

SHERBURN HIGH SCHOOL



YEAR 8 INTO 9 OPTIONS BOOKLET 2019



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Achievement for all

Sherburn High School

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Dear Students

Subject choices for students starting Year 9 in September 2019

For most of your life at school you are told what subjects you will be taking. Everyone must leave school with qualifications in English, Maths and Science; other subjects such as PE are also compulsory. Most students will also continue to study a Modern Foreign Language and a Humanities subject through to GCSE level.

The good news is that over the next three years, starting in Year 9, you will get a *choice* about some of the subjects you wish to study.

This booklet, along with the Information Evening, will explain to you what choices there are and when they will become available. Some subjects that are offered are traditionally academic; others are more vocational and will be more directly related to employment. All of this is designed to give you an opportunity to personalise your learning and take the pathway that most suits your aims and aspirations.

You should obviously discuss the choices you make with your parents/carers, and the relevant teachers. There are also plenty of other people in school who can give you advice, particularly your Form Tutor and House leaders. If you have a specific career in mind, then it would be a good idea to check that your choices will suit any future plans that you may have. Careers advice is being delivered in school during this half term to support students in making their decisions, or those asking for further guidance and information.

The best advice is to choose subjects that you enjoy, are appropriate for your style of learning and in which you feel that you will be able to achieve.

Good luck and work hard!

M - Oakley

Miriam Oakley
Headteacher



www.easyfundraising.org.uk

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Year 9 to Year 11

Year 9 traditionally has been the time when preferences are made. To ensure students fulfil their potential we are now implementing subject preferences in Year 8, so students can start studying for their GCSEs early.

There are significant benefits to be gained by having early preferences:

- It allows students to select subjects they will follow at GCSE
- **Year 9 nationally is known as the 'dip year' and by starting GCSE subjects students** will be challenged and will eradicate any lost learning
- It will re-invigorate a passion for learning in subjects you choose
- For many subjects there is now a significant increase in the amount of content students are expected to learn. This is a result of the new specifications currently being released
- We can adjust the time allocations for core subjects allowing us to focus on Literacy and Numeracy, the vital components of all aspects of education

Which subjects are studied by everybody?

All students in Years 9, 10 and 11 study English, Maths, Science, Physical Education and PSHE (which includes Sex Education, Citizenship, Careers, Enterprise, ICT, Religious Education and Work Related Learning). The PSHE curriculum is covered through tutorials and via a series of drop down days throughout the year.

In Year 9 all students continue with History, or Geography, or a Modern Language, which will provide all students with the opportunity to achieve the Ebacc if they so desire.

The E.bacc isn't actually a qualification in itself; it is just a way of saying you achieved (at least) 5 Level 5+ grade GCSE's in:

1. Maths
2. English
3. Science
4. A Modern Foreign Language
5. History or Geography

DfE statement - 'In June 2015, we announced our intention that all pupils who start year 7 in September 2015 take the Ebacc subjects when they reach their GCSEs in 2020'.

Why Choose Now for Year 9?

Choices must be made now to allow school sufficient time to plan for the courses starting in September 2019.

Can I change my mind about plans for Year 9 later?

You should consider your choices carefully and decide on your plans for September before the deadline –Friday 1st February 2019. We do not expect any changes after that. If you do decide to change you must see Mr Ralphs immediately.

How should I choose?

DO choose a subject you are good at and enjoy

DO choose a subject that allows you a route to any further education, or career pathway you may have

DON'T choose a subject because your best friend is doing it. The two of you will probably finish up in different sets anyway

DON'T choose a subject because you like your present teacher. It is likely that you will have a different teacher next year

What is a "non-viable" option?

If the number of students choosing a particular preference is not sufficient to make an appropriate size of group, that preference becomes non-viable and it will be withdrawn. If you are unfortunate enough to choose one of these, you will be asked to re-think. There may be instances where too many students have opted for a particular preference and the group is too large. Selection of students will be determined on a first come first served basis, so those who placed their preference forms in first will get priority.

What do I do if I need help choosing my preferences?

You can seek help from your Achievement Mentor, your House Achievement Team and from your subject teachers.

Core Subjects

All students have to study:

- English
- Mathematics
- Science
- Physical Education

Preference Subjects

The choices that are required on your application form are:

Preference Pool B – Two subjects from Modern Foreign Language (French), Geography, History, Computer Science, or Ethics

Preference Pool C & D – One subject from each pool:

- Art & Design
- Drama & performing Arts
- Design Technology – Product Design
- Design Technology – Food Preparation & Nutrition
- Art Textiles
- Photography
- Physical Education
- ICT – Cambridge Nationals
- Health & Social
- Geography
- French

For those wishing to do 2 Humanities plus a language Geography and French are additionally available in this pool.



YEAR 8 PREFERENCES (For July 2019)



Name _____ House _____ Form _____

You should choose four subjects. Two from Pool B, one from Pool C and one from Pool D

Pool B requires you to choose an Ebacc subject.

Students wishing to follow a second Ebacc subject can choose Geography in Pool C, or French Pool D

PLEASE NOTE There will be a cap on places in preference pool C and D; this will work upon a first come, first served basis.

Please select POOL B with a 1st and 2nd choice and a reserve choice.

Please select POOL C and D with a 1st choice (1), a reserve second choice (2)

POOL B (choose 2 from this pool & 1 reserve)		POOL C Choose 1 from here & 1 reserve)		POOL D Choose 1 from here & 1 reserve)	
GEOGRAPHY		PRODUCT DESIGN		PHOTOGRAPHY	
HISTORY		FRENCH		TEXTILES	
FRENCH		DRAMA		HEALTH & SOCIAL BTEC	
COMPUTER STUDIES		INFORMATION TECHNOLOGY		GEOGRAPHY	
ETHICS		FOOD PREPARATION & NUTRITION		PHYSICAL EDUCATION	
		ART CRAFT & DESIGN			

Parents should sign this form once choices have been made. We will then work to accommodate choices for the maximum number of students. Please note that timetabling constraints may lead to adjustments in preferences at a later stage. Any changes will be notified as soon as the need for them becomes apparent.

Signed Parent/Carer..... Date.....

This form should be returned to your HOUSE ACHIEVEMENT LEADER BY Friday 1st February

Art & Design

Mrs L Jamieson



Examining board: - AQA

Why choose Art and Design?

Art and Design is a popular course that allows you to develop the skills you have learnt at KS3. You will explore a range of different media, materials and processes to enable you to become a more confident, accomplished artist with the ability to communicate your ideas visually.

Unit 1 – Personal Portfolio 60%

Unit 2 – Externally assessed assignment 40%

Unit 1 - Students will produce a portfolio of work exploring art, craft and design. Students will develop knowledge about new techniques and processes and experiment with media and materials. Students will explore drawing and painting and printmaking, also graphic design and experimenting with ICT creative software. There will be the opportunity to develop outcomes in both 2D and 3D materials. They will develop analytical skills when looking at the work of other artists and designers and develop written annotation skills. Students will be expected to review their work as it progresses and evaluate personal progress and outcomes. Students are expected to work to strict deadlines and complete independent study out of lesson time. Projects are thematic and preparatory work is developed in sketchbooks. Students will be encouraged to use creative approaches which go beyond observation and recording and develop into personal enquiry which convey messages and visual language.

Unit 2 - is the externally set assignment (exam) which is the culmination of the GCSE course. The exam board releases a broad based theme in the final year of the GCSE course. Students have a substantial preparatory period to produce a sketchbook of work in response to the theme in line with the assessment objectives. Students are given 10 hours of controlled assessment to produce a visual response to the theme.

All work is internally assessed and then externally moderated. Students will receive regular feedback throughout the course to monitor their progress and personal targets will be negotiated in consideration of their target grades.

Am I suitable for this course?

Do you enjoy art and design or enjoy crafting and drawing? Are you creative and inquisitive and enjoy a more practical style of lesson? This course is for you! We welcome all students that demonstrate enthusiasm and commitment to the subject.

Career Pathways

A qualification in Art and Design could lead to work or further education in the following sectors: Fine Art, Illustration, Graphic Design, Animation, Game Design, Advertising, Web Design, Media, Film, Television, Fashion Design, Art Teacher, Art Therapist, Surface Pattern Design, Product Design, Architecture, Interior Design.

Students will be expected to purchase sketchbooks when required to present all preparatory work.

Art Textiles

Mrs L Jamieson



Examining board: - Edexcel

Why choose Art Textiles?

Textile Design is a creative course that allows you to develop the skills you have learnt at KS3. You will explore many skills, techniques, materials, processes and concepts to produce a range of exciting outcomes based around a variety of themes.

Component 1 – Personal Portfolio 60%

Component 2 – Externally assessed assignment 40%

Component 1: - Students will produce a portfolio of work exploring textile design. They will develop their use of the formal elements and visual communication through a variety of approaches. They will investigate the characteristics of materials such as natural and synthetic, functionality, recyclability and sustainability. Students will experiment with manipulating materials and media. This course will explore dyed fabric, printed fabric, fashion design, stitched and embellished fabrics, digital textiles and constructed textiles. Drawing is an essential skill in the development process of Textile Design and will be developed and encouraged. Students will develop analytical skills when looking at the work of other artists and designers and develop written annotation skills. Students will be expected to review their work as it progresses and evaluate personal progress and outcomes. They are expected to work to strict deadlines and complete independent study out of lesson time. Projects are thematic and preparatory work is developed in sketchbooks.

Component 2: - is the externally set assignment (exam) which is the culmination of the GCSE course. The exam board releases a broad based theme in the final year of the GCSE course. Students have a substantial preparatory period to produce a sketchbook of work in response to the theme in line with the assessment objectives. Students are given 10 hours of controlled assessment to produce a visual response to the theme.

All work is internally assessed and then externally moderated. Students will receive regular feedback throughout the course to monitor their progress and personal targets will be negotiated in consideration of their target grades.

Am I suitable for this course?

Do you enjoy textiles, crafting, making and drawing? Are you creative and inquisitive and enjoy a more practical style of lesson? Then this course is for you! We welcome all students that demonstrate enthusiasm and commitment to the subject.

Career Pathways

A qualification in Art Textiles could lead to work or further education in the following sectors: Fashion Design, Costume Design, Fashion Illustration, Graphic Design, Media, Film, Television, Textiles Teacher, Surface Pattern Design, Product Design, Interior Design, Soft Furnishings.

Students will be expected to purchase sketchbooks when required to present all preparatory work.

Photography

Mrs L Jamieson



Examining board: - AQA

Why choose Photography?

Photography is an exciting addition to the curriculum and allows you to explore the world around you creatively using digital media. It will develop your questioning skills and analytical skills to communicate your ideas in different ways.

Component 1 – Personal Portfolio 60%

Component 2 – Externally assessed assignment 40%

Component 1: -Students will produce a portfolio of work exploring digital photography and photography genres. Students will develop knowledge about digital photography and digital processing. Work will explore viewpoint, composition, focus, shutter speed and exposure. Students will explore digital manipulation using Photoshop software. They will develop analytical skills when looking at the work of other artists and photographers and develop written annotation skills. Students will be expected to review their work as it progresses and evaluate personal progress and outcomes. Students are expected to work to strict deadlines and complete independent study out of lesson time. Projects are thematic and are delivered in Learning Pods. Students will be encouraged to use creative approaches which go beyond observation and recording and develop into personal enquiry which convey messages and visual language.

Component 2: is the externally set assignment (exam) which is the culmination of the GCSE course. The exam board releases a broad based theme in the final year of the GCSE course. Students have a substantial preparatory period to produce a sketchbook of work in response to the theme in line with the assessment objectives. Students are given 10 hours of controlled assessment to produce a visual response to the theme.

All work is internally assessed and then externally moderated. Students will receive regular feedback throughout the course to monitor their progress and personal targets will be negotiated in consideration of their target grades.

Am I suitable for this course?

Do you enjoy art and design or are you interested in digital media and editing? Are you creative and inquisitive and enjoy a more practical style of lesson? This course is for you! We welcome all students that demonstrate enthusiasm and commitment to the subject.

Career Pathways

A qualification in photography could lead to work or further education in the following sectors: Graphic Design, Animation, Game Design, Advertising, Web Design, Media, Film, Television, Fashion, Freelance Photography, Fashion Photography, and Photography Teacher

Students will be expected to supply their own camera for this course. A voluntary contribution may be requested to support the printing and photographic sundries costs.

DT – Product Design

Mrs L Jamieson



Exam Board: AQA

Why choose GCSE Design and Technology: Product Design

GCSE Design and Technology is a new and inspiring, rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. **Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.**

What will I study and how will I learn?

You will follow a structured sequence of design activities, including modelling and have the opportunity to extend your key skills in graphic communication and manufacturing processes. You will also have the opportunity to work with a live client when designing. You will develop your own product and manage your own project with controlled supervision. The exam board change their design challenges year on year, and you will have to respond creatively to a given brief. The main materials you will use will be woods, metals and plastics. You will explore Computer Aided Design (CAD), Computer Aided Manufacture (CAM) and have access to a Laser Cutter.

You will learn this by;

Researching existing products, materials and manufacture

Enhancing design skills

Problem solving

Communicating with a 'live' client

Carrying out relevant research

Creating a concise and detailed portfolio

Producing a 3D product

"All I've ever wanted to do is design and make; it's what I love doing. It's great if you can find what you love to do. Finding it is one thing but then to be able to practice that and be preoccupied with that is another,"



What skills do I need to be successful?

You will need to be organised, able to plan your work, be willing to contact a target market, and have an interest in product or industrial design. You will also need to be willing to work on a concise and detailed portfolio, gather research and experiment and test techniques using the school facilities.

How will it be assessed?

50% Written Exam – Based on theoretical knowledge

50% Non-Examination Assessment (Detailed Portfolio and 3D Product)

What grades could I achieve?

GCSE is worth one GCSE grade 1 - 9

What careers could it lead to?

The course offers a variety of opportunities within the creative industries. Some of these careers can include: Furniture Designer, Industrial Designer, Product Designer, Interior Designer, Engineer, Architect, Mechanic, Materials Engineer, Silver Smith, Carpenter, Construction Worker, Set Designer and Model Maker.

DT – Food Preparation & Nutrition

Mrs L Jamieson



Why choose GCSE Food Preparation and Nutrition?

This new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical skills, along with an experimental approach to understanding the nutritional and functional properties of food.

What will I study and how will I learn?

Initially you will learn a wide range of culinary skills including dough-making, reduction and filleting. You will also learn how the sensory presentation of food is essential in preparing restaurant style dishes, using recipes chosen from British and international cuisine. You will explore current trends that influence food choice including food provenance, sustainability and the impact of food and food security on local and global markets and communities.

You will learn this by:

Working on projects
Problem solving
Carrying out research
Developing a full range of practical food preparation skills

"Our mission is to empower, educate and inspire as many people as possible to love and enjoy good food!"



What skills do I need to be successful?

You will need to have a genuine interest in food and food preparation; be self-motivated with an ability to work independently; manage time and resources effectively; have a keen interest in the science of food and nutrition.

How will it be assessed?

50% = Written Exam - Based on theoretical knowledge

50% = 2 x non-examined assessment (NEA)

1. A food investigation testing your understanding of the working characteristics, functional and chemical properties of ingredients. 15%
2. A food preparation task where you will demonstrate your knowledge, skills and understanding of food through planning, preparing, cooking and presenting 3 dishes. (3 hours) 35%

What grades could I achieve?

GCSE is worth one GCSE grade 1 - 9

What careers could it lead to?

The course offers a variety of opportunities within food preparation and nutrition industry. Some of these careers include: becoming a Chef, Food Writer, Retail Industry, Hospitality and Catering Industry, Restaurant Work, Food Critic, Nutritionist, Health worker and TV Cook.

Drama

Miss N Dennis



Exam Specification GCSE Drama AQA 8261

Drama is a dynamic practice that introduces students to a world of wonder and play. It encourages them to continue questioning, exploring and teasing out new ideas and ways of living and thinking.

Why choose Drama?

There are several reasons why you should choose Drama. Here are a few:

- It will increase your self-esteem and confidence
- You will learn the skills of listening, negotiating and communicating
- It will expand your cultural awareness. You will tour through a rich history of traditions and cultures
- You will learn empathy and identification
- It will increase your ability to think; creatively, imaginatively and divergently
- You will develop higher order thinking skills. Drama requires us to view things from multiple perspectives
- You will celebrate differences and diversities
- You will learn how to act with spontaneity and without self-consciousness
- You will build working relationships with other peers that may develop into long-lasting friendships
- You will learn how to excel in public speaking/ presenting

What will I study?

Component 1: Understanding drama

Students will explore their knowledge and understanding of drama and theatre and study one set play from a choice of six. After watching a variety of live theatre and performances, students will analyse and evaluate the work of live theatre makers in an open book written exam of 1 hour and 45 minutes. This is worth 40% of the total GCSE and is externally marked by AQA.

Component 2: Devising drama (practical)

Students will go through the process of creating and performing their own piece of devised drama. Students may contribute as performer or designer and they will analyse and evaluate their own work in a devising log. This is worth 40% of the total GCSE and is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

Students will perform two extracts from one play and may contribute as performer or designer.

There is a free choice of play for students but it must contrast with the set play chosen for Component 1. This is worth 20% of the total GCSE and is marked by AQA.

What grades could I achieve?

Drama is worth one GCSE grade 9 - 1

What careers could it lead to?

There are a variety of careers in which a course in Drama can lead you to. Some of these careers include: actor/actress; stage manager; arts administrator; drama teacher; drama therapist; television production assistant; radio presenter; theatre director; plus many more.

For further information please see Miss Dennis

Ethics



Examining board/syllabus

AQA

Why choose Ethics?

This GCSE covers a range of the major world religions and six contemporary ethical themes giving you a diverse choice of intriguing subjects to explore.

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious issues, philosophical and ethical issues.

You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare you for further study.

Assessment

The course is split into two separate units.

Unit 1

Students study the beliefs, teachings and practices of Christianity and Islam. They must understand the influence of these religions on individuals, communities and societies. They must also be aware of the key moral principles of each religion including justice, the sanctity of life, healing the world, charity and kindness to others.

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Unit 2

Students study 4 religious philosophical and ethical themes chosen from the list below.

Relationships and families:

This module covers sex, marriage and divorce as well as the nature, purpose and contemporary issues facing families.

Religion and life

In this unit students study the origins of the universe, the environment, animal rights, and the value of life through the topics of abortion and euthanasia.

Religion, peace and conflict

This theme looks at war, terrorism, peace, weapons of mass destruction and pacifism.



Examining Board/Syllabus: AQA

Paper 1 – Living with the Physical Environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them. It aims to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies and consideration of the direct and indirect effects of human interaction.

Section A: Challenge of Natural Hazards - Tectonic Hazards, Extreme Weather, Tropical Storms, Climate Change

Section B: The Living World – Ecosystems, Hot Deserts, Tropical Rainforests

Section C: Physical Landscapes in the UK – UK Physical Landscapes, Rivers, Coasts

Paper 2 – Challenges in the Human Environment

This unit is concerned with human processes, systems and outcomes. They are studied in a variety of places and at a range of scales and levels of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Section A: Urban Issues and Challenges

Section B: Changing Economic World

Section C: Resource Management

Paper 3 – Geographical Applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This unit involves two fieldtrips (physical and human) and study of a pre-release booklet for an issue evaluation.

Section A: Issue Evaluation

Section B: Fieldwork

Assessment Procedures

The course will be examined through 3 exams at the end of Year 11

Paper 1 35% of GCSE 1hr 30min exam

Paper 2 35% of GCSE 1hr 30min exam

Paper 3 30% of GCSE 1hr 15min exam

BTEC First CERTIFICATE – Health and Social Care

Miss C Dodd

The BTEC First Certificate in Health and Social Care has been designed to provide students with a broad understanding of working practices used within the caring profession.

This course has the equivalent value of two GCSE's and is graded at Pass, Merit and Distinction. It will be of benefit to anyone considering a career in caring, e.g. working with children, the elderly, social work or nursing.

Course Structure

The course consists of 8 units completed over 3 years. All units except unit 1 and 9, which are examined are internally assessed and externally moderated.

Core Unit – Unit 1 - Externally Examined Assessment

Human Lifespan Development

Knowledge of development through the life stages is important for students who are considering careers in health and social care because it will assist their understanding of the differing needs of individuals. It will help them to develop understanding of the influence of unexpected events on service users.

Core Unit – Unit 2 - Internal assessment

Health and Social Care Values

This unit will help prepare you for a career in any area of health and social care. The values that are described in this unit may also be applied to daily life. You will be given the opportunity to discuss the care values that underpin current practice in health and social care. This unit includes information on what is meant by care values and other terms such as inclusion, non-discriminatory practice, a duty of care and a person-centred approach.

Mandatory Unit – Unit 3 - Internal assessment

Effective Communication in Health and Social Care

Professionals working in health and social care require good communication skills in order to help them develop relationships with people, including patients/service users and their relatives, colleagues, managers and other professionals. It is, therefore, important for those embarking on a career in health and social care to gain knowledge and understanding of the skills involved in communication.

Mandatory Unit – Unit 9 – Externally Examined Assessment

Healthy Living

Health and well-being are influenced by a range of biological and lifestyle factors. Some of the choices people make can have a positive effect on their lives, both in the short and long term. In this unit you will explore how a range of factors contribute to good health and wellbeing, and other factors that can lead to poor health and wellbeing.

Optional Specialist Unit – Unit 10 – Internal Assessment

Human Body Systems and Care of Disorders

In this unit you will explore the major organs and systems of the human body. Giving you an understanding of basic anatomy and physiology. You will look at the structure, function and location of these organs and body systems, and how they work together in maintaining the body as a whole. It is essential for health and social care workers to understand how the human body works so that appropriate care can be given to individuals who have particular illnesses or conditions.

Optional Specialist Unit – Unit 4 – Internal Assessment

Social Influences on Health and Wellbeing

Understanding the impact of relationships and social factors on the health and wellbeing of individuals will have an impact on the types of care and support required by individuals, and allow health and social care professionals to plan and deliver care to meet the needs of service users. Through exploring different types of social relationships, such as those within families and those between friends and work colleagues, you will develop an understanding of the effects these factors have on the health and wellbeing individuals.

Optional specialist unit – Unit 13 – Internal Assessment

The Health and Social Care Sector

There are a number of skills that health and social care workers need to develop in order to work effectively with in the sector. You will learn about these skills and their importance and will have the opportunity to see how these are put into practice on your work placement. You will also investigate the importance of maintaining professional standards. You will investigate the importance of maintaining professional standards. You will investigate the purpose and benefits of the placement setting to service users.

Further Details – Miss C Dodd





Examination Board/Syllabus: EDEXCEL

Tiers of Entry: There is a single, common tier.

Course Content.

This course has been chosen as it gives students challenging yet exciting training in the skills and work of the historian. The specification divides down into four distinct areas, ALL of which are studied in an exciting and varied course.

The topics studied are:

Medicine in Britain, c.1250 –present day

This looks at the development of medical ideas and practice from the Middle Ages through to the present day. The aim is to give students some understanding of the factors influencing change and progress in medicine in different (and sometimes gruesome!) ways. There is also an in-depth study of treatments and care in the trenches of the Western Front in World War One.

The American West, 1835 - 1895

Students study the way in which the American West was settled and developed by various groups of people between 1835 and 1895 and the impact of this settlement on the Plains Indians. Emphasis is placed on the reasons for the settlement of the American West, the conflicts which resulted from the clash of different cultures and life styles, and the consequences of these conflicts.

Anglo-Saxon and Norman England

This topic looks at life in Anglo-Saxon England, before moving on to the reasons for and events of 1066. The rest of the unit then considers the impact of the Norman Conquest and how it changed life in England, with consequences still affecting our country today.

Weimar and Nazi Germany

Students will examine the turmoil in Germany after World War One, leading to the creation of the Weimar Republic. The challenges to and responses of Weimar to these challenges, will be considered. A running theme will be the threat to Weimar from different groups and eventually how Hitler and the **Nazis came to power. Hitler's consolidation** of power is then dealt with. The final section of this unit then considers what life was like for a range of groups under the Nazis.

Assessment

There will be 3 examination papers, taken at the end of the course, covering all of the above topics. Each is between 1 hour 15 minutes and 1 hour 45 minutes.

Why Choose History?

History is a subject which enables students not only to learn about the past of their own country and others, but also to develop skills which are valuable in many future careers. If you look at the kinds of jobs people do with qualifications in history, they vary tremendously. There are the obvious ones: things like museum work, archaeology, conservation and teaching, but there are many other jobs which you might not have expected to see: architect, banking, lawyer, journalist, market researcher, personnel officer, planning officer, police, publishing, social worker and solicitor, plus many, many more.

Why so many? Why such a varied list?

Over many years, employers have found that people who have studied history are well-prepared for jobs like those on the list above. This is because history is:

About People - people who really lived, well-known and unknown people, good ones and bad ones, people facing real situations, some of which were very like those we face today, some of which were very different. In history, you study their words and actions and try to work out their motives and beliefs.

About Investigating - when we study history, we investigate the lives of people in the past by using the evidence that survives. But we can never know everything about the past. We have to look at this evidence, analyse it, deal with contradictions and ask awkward questions, if we are to get anywhere near the truth.

About Communicating - when people who study history have investigated a past situation and evaluated the available evidence, they have to communicate their conclusions to others. This means putting together a clear explanation in an organised way and using the evidence to support the points made.

In short, employers in this rapidly changing world want people who are:

INDEPENDENT THINKERS
OPEN-MINDED
SKILLED COMMUNICATORS
GOOD AT PROBLEM SOLVING

*EMPLOYERS, COLLEGES AND UNIVERSITIES RECOGNIZE THAT HISTORY GIVES YOU ALL
THESE SKILLS!*

Computer Science

Ms P Ma



OCR GCSE Computer science J276

OCR's GCSE (9–1) in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- A problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

This is a single award GCSE and will cover topics including:

2b. Content of Computer systems

- 1.1 Systems architecture
- 1.2 Memory
- 1.3 Storage
- 1.4 Wired and wireless networks
- 1.5 Network topologies, protocols and layers
- 1.6 System security
- 1.7 Systems software
- 1.8 Ethical, legal, cultural and environmental concerns

2c. Content of Computational thinking, algorithms and programming

- 2.1 Algorithms
- 2.2 Programming techniques
- 2.3 Producing robust programs
- 2.4 Computational logic
- 2.5 Translators and facilities of languages
- 2.6 Data representation

2d. Content for the Programming Project

The Programming Project provides an opportunity for learners to demonstrate their practical ability in the skills outlined in the specification, supporting the learning of Components 01 and 02.

Assessment Procedure

The course is assessed through 2 written exams:

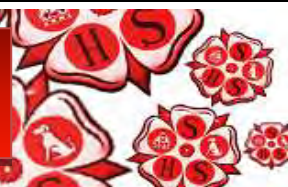
Computer systems- 80 marks -1 hour and 30 minutes

Computational thinking, algorithms and programming- 80 marks- 1 hour and 30 minutes

For further information, please see Ms Ma or Mr Askins

Information Technology and Media

Ms P Ma



Cambridge Nationals I Media

This is a single award GCSE equivalent and will cover topics including:

Unit R081: Pre-production skills

Planning is an essential part of working in the creative and digital media sector. This unit will enable students to understand pre-production skills and techniques used in the sector, as well as gain the knowledge and skills to create digital media products and explore their application.

Content includes:

- Understanding the purpose and plan the content of pre-production
- Being able to produce and review pre-production documents.

Unit R082: Creating digital graphics

Digital graphics feature in many areas of our lives, and play a very important part in today's world. The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector.

Content includes:

- Understanding the purpose and properties of digital graphics and knowing where and how they are used
- Being able to plan the creation of a digital graphic
- Having the knowledge to create new digital graphics, using a range of editing techniques

Unit R087: Creating interactive multimedia products

Interactive multimedia products are featured widely in everyday life and in the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.

Content includes:

- Understanding the purposes, uses and properties of interactive multimedia products
- Being able to **plan and create interactive multimedia products to a client's requirements**
- Being able to review interactive multimedia products, identifying areas for improvement.

Unit R090: Digital photography

Digital photography is used in a variety of different situations and circumstances. In this unit, students will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present their portfolios.

Content includes:

- Gaining knowledge of the features and settings of digital photographic equipment
- Being able to plan a photo shoot
- Understanding how to take and display digital photographs

Cambridge Nationals in Creative Media will equip students with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating using technology.

The coursework element allows for practical, hands-on development of software skills to provide creative solutions to real problems.

Assessment Procedure

The course is assessed in two ways.

80% coursework – (3 units) a series of projects assessed by the teacher and moderated by the exam board.

20% Examination – (1 unit) an exam of one hour based on a scenario given a number of weeks before the exam is sat

For further information, please see Ms Ma or Mr Askins

Modern Foreign Languages

Ms S Sismondi



GCSE French & German ... More than just languages

In the Modern Languages Department, our aim is to enable students of all abilities to develop their French and German language skills to their full potential, equipping them with the ability and the confidence to communicate in a variety of contexts.

We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. We hope this stimulates our young French and German linguists to deepen their cultural knowledge whilst developing their language skills.

What is the subject content?

Students study stimulating content on the following themes on which the assessments are based:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

How will assessments be done?

GCSE French and German will have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students will take all four equally weighted question papers at the same tier:

1. Listening exam 25% – understand and respond to different types of spoken language.
2. Speaking exam 25% – communicate and interact effectively in speech
3. Reading exam 25% – understand and respond to different types of written language
4. Writing exam 25% – communicate in writing



Physical Education

Mr D Grannon

Examining board/syllabus AQA

Tiers of entry One tier

Course content

There will be a substantial theoretical aspect to this course (60%)

Topics will include:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Assessment procedures

- Exam: 60% (2 x 1.5 hour exams in Year 11)
- Controlled Assessment: 40%
 - Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)
 - Analysis and evaluation of performance to bring about improvement in one activity
 - For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity)
 - Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity

Suitable Candidates

- Students who have a real passion for Physical Education and bring the right PE kit to lessons
- Students who represent the school at sport or clubs and teams outside school
- Students who can think independently and are self-motivated
- Students who can balance their academic work with practical activities
- Students who can work well individually and in a team setting

FOR MORE INFORMATION ABOUT SPECIFIC SUBJECTS
PLEASE CONTACT:

Core Subjects

English	Mrs D Davies
Mathematics	Miss L Beardsworth
Sciences	Mr C Hampton
Core PE	Mr D Grannon

GCSE preferences

Art and Design	Mrs L Jamieson
Business	Miss S Oates
Design Technology	Mrs L Jamieson
Drama	Mrs L Jackson
French	Mrs S Sismondi
Geography	Mr D Sladen
German	Ms S Sismondi
History	Mr K Shanks
PE	Mr D Grannon
Photography	Mrs L Jamieson

Vocational Subjects

Health and Social Care Btec	Miss C Dodd
Information Technology	Ms P Ma

All members of staff can be contacted at school

ALL DETAILS IN THIS DOCUMENT ARE CORRECT AS OF:

20TH JANUARY 2019.

PLEASE REMEMBER:

If the number of students choosing a particular subject is not sufficient to make an appropriate size of group, that subject becomes non-viable and it will be withdrawn.

For some students whose option choices don't fit with the timetable they may be required to move onto their third preference subject in preference pool C.

If you have been unfortunate enough to choose a course that becomes non-viable you will be asked at a later stage to adjust your choices.

For further information please contact:

House Achievement Leaders:

Bramham	Mrs A Liversidge
Harewood	Mrs L. Geldard
Lotherton	Mrs E Wadsworth
Newby	Mrs J Smith

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