV News; John McCormick (Glasgow), Controller BBC Scotland; and Lesley Anne Dawson (Keele), Head of the Press Office at ITN.  These are important people in TV!

Historians are packed ‘behind the scenes’ of TV - researchers, producers and editors, whose names whizz by in the programme credits, cannot for want of space be given even that brief passing mention here.  The daily appearance of news and current affairs presenters on ‘the box’ has made several History graduates household names.

The press also boasts a fair number of historians working as education correspondents, home affairs editors, journal editors and freelance journalists.  Two of these are particularly well-known and will serve as examples of what can be achieved:  Peter Wilby (Sussex), the editor of the New Statesman, and David Montgomery (History and Politics, Queen’s Belfast), Director of News UK and former chief executive of Mirror Group Newspapers.  Journalists require many of the skills of the historian.

In addition to news journalism, many historians have entered politics at local and national levels.  Five of the recent Labour cabinets running the country have been Historians:  Gordon Brown (Edinburgh), former Prime Minister; Alan Milburn (Lancaster), former Health Secretary; Dr John Reid (Stirling), former Northern Ireland Secretary; Paul Murphy (Oxford), former Welsh Secretary; John Prescott (Hull), former Deputy Prime Minister and former Environment, Transport and the Regions Secretary; and Nick Brown (History and Politics, Manchester), former Agriculture Secretary.  Another 8 had History as part of their degree!  The diplomatic branch ofthe civil service, in particular, has provided an outlet for the talents of History graduates.

Many History graduates have attained distinction in the ‘private’ pursuit of the arts, notably as writers.   Good writing is a quality that is highly prized by historians.

There are a significant number of lawyers whose first degree is in History.  The ability to present cases and use evidence is obviously very suited to historians!

So what, may we conclude, is the use of History in the world of work?  A History degree undoubtedly provides an opening to a wide range of careers.  Some will come as no surprise: teaching, academia, clerical and administrative, PR, retail and catering, politics, and library, museum and information services.  Others, notably business, may raise an eyebrow.  Perhaps most surprising though is the extent to which historians have risen to the very top of a diverse range of professions and to key positions in civil society and in the attainment of which their education must have played no mean part.  A truly remarkable number of History graduates have gone on to become the movers-and-shakers of modern-day Britain.  Many top jobs are within the grasp of historians.  With a History degree you can aspire to be prime minister, press baron and media mogul, overlord of the BBC, Archbishop of Canterbury, top diplomat, Oxbridge Vice-Chancellor, England footballer and football manager or chairman of the richest football club in the world, celebrated pop musician, best-selling novelist, trade union boss, business millionaire and perhaps even, one day, monarch of the realm!

**After successfully completing the course, you could go on to study**A Level History, Law, Media Studies, Politics, Economics and Sociology, Business Studies, Leisure and Tourism, vocational courses, to mention a few.

**You can find out more about this course by going online and looking at:**

[**www.ocr.org.uk**](http://www.ocr.org.uk/) **thehistorylowedown.weebly.com**

**GCSE Philosophy, Ethics and Religion**

**Exam Board:** AQA Religious Studies A (8062)

**A Summary of the Course:**

If you are looking for an option that requires you to face some of the most important issues in Britain today then look no further than GCSE Philosophy, Ethics and Religion. It is a subject where you shape the lessons with ideas, discussions and your knowledge of current affairs. The topics you study aren’t static, they accommodate our country’s issues, you get to scrutinise how you view “truth” and analyse how people handle controversial topics.

**Content:**

We will study the following Ethics topics which will give students the chance to discuss some controversial issues that are current in the world and media.

* Religion, conflict, war and peace - covering different types of war, Just War theory, pacifism, current conflicts, reasons for going to war, charities and organisations who work during and after war.
* Relationships - covering different types of relationships, contraception, sexuality, gender, family, marriage, co-habitation, adultery, divorce.
* Crime and Punishment- covering judgment, criminal activity, the law and justice, sentencing, prison, capital punishment, redemption, society’s attitudes.
* Life - covering when life begins, the questions around termination and the laws, euthanasia and the law, how the world began.

All of these topics will look at different perspectives, including the perspectives of two religions, Atheist and Humanist.

**Religion**

Half of the exam is based on religious understanding and evaluation. The two religions we study in depth are Christianity and Buddhism.  Students have already started their learning of the Christian faith in Year 9. We learn about the beliefs and the practices of religion which will give clarity to the religious ethical standing.

The area in the religion we look at is their understanding of the meaning of life, death, creation, how and why they are influenced today by their scripture, how they worship, festivals they follow and the core teachings of their faith.

**Educational Visits and Opportunities:**

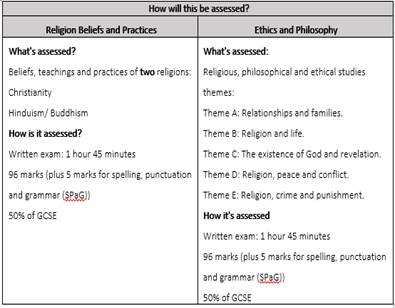
There is the potential to go anywhere in the world with Philosophy, Ethics and Religion. We hope to organise a trip to Italy to visit Rome and the Vatican, where the focus will be to unpick the nature of creation and the very background of the Christian faith.  Additionally, we will also be going to London for a multi faith day to imbed our understanding of a range of religious views.

**Subject-specific information:**

What skills will you develop?

We are going to teach you how to argue your point and persuade others.

We are going to give you the diplomacy to take into account other people’s beliefs and the confidence to question all of it. Constructive arguments, honesty and respect will all be exercised in lessons. We will be covering things which you could go home and discuss with family and friends. With increasing maturity you will start to discuss issues which will challenge your interpretation of the world we live in.

**Assessment:**

**Progression:**

I challenge you to find a subject which is more relevant. Where else will you question whose responsibility it is to provide humanitarian aid in Aleppo, whether a family should still be a nuclear construction, if gender reassignment is liberalism gone mad, if Trump is right to change abortions laws, if China over uses the death penalty or why there are proportionately more ethnic minorities in British prisons?

Philosophy and Ethics will help in any career working with people because of the development of empathy and people skills. This can support careers in law, social services, public services, teaching, politics and medicine.

**GCSE Spanish**

**Exam Board:** Edexcel

**Content:**

You will study 5 broad themes, each of which is broken down into smaller sub-topics. The themes are:

● Identity and culture

● Local area, holiday and travel

● School

● Future aspirations, study and work

● International and global dimension

You will spend time on activities which enable you to listen, speak, read and write in the foreign language, with a partner, in small groups or with teachers. We will make use of a range of ICT resources and our language assistants will support you in developing your speaking skills.

**Educational Visits and Opportunities:**

There will be opportunities for trips and/or exchanges to Spain. Further details will be given to students and parents when these become available. There will also be opportunities to take part in a range of competitions.

**Assessment:**

You will be assessed in the four main language skills:

LISTENING              READING                SPEAKING               WRITING.

All exams will take place at the end of Year 10.

WRITING - 25% of final grade

This exam will include translation into the Target Language and short essays in that language. You will **not**be able to use a dictionary so there will be lots of practice of exam-writing techniques in your lessons.

SPEAKING - 25% of final grade

For this exam, you will be able to prepare a presentation on one topic. You will also take part in a role-play, describe a picture and answer some general conversation questions.

You will not have to perform in front of a class; just you, your teacher (who will be the examiner) and a microphone so that your exam can be recorded and sent to the exam board for marking.

LISTENING - 25% of final grade

This will incorporate a variety of comprehension exercises, including gap-fills, multiple-choice questions and answering in both English and the Target Language.

READING - 25% of final grade

There will be a range of different questions about different texts; multiple-choice exercises, gap-fills and longer answers in both English and the Target Language. There will also be a question for translating into English on this paper.

**Progression:**

We don’t recommend early entry Spanish GCSE for students considering studying it at Key Stage 5.

**Part 2 - Year 9 Choices – Subject Information.**

**Art**

**For students who want to continue to study Art in Year 9, and who may wish to then progress on to one of our specialised Art GCSEs in Years 10 and 11; Fine Art, Textiles or Photography.**

The Year 9 course includes elements of **Fine Art**, **Textiles** and **Photography**, and is the foundation year for these three exciting Art specialisms. We will develop the core skills of exploring ideas, researching and studying the work of artists, exploring media, and responding to a project theme.

We explore a range of different media and art skills, including photography shooting skills and image manipulation in Photoshop, using the sewing machines and learning to utilise materials in different ways, and exploring a range of Fine Art media including stencilling, acrylic painting and print-making.

**Educational Visits and Opportunities:**

There is a trip to the Tate Gallery.

**Computing and IT**

In Year 9, students will study topics from both the Computing and IT curriculum. These topics will include databases, networking, programming concepts using Python, digital security and App development. We will also look at packages such as word processing, spreadsheets and desk-top publishing for an IT project.

**Dance**

Students who choose to study Dance in Year 9 will follow a predominantly practical course that will provide a foundation for Key Stage 4. During Year 9, dance students will research a choreographer and performance, sampling different dance styles. The students will focus on contemporary, jazz and international dance. Students will then learn a piece of professional repertoire and perform this in a formal performance assessment. In the final unit of work, students will choreograph their own bespoke dance as a whole group.

**Drama**

During Year 9 we will focus on the key areas of study that feature in the GCSE course; Devising, Performing Scripted plays and Analysing Performance.

Devising Drama:

Students will develop skills in creating their own performance work. We will invite a devised performance company into school to run a specialist workshop with the group to introduce students to professional devised performance work. Lessons will be dedicated to the practical exploration of ways to create dialogue and movement for stage. We will look particularly at the work of The Paper Birds and Frantic Assembly.

Performing Scripts:

Students will practically explore a range of exciting new plays. The group will develop skills in building characters. Students will also be encouraged to direct and work independently as well as be directed by the teacher. Students will perform two extracts from a play in a performance showcase.

Analysing Performance:

Work will start in the study of Blood Brothers by Willy Russell. We will read, enjoy and perform sections of the play and develop ways of turning our practical ideas into written form. We will also watch live performance work and analyse how other companies deliver their vision on stage.

The course is practically driven but with a strong emphasis on converting ideas into written form. Students will be expected to perform to their peers almost every lesson.

**Design & Technology**

In Year 9 students will learn about Design and Technology through a mixture of theory-based lessons, discussion, focused practical tasks and mini projects. The lessons will provide technical skills and knowledge needed to complete the non-exam assessment that is worth 50% of the overall mark.

**Food**

Every week Year 9 Food students will be learning new practical skills in 2 hour lessons. These practical skills prepare students for NEA2 in Year 11.  Recipes will make use of the extra time, focussing on high skills, such as; pasties, sweet & sour chicken and lemon meringue pie.   Additionally, students will begin to learn the science of food; how ingredients work and their properties.  Year 9 prepares students for the Food GCSE, if they wish to take it as an option, but is also a great opportunity for students who enjoy cooking and wish to build life skills.

**Geography**

**Living with the Physical Environment:** Students will study one physical geography topic: **The living world:** the characteristics and value of tropical rainforests and polar environments as well as the impacts of human activity in these regions.

**Challenges in the Human Environment**: Students will study one human geography topic. **Urban issues and challenges**: urbanisation and the growth of megacities as well as the challenges and opportunities that exist for cities today.

**History**

In Year 9 we will be asking what really caused the horrors of WW1. We will look at the shocking experience of the soldiers in the trenches as well as looking at the causes of WW2. We will then look at the context that led to the Nazis coming into power, before we look at what it might have been like to live in a society controlled by dictatorship. We will develop extended writing skills, consider what questions we need to ask about interpretations of history before we can simply believe them and ultimately understand how the world we live in today is shaped by our past.

**MFL (French, German, Mandarin, Spanish)**

Students will spend time on activities which enable them to listen, speak, read and write in the foreign language, with a partner, in small groups or with teachers. They will also continue to develop the skill of translation, both from the foreign language into English and from English into the foreign language. Topics include school, holidays and festivals, fashion, health and talking about their town.  We will make use of a range of ICT resources and our language assistants will support students in developing their speaking skills. As part of their studies they will also learn about the culture and customs of the countries where the language that they are learning is spoken and there will be opportunities to take part in a range of competitions, trips and exchanges.

**Music**

In Year 9 you will be developing your musical skills further through an exciting and diverse curriculum with a view to either focussing on GCSE music or BTEC music, if you choose one of these as an option in Year 9.

The topics covered will give you the opportunity to explore your creativity through ensemble performance, composition as well as developing critical musical appraising - listening to music and understanding the musical elements.

You will write music for film (James Bond/Star Wars), explore musicals (Wicked), and blues and jazz. You will experiment with microphones whilst developing recording techniques. You will expand your music software knowledge through the use of sampling in Garageband and notation in Sibelius.

**Physical Education and Games**

Students in Year 9 will receive two, one-hour lessons of PE a week.  Students will follow a specific ability-based learning programme. They will have the opportunity to participate in a wide variety of activities during the year. These activities include: Rugby, Football, Hockey, Basketball, Handball, Badminton, Table Tennis, Cricket, Softball, Tennis, Rounders, Tae Kwondo, Athletics and Health and Wellbeing activities such as Continuous Training, Weight Training, Spinning, Pilates, Body Pump and Boxercise.

Students will be given the opportunity to participate in frequent physical activity conducive to a healthy lifestyle.  House matches regularly take place at lunchtime in over 20 sports activities as well as after school fixtures at a local, county, regional and national level.

Student leadership is highly valued and students can opt to take active leadership roles in the curriculum and when we host the primary festivals where Castle students run sports activities for the local primary schools on our AWP.

Full details of the BTEC Level 1/Level 2 Award can be found in the options information in Part 1 of this booklet.