Year 9 Option Choices

A student and parent guide to making Year 9 course choices

2017 - 2019
STUDENTS FIRST
Dear Parents/Carers & Students,

In September 2017 students currently in Year 9 will embark on two-year courses, most of which will lead to GCSE qualifications or equivalent. It is hoped that all students will be able to choose courses that meet individual needs and learning styles and prepare students for either further education, an apprenticeship or employment with training. This booklet is designed to support the information and guidance given by subject teachers.

The booklet gives details of both compulsory courses and option courses studied at Key Stage 4. The Options Form within the booklet is a specimen example; a separate form will be issued for you to submit.

**Information & Guidance**

There is a wide variety of ways your child can access information and guidance in choosing their GCSE options.

- During normal Key Stage 3 lessons individual subject teachers will discuss students’ progress this year and their prospects for Key Stage 4 courses
- Subjects not delivered at Key Stage 3 will be explained by Subject Leaders at Options Evening for your child to consider.
- Students can access additional guidance from Mrs Herrington, IAG Co-ordinator, in the LRC.
- Head of Year 9 and Tutors will also play an important role in advising students on the process and appropriate options.
- There are excellent careers websites given in this booklet for you and child to explore, as well as links to related careers/professions alongside subject information.

**Important Dates for diaries**

All parents and students are warmly invited to attend a Choices Information Evening on **Thursday 19th January 2017 at 4.30 – 6.30pm** where you will have the opportunity to meet subject representatives and also be guided through the process of making choices. During the evening there will be presentations on subject options and progression routes. The presentations will take place at 4.30pm and again at 6.00 pm in the hall. Following the presentation, you are welcome to walk around the marketplace in the restaurant and talk to curriculum staff, who will be available to answer questions on Key Stage 4 choices. During the evening representatives from Weston College and Bridgwater College will provide additional information on Post 16 pathways.

The deadline for returning the Options Choices Form is **Friday 10th February 2017**

Choices will then be discussed with students as necessary and subjects need to be viable in terms of numbers for them to run or students may be given their reserve choice of option.

Under current legislation, your child will have to stay in some form of education or training until they turn 18. This can be:

- full-time education, e.g. at a school with sixth form provision or college
- an apprenticeship
- full-time employment (over 20 hours a week) combined with part-time education or training Students will also continue to study English and Maths if a 5-9 grade is not achieved before starting their post 16 option.

Meanwhile, if you have any questions or require further information please contact us.

Yours faithfully,

Muriel Warden
Assistant Principal

Lesley Evans
Vice-Principal

Jacqui Scott
Head of School
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<td>Music Practitioners</td>
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<td>Film Studies</td>
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<td>Drama</td>
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<td>30</td>
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<td>33</td>
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<td>Geography</td>
<td>34</td>
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<td><strong>Option Subjects Social Sciences</strong></td>
<td></td>
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<tr>
<td>Citizenship</td>
<td>36</td>
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<td>Sociology</td>
<td>37</td>
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<tr>
<td>Business Studies</td>
<td>38</td>
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<td><strong>Option Subjects Information Technology</strong></td>
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<td>ICT Information Creative Technology</td>
<td>40</td>
</tr>
<tr>
<td>Computer Science</td>
<td>41</td>
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<td><strong>Option Subjects Additional Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Cambridge National Child Development</td>
<td>43</td>
</tr>
<tr>
<td>GCSE and OCR National PE</td>
<td>44</td>
</tr>
</tbody>
</table>
**Year 9 Options for KS4**

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**All Students do a Core Curriculum which consists of:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths (GCSE)</td>
<td>4</td>
</tr>
<tr>
<td>English Language and English Literature (2 GCSEs)</td>
<td>4</td>
</tr>
<tr>
<td>Combined Science (2 GCSEs)</td>
<td>4</td>
</tr>
<tr>
<td>Religious Studies (GCSE)</td>
<td>1</td>
</tr>
<tr>
<td>Core PE (non-exam based)</td>
<td>2</td>
</tr>
</tbody>
</table>

This equals 6 GCSE qualifications equalling 15 hours per week

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**2 OPTIONS FROM BOX A**

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE History</td>
</tr>
<tr>
<td>GCSE Geography</td>
</tr>
<tr>
<td>GCSE French</td>
</tr>
<tr>
<td>GCSE Spanish</td>
</tr>
<tr>
<td>GCSE Computer Science</td>
</tr>
</tbody>
</table>

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**2 OPTIONS FROM BOX B**

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Arts</th>
<th>Modern Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE Business Studies</td>
<td>GCSE Fine Art</td>
<td>GCSE Spanish</td>
</tr>
<tr>
<td>GCSE Sociology</td>
<td>GCSE Digital Art</td>
<td></td>
</tr>
<tr>
<td>GCSE Citizenship</td>
<td>GCSE Drama</td>
<td><strong>Additional Courses</strong></td>
</tr>
<tr>
<td>Design and Technology</td>
<td>GCSE Music</td>
<td>Cambridge National Child Development</td>
</tr>
<tr>
<td>VCERT DT: Food</td>
<td>Music Practitioners (GCSE Equivalent dependent on units studied)</td>
<td>OCR National or GCSE PE</td>
</tr>
<tr>
<td>GCSE DT: Graphics</td>
<td>GCSE Film Studies</td>
<td>Information Technology</td>
</tr>
<tr>
<td>GCSE DT: Resistant Materials</td>
<td><strong>Triple Science</strong></td>
<td>BTEC Information Creative Technology</td>
</tr>
<tr>
<td>GCSE DT: Textiles</td>
<td>Biology/Physics/Chemistry</td>
<td>GCSE Computer Science</td>
</tr>
</tbody>
</table>

2 Option Subjects will have 2 hours per week in year 10, 3 hours per week in year 11.
2 Option Subjects will have 3 hours per week in year 10, 2 hours per week in year 11.
Copy

Year 9 Options Choices Form:
Name: .................................................................................................................................
Tutor Group: ..............

Make four option choices plus one reserve choice from each box

Choose TWO from Box A

<table>
<thead>
<tr>
<th>Box A Choices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>☐</td>
</tr>
<tr>
<td>Geography</td>
<td>☐</td>
</tr>
<tr>
<td>Computer Science</td>
<td>☐</td>
</tr>
<tr>
<td>French</td>
<td>☐</td>
</tr>
<tr>
<td>Spanish</td>
<td>☐</td>
</tr>
</tbody>
</table>

Reserve from Box A ________________________________

Choose TWO subjects from Box B and then select ONE reserve

Please note that subjects within the one department e.g. GCSE Textiles and Food are likely to run at the same time

<table>
<thead>
<tr>
<th>Box B Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Reserve from Box B

Reserve

I have discussed and agreed these option choices with my child and confirm this selection. I understand that changes to this selection can only be made in exceptional circumstances and within 4 weeks of the start of the new academic year.

Signed (Parent/Carer)

___________________________

Print Parent/Carer Name
Useful websites for:
Year 9 GCSE
Careers Guidance and Future Pathways

http://icould.com/watch-career-videos/by-job-type/

www.careerpilot.org.uk/

https://www.plotr.co.uk/

https://nationalcareersservice.direct.gov.uk/

www.ucas.co.uk/

www.apprenticeships.org.uk/
TO YEAR 9 STUDENTS

WHAT SHOULD YOU DO?
• Consider which subjects you are GOOD at.
• Consider which subjects you ENJOY.
• Think about what you would like to do when you leave Worle Community School and find out what subjects are NEEDED FOR YOUR FUTURE.
• READ the information in this booklet carefully.
• ASK if you need further information or help.
• TRY to keep open to as many future career options as possible.
• DON’T choose a subject because you like a teacher or because a friend has chosen it.
• Talk to subject teachers for guidance.

WHO CAN HELP YOU MAKE YOUR CHOICES?
• Discuss your choices with your parents – they want you to do well.
• Your Tutor, who will be able to advise you.
• Your Head of Year, who will be able to advise you.
• Your Subject Teachers can tell you what your strengths and weakness are in their subjects.
• Mrs Herrington can advise you on appropriate pathway options.
• Careers websites listed in this booklet

WHY SHOULD I CHOOSE A BROAD AND BALANCED RANGE OF SUBJECTS?
• To prepare you for a future you can’t predict.
• Many students do not have firm ideas about future jobs and careers and others change their minds.
• It looks increasingly likely that in the future people will have a variety of jobs during their working lives.

WHAT SHOULD YOU DO NEXT?
• When you decide on your choices FILL IN your Options Choices Form.
• RETURN your Options Choices Form to the Student Box:

   9.00 a.m. Friday 10th February 2017

• KEEP a record of your choices on the duplicate course choices form in this booklet.
Tutors will be able to help you with this during Tutor Time.
Thinking about careers: Investigate 3 careers/jobs you may want to do

<table>
<thead>
<tr>
<th></th>
<th>Career 1</th>
<th>Career 2</th>
<th>Career 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications needed/Length of Training needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of current businesses / employers in this field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What the career job entails on a day to day basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay / Hours/ Working conditions / Location</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“Deciding what not to do is as important as deciding what to do.”
Steve Jobs

“Believe you can and you’re halfway there.”
Theodore Roosevelt
Information, Advice and Guidance (IAG)

Under current Government legislation, your child will be required to remain in further education or training until the age of 18, although funding may be available to remain in further education and training until the academic year in which your child reaches 19. All schools have a statutory obligation to provide impartial IAG to students so that they are not only aware of the options for future education and training but they are encouraged to raise their aspirations, know how to overcome barriers to succeed and do what it takes to fulfil their potential.

This IAG will consist of impartial information on a range of future Education and Training providers as well as experience in and knowledge of a diverse range of Employment sectors and roles. Working in Partnership with these bodies, we aim to inspire our students by ensuring they benefit from direct, motivating and exciting experiences to inform decisions about their future education and employment. Through this we aim to help every student make an informed choice regarding their progression opportunities.

This will be enhanced by a series of enrichment activities through curriculum enrichment days and 1:1 appointments for impartial careers advice, as well as their Work Experience in Year 10.

What is the English Baccalaureate?

The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification for students. It is a measure of success and shows where pupils have secured a grade 5 or above across a core of academic subjects (English, Maths, Science, Geography or History and a Language) at Key Stage 4.
“Pure mathematics is, in its way, the poetry of logical ideas.”
~ Albert Einstein

Core Subjects

The book to read is not the one that thinks for you but the one which makes you think.
-Harper Lee
All students follow Mathematics as it is a core subject. There are two levels; Foundation where grades 1-5 are available and Higher where grades 4-9 are available. The course is delivered over 3 years. The topics are Number, Ratio and Proportion, Algebra, Geometry and Measures and Statistics and Probability. Many of the topics will have been studied at a more basic level in years 7 and 8. The amount of content in the new GCSE has increased at both Higher and Foundation level, as has the level of challenge.

The best way to learn Mathematics is by practice. You will use text books, investigations, websites and past papers. Being prepared to attempt problems that at first appear difficult will help you greatly. The new GCSE course has a greater emphasis on problem solving so resilience is vital when faced with difficult questions. This subject will help develop an analytical and logical mind whilst enhancing your numeracy skills.

Mathematics is assessed by examinations. There are now 3 papers:
- **Paper 1** is a non-calculator paper with a mix of question styles
- **Paper 2 and Paper 3** are calculator papers with a mix of question styles
The level of demand increases as the students move through the papers and will be designed to test the student’s ability to use the calculator correctly. Each exam is 1 hour 30 minutes long and accounts for 33.3% of the marks awarded. The emphasis on testing has changed and can be seen in the diagrams below;

You will need to study Higher tier if you wish to study A level and beyond. There is a current shortage of people with these skills.

Employers regard mathematics as a key GCSE when they look to appoint people. Mathematics is used in nearly all careers. It is used extensively by architects, engineers, the financial sector, meteorologists, statisticians etc. For further information visit: [www.mathscareers.org.uk](http://www.mathscareers.org.uk)
All pupils will take two GCSEs: English Language and English Literature. Both courses cover a wide range of opportunities for reading and writing, as well as for speaking and listening, all of which are assessed during the course. You will read a number of different types of texts, including a Shakespeare play and a post-1914 play, a modern novel and a pre-1914 novel, and a variety of literary poems from different times, as well as looking at different types of non-fiction and media texts. The study of these texts will also help to develop the standard of your writing. In your written tasks, you will learn how to focus on writing with a sense of purpose, audience, format and style of expression. There is no longer a coursework element to either GCSE, and as a result both courses are completely assessed by end of course examinations.

English lessons will give you the opportunity for group work, paired work and independent work. There will be a range of reading, writing and speaking and listening activities. There will also be opportunities for you to complete independent research. You will also be encouraged to continue reading a range of fiction and non-fiction texts, outside of lessons, because the more you read, the better at English you become: it really is as simple as that!

You will be assessed through:
- Examinations: both English Language and English Literature have two end of course examinations (four in total). You will be required to learn a cluster of fifteen poems, and quotations from Romeo and Juliet, a modern novel and a pre-19th novel.
- Speaking and Listening: you will be assessed on your speaking and listening skills throughout your English Language course. The marks will be reported to the exam board and appear on your exam certificates, although they will not count towards your final grade.

English is for life, not just for work. The joy of reading and the pleasure that can be found in communicating effectively in speech and writing will always be of use to you. In work/apprenticeships English is also a vitally important subject: employers, colleges and universities insist you have a qualification in English because it demonstrates to them that you have achieved a satisfactory level of literacy. If you achieve a high grade in English you will be able to continue enjoying English at A and degree Level.

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English is for life, not just for work. The joy of reading and the pleasure that</td>
<td>• Education</td>
</tr>
<tr>
<td>can be found in communicating effectively in speech and writing will always be of</td>
<td>• Media</td>
</tr>
<tr>
<td>use to you. In work/apprenticeships English is also a vitally important subject:</td>
<td>• Publishing</td>
</tr>
<tr>
<td>employers, colleges and universities insist you have a qualification in English</td>
<td>• Advertising</td>
</tr>
<tr>
<td>because it demonstrates to them that you have achieved a satisfactory level of</td>
<td>• Marketing</td>
</tr>
<tr>
<td>literacy. If you achieve a high grade in English you will be able to continue</td>
<td>• Journalism/Writing</td>
</tr>
<tr>
<td>enjoying English at A and degree Level.</td>
<td></td>
</tr>
</tbody>
</table>
Combined Science

Qualification Type: GCSE
Examination Board: AQA
Specification No: Combined Science: Synergy
Useful Web Address: http://www.aqa.org.uk/subjects/science/new-science-gcse-specifications
Head of Dept: Miss Criddle
E-mail: jcriddle@worle-school.org.uk
KS4 Science Leader: Mr. Davis
E-mail: mdavis@worle-school.org.uk

Description of Course

The Combined Science course includes the three sciences and all students will study this Science course if they are not opting for triple Science.

**Combined Science Modules**
- **Biology** – cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, and ecology.
- **Chemistry** – atomic structure, bonding and the periodic table, quantitative chemistry, energy changes, rates of reaction, chemical analysis, and chemistry of the atmosphere.
- **Physics** – forces, energy, waves, electricity and magnetism, matter and atomic structure, and radiation.

Each topic covers Science that affects our everyday lives and considers Science in the future. You will build upon the skills and knowledge you have already developed from Years 7, 8 and 9. Your learning will involve a lot of applied practical work and will help you further develop your problem-solving skills. You will look at how Science develops and impacts on our everyday lives and will have the opportunity to develop your communication skills.

You will sit four written exams for Combined Science worth 25% each and the course is worth two GCSEs. Each is 1 hour and 45 minutes long and consists of 100 marks. The questions are a combination of multiple choice, structured, short and extended writing.

We provide revision resources and support inside and outside of lessons to enable students to make excellent progress in their GCSEs with ample opportunities to practice revision and exam techniques to ensure students are well prepared for their final exams.

How Will You Learn

Each topic covers Science that affects our everyday lives and considers Science in the future. You will build upon the skills and knowledge you have already developed from Years 7, 8 and 9. Your learning will involve a lot of applied practical work and will help you further develop your problem-solving skills. You will look at how Science develops and impacts on our everyday lives and will have the opportunity to develop your communication skills.

Method of Assessment

You will sit four written exams for Combined Science worth 25% each and the course is worth two GCSEs. Each is 1 hour and 45 minutes long and consists of 100 marks. The questions are a combination of multiple choice, structured, short and extended writing.

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Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>You could study A-Levels in Science</td>
<td>All employers recognise that studying Science allows you to develop important skills needed in the workplace.</td>
</tr>
<tr>
<td>Other Science-related college courses, e.g. NVQs, BTECs and diplomas.</td>
<td>There are many professions that require Double Science qualifications, e.g. Nursing, Medicine, Dentistry, Electronics, Engineering, Business and Management, and Veterinary Science.</td>
</tr>
<tr>
<td>All post-16 courses look favourably at those who have a Science qualification; for the skills and commitment you have shown in the GCSE.</td>
<td>There are many more where Science is a useful subject to have studied, e.g. Automotive, Mechanics, Beauty, Health and Sports studies.</td>
</tr>
</tbody>
</table>
Core PE (Non-Examination)

Qualification Type: n/a
Examination Board: n/a
Specification No:n/a
Useful Web Address:n/a
Head of Dept: Mrs. Rhian
E-mail: krhian@worle-school.org.uk

Description of Course

You will continue to develop and refine your knowledge and understanding of a variety of sports. There will be emphasis placed on your own fitness and understanding about healthy lifestyle. The number of lessons you have will remain as two lessons of PE per week (two hours per week).

You will experience the following:
- **Organisation.** You develop the skills and understanding to help organise yourselves and others in a range of sporting activities.
- **Teamwork.** You will experience working as a team or for yourselves. You are encouraged to understand the value of full involvement in all activities and to appreciate the role and influence you can have on others.
- **Motivation.** You will be given specific challenges and targets which will help motivate you to improve. You will hopefully learn the value of a committed and determined approach to all activities.
- **Health and Fitness.** You will be encouraged to take your sport seriously and understand the impact it can have on your future health.

How Will You Learn

You will extend your knowledge of activities covered in lower school and wherever possible you are given the opportunity to try out different sports.

Method of Assessment

This is not an examination course

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core PE does not have an external examination. However, students are given the opportunity to participate in coaching others, which can lead to leadership qualifications. This qualification is known as Sports Leaders (SL) and it allows students to demonstrate leadership and organisational qualities with young children.</td>
<td>n/a</td>
</tr>
</tbody>
</table>
RS is a subject that looks at philosophy, the meaning of life and the nature of our universe. The course considers these and introduces students to a wide range of moral and social issues. Students are encouraged to ask questions, evaluate and be empathetic. The course allows students to be critical, analytical and build their own informed points of view. It aims to enable students to:

- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Reflect on and develop their own values, beliefs, and attitudes in the light of what they have learnt and contribute to their preparation for adult life in pluralistic society and global community.

The course is split into two papers, each containing four topics.

**Paper 1**—Religion and Ethics (Belief in God, Marriage and Family, Living the Religious Life, Matters of Life and Death)

**Paper 2**—Religion, Peace and Conflict (Belief in God, Crime and Punishment, Living the Religious Life, Peace and Conflict)

**How Will You Learn**

We encourage students to ask questions, consider both sides of an issue with empathy, but also to be critical and take nothing for granted in order to develop their own balanced and informed point of view. Homework tasks will arise from the content and direction of the lessons and will vary from presentations and research to revision of notes and exam questions.

**Method of Assessment**

This course is 100% final exam at the end of Year 10.

- Paper 1—1 hour 45 minutes (50%)
- Paper 2—1 hour 45 minutes (50%)

There is no controlled assessment.

**Pathways**

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skills outlined are transferable to, a wide range of situations, subjects and careers in the future. Employers and colleges look favourably upon the subject as demonstrating academic ability and thinking skills. Students can continue with the subject to A Level or use the skills and knowledge learnt to travel down another pathway or career.</td>
<td>Any job, which includes contact with people could benefit from GCSE RS. Careers in teaching, law, social work, government, armed forces, police, medical profession and childcare are just a few where RS is highly valued.</td>
</tr>
</tbody>
</table>
Option

Subjects: Science

Be less curious about people & more curious about ideas.

~ Mdm. Marie Curie
The Triple Science course includes the Combined Science (double Science) topics as well as additional triple-only Biology, Chemistry and Physics topics. This option is only available to students achieving higher grades in science and also maths. Students interested in studying this course should speak to either Miss Criddle or Mr Davis to discuss their suitability for the course.

This is a highly respected and successful course with a consistent track record of students achieving the top GCSE grades. Many students develop a real passion for the sciences over the two years and go on to study at least one of the sciences post-16, with many pursuing careers linked to science.

All triple Science classes are taught by three subject specialists, who are passionate and experienced at delivering the triple science courses.

**Triple Modules**

**Biology** – cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, and ecology.

**Chemistry** – atomic structure, bonding and the periodic table, quantitative chemistry, energy changes, rates of reaction, organic chemistry, chemical analysis, and chemistry of the atmosphere.

**Physics** – forces, energy, waves, electricity and magnetism, matter and atomic structure, and space.

Each topic covers Science that affects our everyday lives and considers Science in the future. You will build upon the skills and knowledge you have already developed from Years 7, 8 and 9. Your learning will involve a lot of applied practical work and will help you further develop your problem-solving skills. You will look at how Science develops and impacts on our everyday lives and will have the opportunity to develop your communication skills.

You will be expected to work in groups and independently. Your teachers will encourage you to challenge your learning and you must have interest and enthusiasm for Science. If you are someone who has a scientific curiosity about the world around them then this course may be perfect for you.

You will sit two written exams for each of the three sciences worth 50% of the GCSE each. Both exams are 1 hour and 45 minutes long and consist of 100 marks. The questions are a combination of multiple choice, structured, short and extended writing.

We provide revision resources and support inside and outside of lessons to enable students to make excellent progress in their GCSEs with ample opportunities to practice revision and exam techniques to ensure students are well prepared for their final exams.

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-levels in Science</td>
<td>Careers in Science research.</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>Medicine, Veterinary Science, Dentistry, Engineering,</td>
</tr>
<tr>
<td>Degree level Science</td>
<td>teaching in a primary school setting and nursing. Popular</td>
</tr>
<tr>
<td>Level 3 courses at a college</td>
<td>(but not compulsory) with those wishing to take heavily</td>
</tr>
<tr>
<td></td>
<td>subscribed University courses, e.g. Law.</td>
</tr>
</tbody>
</table>
Option
Subjects: Design and Technology

Design is not just what it looks like and feels like. Design is how it works.

- Steve Jobs
Description of Course

Working in food or cookery requires you to have a passion for food, an interest in and understanding of how it impacts on the body and a wide range of skills depending on your job role and the setting you work in.

Unit 1 Preparing to cook - This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.

Unit 2 Understanding food - This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

Unit 3 Exploring balanced diets - Learners will understand the individual requirements of a balanced diet. They will learn about reference index (RI)/guideline daily amounts (GDAs) and how food labels can inform healthy eating. Learners will understand how to change recipes to make them healthier.

Unit 4 Plan and produce dishes in response to a brief - This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.

How Will You Learn

Studying NCFE Level 2 Certificate in Food and Cookery will help you to develop skills in making, independent learning, researching, analysing and evaluating situations, communicating and modelling ideas and developing decision-making skills through individual and collaborative working.

Method of Assessment

The course is assessed in 4 units
Unit 1 (25%) Preparing to Cook – Mandatory Internally Assessed Portfolio of Evidence
Unit 2 (25%) Understanding Food – Mandatory Internally Assessed Portfolio of Evidence
Unit 3 (25%) Exploring Balanced Diets – Mandatory Externally Set and Marked Assessment Paper
Unit 4 (25%) Plan and Produce Dishes in Response to a Brief - Mandatory Internally Assessed Portfolio of Evidence

There is a one-off payment of £13.25 in Year 10 which will cover some of the basic ingredients needed for some activities over the two years eg salt, pepper, oil, herbs, flavourings, parchment etc

Individual recipe ingredients will not be covered and will need to be brought in from home. Failure to bring in ingredients will result in the loss of practical lessons, which are essential for the successful completion of the course.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Following the Level 2 V Cert in Food and Cookery the following level 3 pathways are available:</td>
<td>Following successful completion of this course and further studies a number of careers are possible in hospitality and catering with management roles in food establishments and food production. Health and well-being careers in the form of a nutritionist, dietician, environmental health officer and personal trainer. Food development and production roles such as a consumer scientist, food laboratory technician and food retail positions in a bakers, butchers and acting food buyer for larger retail establishments.</td>
</tr>
<tr>
<td>A Level Home economics (food, nutrition and health) A Level Design and technology Diploma in advanced professional cookery Certificate in hospitality and catering principles Professional cookery studies</td>
<td></td>
</tr>
</tbody>
</table>
Description of Course

The emphasis of the course will be to develop your own creativeness and graphical skills. Underpinning the course are the skills of designing and making, which are taught through the following themes:

- Communication Techniques (colour, logos, typography)
- Presentation Drawings (2D and 3D)
- Design and market influences (product analysis, the environment)
- Materials and Processes (modelling, smart materials, printing, industrial processes)
- Packaging and Pop up Mechanisms ICT/CAD/CAM

How Will You Learn

Projects in Year 10 enable students to learn a wide range of practical & modelling skills to become good graphic designers. Each will involve designing and making to acquire specific skills and knowledge for an extended coursework project in Year 11. Wherever possible, theory work is taught through practical activity but a proportion of the learning is supported by a Text book/Revision guide and an accompanying workbook. Learning about the theory of graphic design and production techniques is important preparation for the written examination at the end of Year 10.

Method of Assessment

The assessment consists of 2 elements:

1. Written paper - a 2 hour, single tier, 8 question paper which is taken in Year 11 = 50% of GCSE
2. A Controlled assessment: this will be started in September Year 11 and will take place in the classroom in the form of a 9 A3 page folio, a sketchbook and practical piece. This counts for 50% of your final grade.

There is a one-off payment of £13.25 in Year 10 which will cover everything needed for the course, including a Revision Guide.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Graphic Products will allow you to develop skills which not only support other/further qualifications in order to follow a subject related career path but are also relevant to adult life. Should you want to take the qualification further you can study an ‘A’ level at college/sixth form or use the GCSE as one of your grades towards ANY vocational qualification.</td>
<td>Should you decide to pursue Graphics as a career; Universities offer degree courses in a variety of design fields including Graphic Design, Architecture, Web Design, Illustration, Computer Animation, Photography, Product Design and Interior design. Graphics is ‘hidden’ in many careers and GCSE Graphic Products is where it all begins</td>
</tr>
</tbody>
</table>
Resistant Materials

Qualification Type: GCSE
Examination Board: Eduqas
Specification No: TBC
Useful Web Address: http://www.eduqas.co.uk
Deputy Head of D&T I/C Resistant Materials: Mr. Winstone
E-mail: awinstone@worle-school.org.uk

Description of Course

This course involves the design and production of artefacts in a range of workshop materials. Production techniques are taught, from computer aided design and manufacturing to traditional workshop skills. Wherever possible, theory work is taught through practical activity but often classroom theory lessons are required. Learning about the theory of material and production techniques is important preparation for the written examination at the end of the course. In Year 10, students undertake a number of structured Design and Make projects. Each of these develops specific designing or making skills in preparation for an extended coursework project in Year 11. Coursework is a major part of this course.

Fact – RMT is not just for boys. Some of our most successful students have been girls.

How Will You Learn

Students follow several projects covering a range of materials. Each will involve designing and making to acquire specific skills and knowledge.

Projects in year 10 enable students to learn a wide range of practical & modeling skills to become good designers and manufacturers. This will include working in all resistant materials allowing for individuality to develop. This will include CAD/CAM

Method of Assessment

The assessment consists of 2 elements:

1. Written paper - a 2 hour, single tier, 8 question paper which is taken in Y11 = 50% of GCSE
2. A Controlled assessment: this will be started in September Y11 and will take place in the classroom in the form of a 9 A3 page folio, a sketchbook and practical piece. This counts for 50% of your final grade.

There is a one-off payment of £13.25 in Year 10 which will cover everything needed for the course, including a Revision Guide.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• A Level Product Design — Resistant Materials</td>
<td>• Local industry apprenticeships</td>
</tr>
<tr>
<td>• A Level Engineering</td>
<td>• Local employment</td>
</tr>
<tr>
<td>• Higher Education Degree courses</td>
<td>• Engineering</td>
</tr>
<tr>
<td></td>
<td>• Boat building</td>
</tr>
<tr>
<td></td>
<td>• Building</td>
</tr>
<tr>
<td></td>
<td>• Architecture</td>
</tr>
<tr>
<td></td>
<td>• Construction</td>
</tr>
<tr>
<td></td>
<td>• Cabinet making</td>
</tr>
<tr>
<td></td>
<td>• Aerospace</td>
</tr>
</tbody>
</table>

20
Description of Course

Designing
Developing, planning and communicating ideas plus sketching and annotating. Product analysis and evaluation. Sustainability and legislative issues. Other designers and practitioners – Vivienne Westwood and John Galliano.

ICT and CAM

Making
Fabrics and components
Basic skills in surface decoration, embellishment, construction & fastenings.
Tools and equipment
Systems and processes including manufacturing and finishing.

Textiles is a course for EVERYONE with an interest in Design & Technology.

How Will You Learn

Studying GCSE Design and Technology - Textiles will help you to develop skills in independent thinking and learning, researching, analysing and evaluating situations, communicating and modelling ideas, developing decision-making skills through individual and collaborative working.

A proportion of the learning is supported by a Text book/Revision guide and an accompanying workbook. Practical skills will be gained through demonstrations and personal experience.

Method of Assessment

The assessment consists of 2 elements:
1. Written paper - a 2 hour, single tier, 8 question paper which is taken in Y11 = 50% of GCSE
2. A Controlled assessment: this will be started in September Y11 and will take place in the classroom in the form of a 9 A3 page folio, a sketchbook and practical piece. This counts for 50% of your final grade.

There is a one-off payment of £13.25 in Year 10 which will cover everything needed for the course except the final fabric, including A Revision Guide.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</thead>
<tbody>
<tr>
<td>Textiles Technology will allow you to develop skills which not only support other/further qualifications in order to follow a subject related career path but are also relevant to adult life. Should you want to take the qualification further you can study an 'A' level at college/sixth form or use the GCSE as one of your grades towards ANY vocational qualification.</td>
<td>Many Universities offer degree courses in different areas of Textiles which could lead to a career in, for example, Fashion, Car interior design, Home interior design, children's-wear design, soft toy design &amp; Textile Art. Whether your interest lies in designing for the cat-walk, working in a team designing the interior of the next Aston Martin or working with a charity to develop and manufacture sustainable and eco-friendly products for the developing world Textiles is a step in the right direction. Be the next Gok, Westwood, Galliano, Hamilton/Button Maclaren F1 designer, top 'Diesel' designer or work on movie sets.......... Textiles Technology is 'hidden' in many careers and GCSE Textiles is where it all begins.</td>
</tr>
</tbody>
</table>
Option
Subjects:
Arts
Art: Fine Art

Qualification Type: GCSE
Examination Board: AQA
Specification No: Art & Design (Fine Art: 4202)
Useful Web Address: www.aqa.org.uk/qualifications
Head of Dept: Miss Howes
E-mail: ehowes@worle-school.org.uk

Description of Course

FINE ART

- Students will explore themes such as: Portraiture and Natural Forms.
- Students will study the ideas, processes and techniques of a range of different artists.
- The Fine Art GCSE is a practical course and students produce work in response to a brief.
- All work produced in lessons, and any work set as home learning, contributes to the marked Coursework.
- The Exam is an extended piece of practical work, started in lessons and completed under exam conditions.
- Students will need to produce written work to explain their ideas and process of working.

How Will You Learn

PRACTICAL WORK

- Students will develop practical skills through practise and experimentation with materials and techniques. They will develop skills in drawing, painting, printmaking, collage, sculpture, written analysis, photography and PhotoShop.
- Students will learn technical, creative and artistic skills to develop extended projects from a brief.
- Students will develop their display skills, to present their work to an audience, including a Coursework Exhibition.

RESEARCH

- Students will undertake research into the work of other artists, and develop their own practical work as a response.
- Through analysis of the work of other artists, they will develop their appreciation of the ways people respond to the world around them, at different times and in different cultures and countries.

Method of Assessment

COURSEWORK (60%)

- Coursework projects run from the start of Year 10 and are completed by January of Year 11.
- Students will be given interim deadlines, with the opportunity to improve their work following feedback.
- Coursework is presented in Sketchbooks and Flip Folders and counts for 60% of the marks.

EXAM (40%)

- The externally set Terminal Exam is taken in April/May of Year 11 and counts for 40% of the marks.
- Students will be given the Exam Paper in January and will complete preparation work in lessons.
- The Final Piece of work will be completed under exam conditions over two days (10 hours).
- Both the Preparation Work and the Final Piece are marked as part of the Exam.

Pathways after Year 11

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<tbody>
<tr>
<td>BTEC Diploma</td>
<td></td>
</tr>
<tr>
<td>Creative &amp; Media Diploma (Higher)</td>
<td></td>
</tr>
</tbody>
</table>
PHOTOGRAPHY
- Students will explore themes such as: Portraiture, Natural Forms and Movement.
- Students will study the ideas, processes and techniques of a range of different photographers.
- The Photography GCSE is digital course. Students spend lots of time using computers to edit and write about images.
- All work produced in lessons, and any work set as home learning, contributes to the marked Coursework.
- The Exam is an extended piece of practical work, started in lessons and completed under exam conditions
- Students will need to produce written work to explain their ideas and process of working.

PRACTICAL WORK
- Students will develop practical skills through practice and experimentation with digital SLR cameras and studio lighting.
  They will learn PhotoShop skills to manipulate photographic images to create a final piece.
- Students will learn technical, creative and artistic skills to develop extended projects from a brief.
- Students will develop their display skills, to present their work to an audience, including a Coursework Exhibition.

RESEARCH
- Students will undertake research into the work of other artists, and develop their own practical work as a response.
- Through analysis of the work of other artists, they will develop their appreciation of the ways people respond to the world around them, at different times and in different cultures and countries.

COURSEWORK (60%)
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<tr>
<td>Creative &amp; Media Diploma (Higher)</td>
<td></td>
</tr>
</tbody>
</table>
**Music**

Qualification Type: GCSE  
Examination Board: AQA  
Specification No: 4270  
Useful Web Address: www.aqa.org.uk/qual/subjectindex-m.php  
Head of Dept: Mrs. Burlinson  
E-mail: eburlinson@worle-school.org.uk

### Description of Course

**Component 1: Understanding music**
What’s assessed - Listening and Contextual understanding  
How it’s assessed - Exam paper with listening exercises using excerpts of music.

**Component 2: Performing music**
What's assessed - Music performance  
How it's assessed - As an instrumentalist and/or vocalist and/or via technology:
- Performance 1: Solo performance  
- Performance 2: Ensemble performance

**Component 3: Composing music**
What's assessed - Composition  
How it's assessed  
- Composition 1: Composition to a brief  
- Composition 2: Free composition

### How Will You Learn

Practical tasks and theory based learning.

### Method of Assessment

Performances are marked live in front of an audience.  
Compositions are played to the class and them marked by the teacher.  
There is a final listening examination.

### Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
</table>
| Music is a subject that helps us be creative and expressive individuals. It develops your musical awareness and increases your understanding of other cultures and countries. If you already are playing an instrument and perhaps have taken some practical exams then this course is aimed at you. It can give you a good grounding in composition and musical skills ready for the A level route. Many students from Worle have gone on to study music at University or a specialist music college and now perform, teach and make their living through music. | Music teaching  
Orchestral management  
Performer  
Composer  
Musician for film  
Media-based jobs  
Radio, TV  
Sound production  
Recording engineer  
Recording engineer  
Music retail  
Performing Artist  
Music journalism |
Music Practitioners

Qualification Type: GCSE Equivalents (depending on units completed)
Examination Board: Rock School
Specification No: n/a
Useful Web Address: www.accesstomusic.org.uk
Head of Dept: Mrs. Burlinson
E-mail: eburlinson@worle-school.org.uk

Description of Course

Access to Music is aimed at students who are interested in popular music and performing in a band or as a soloist. The course covers four units: Live Music Performance, Solo or Ensemble Composition, Event Organisation and Rehearsal Logs.

Students will perform a 15min set of music on stage to a live audience. They will record an album that will include 15mins of their own compositions. In groups they will put on an event which will include live music and keep a rehearsal log detailing targets and progression.

The course is very practical and is aimed at students who enjoy performing and making music and have a keen interest in the subject. It allows students to develop skills such as team building, independence and confidence giving them the opportunity to work with other musicians and people who work in the local music industry.

Access to Music is coursework based with no examinations.

How Will You Learn

Practical tasks and theory based learning.

Method of Assessment

Performances are marked live in front of an audience.

Compositions will be recorded in the studio and presented as an album for assessment.

You will complete a series of rehearsal logs that show target setting, progression and independence.

You will put on and be responsible for an event that involves music.

Pathways after Year 11

<table>
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<tr>
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Orchestral management  
Performer  
Composer  
Musician for film  
Media-based jobs  
Radio  
TV  
Sound production  
Recording engineer  
Music retail  
Performing Artist  
Music journalism |

Training Pathways | Career Routes
---|---
Music is a subject that helps us be creative and expressive individuals. It develops your musical awareness and increases your understanding of other cultures and countries. If you already are playing an instrument and perhaps have taken some practical exams then this course is aimed at you. It can give you a good grounding in composition and musical skills ready for the A level route. Many students from Worle have gone on to study music at University or a specialist music college and now perform, teach and make their living through music. | Music teaching  
Orchestral management  
Performer  
Composer  
Musician for film  
Media-based jobs  
Radio  
TV  
Sound production  
Recording engineer  
Music retail  
Performing Artist  
Music journalism |
Film Studies

Qualification Type: GCSE
Examination Board: WJEC
Specification No: TBC
Useful Web Address: TBC
Head of Dept: Mrs. Vass
E-mail: svass@worle-school.org.uk
Course Teacher: Miss Bigge
E-mail: abigge@worle-school.org.uk

Description of Course

Film Studies: Watching films can be a magical experience. You can be transported to different countries and new worlds, experience the wildest adventures or become starry-eyed over a favourite star. You can become shocked, become angry, be moved to tears or rocked with laughter. If you love watching and talking about films, if you would like to learn more about how films are made, how they are sold and how they communicate then this is the GCSE for you. You will need to conduct micro analysis of film language by watching sections of films before answering questions on how it impacts on the audience. These skills are similar to the skills used in English Literature but with films instead of books.

You will focus on the three main areas of film: Film language, Film organisations and Film audiences. You will be discussing film as a class, working independently and in small groups. You will watch, analyse and write about specific films. In addition to this you have the opportunity to be creative and come up with your own film ideas.

Method of Assessment

The course is split into three components: Component 1: This component assesses knowledge and understanding of three US films chosen from a range of options. Component 2: This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options. Component 3: This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis.

You will produce: one genre-based film extract (either from a film or from a screenplay) one evaluative analysis of the production, where you analyse and evaluate your production in relation to comparable, professionally-produced films or screenplays.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A Levels</td>
<td>Teaching</td>
</tr>
<tr>
<td>BTEC</td>
<td>Journalism</td>
</tr>
<tr>
<td>Media Production Diploma.</td>
<td>Politics</td>
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<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td>Media</td>
</tr>
</tbody>
</table>
Description of Course

Skills:  
- Confidence and communication  
- Imagination and creativity  
- Organisation and working to deadlines  
- Team work and problem solving  
- Interpretive and analytical skills  
- Presentation  
- Flexibility and adaptability  
- Good work ethic and commitment  
- Mental versatility  
- Evaluation and personal development  
- Independent thinking  
- Acting, Directing, Design skills (Lighting, Music and Sound, Costume and props)  
- Many transferable skills that will help the student in any future career path

<table>
<thead>
<tr>
<th>Skills</th>
<th>Component</th>
<th>Title</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/02</td>
<td>01/02 Devising Drama</td>
<td>Devise from a stimulus set by the exam board (this could be a moment in history, photograph, song, phrase, newspaper article etc.)</td>
<td>60 (30%)</td>
<td></td>
</tr>
<tr>
<td>03/04</td>
<td>03/04 Presenting and Performing Texts</td>
<td>Perform 2 scenes from a set text to a visiting examiner. You will be responsible for the extract choice, casting, acting, directing and design</td>
<td>60 (30%)</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>05 Drama: Performance and Response</td>
<td>Section A: Questions on a set text about how you would act/direct/design a scene</td>
<td>80 (40%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section B: Writing a critical response evaluating a live piece of theatre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How Will You Learn

- Through practical lessons and large periods of time to explore your creative ideas  
- Develop skills, knowledge and understanding from KS3  
- By devising ideas from a range of stimuli, theatre practitioners, performances spaces and audience manipulation  
- By being responsible for your own semiotics (lighting, music, costume, set design and props)  
- By working collaboratively with your peers, critically evaluating your own work and the work of others  
- Through theatre visits: it is an exam requirement that you attend theatre trips, these feature the set texts and performances. Visits are vital in developing your knowledge and understanding and 2 unit components require live theatre experience as part of your exam.

Method of Assessment

- Practical: commitment to rehearsals, contributions, performance & design elements (lighting, music, sound, costume and props)  
- Written: a portfolio that explains your piece, justified your choices, explains how it developed and evaluates the final product.  
- Home learning: might include research, designs, reading/writing/learning scripts, writing draft portfolios or watching video footage of performances. You will be expected to maintain a Drama diary which includes notes on class work, reviews on performances, research, developments in your piece etc. The majority of “home learning” is rehearsal time – at lunch and after school.

Why do students typically pick Drama?  
They intend on pursuing Drama as a career  
As an opportunity to develop their confidence and self esteem  
They love it! They want to pick a GCSE just for their own enjoyment, as escapism from the stress of GCSE’s.

Why employers and further education highly regard Drama  
GCSE Drama is a way of students learning how to present in  
As it requires full commitment to a group and hard work.  
It demonstrates a variety of transferable personal skills that are needed in many situations and any employment.

Pathways after Year 11

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Drama is a fantastic GCSE in which the skills you learn can be applied to any training pathway  
Or if your career choice is in the arts you can develop your skills in an A Level or BTEC in Drama and Theatre studies or Performing Arts. | All employers look for the transferable skills that you will gain through Drama  
Theatre, film or creative industries: Actor, Director, Designer and Stage management  
Teaching, drama therapy and Theatre in education  
Entertainment, events and tourism  
Advertising, Marketing, and Management careers |
Option

Subjects: Languages
French

Qualification Type: GCSE
Examination Board: AQA
Specification No: 8658
Useful Web Address: http://www.aqa.org.uk/subjects/languages/gcse/french-8658
Head of Dept: Mrs. Venn
E-mail: avenn@worle-school.org.uk

Description of Course

All four language skills (reading/writing/listening/speaking) are developed and assessed across a range of contemporary, cultural themes. There are three main themes, which are each broken down into topics and sub-topics throughout the course:
- Identity and culture.
- Local, national and global areas of interest.
- Current and future study and employment
You will also study grammar in more depth and be introduced to new linguistic concepts that will enable you to construct more sophisticated language.

How Will You Learn

Throughout the course you will hone your foreign language skills in reading, writing, listening and speaking, and will be encouraged by your class teacher to:
- Work in groups, as well as independently, to achieve set goals.
- Use a range of resources, including authentic materials, such as online news articles.
- Think creatively and spontaneously.
- Reflect on key aspects of your work.
- Appreciate other languages and cultures, as well as your own.
You will also be expected to complete regular Home Learning tasks and take ownership of your learning by exposing yourself to as much language as possible outside of the classroom (e.g. internet, TV, films, radio, magazines).

Method of Assessment

The overall assessment consists of four elements which take place as final exams (in reading, writing, listening and speaking) at the end, or towards the end, of the course in Year 11. You will be entered at either Foundation or Higher level across the 4 skills (numerical grading system 9-1). The exams are as follows:
- Reading – understanding written French in a range of settings, responding to questions, plus French – English translation.
- Writing – produce an extended written text on a given topic, plus English – French translation.
- Listening – understanding spoken French in a range of settings, responding to questions.
- Speaking – role play, questions, conversation in the target language.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A levels</td>
<td>Common career paths include</td>
</tr>
<tr>
<td>Higher education</td>
<td>Court Interpreter, Customs Officer, Fashion Buyer, Film Maker, Diplomat, Intelligence Specialist, International Banking Officer, Journalist, Media Specialist, National Security Agent, Politician, Professor, Radio/TV Presenter, Teacher, Travel Agent, Translator, Chef</td>
</tr>
</tbody>
</table>

Languages are a demanding but highly enjoyable option which broaden students’ range of knowledge and ultimately teach many transferable skills which are highly prized by employers in an increasingly global and competitive job market. It is also required for entry to some degrees at certain universities.
Description of Course

All four language skills (reading/writing/listening/speaking) are developed and assessed across a range of contemporary, cultural themes. There are three main themes, which are each broken down into topics and sub-topics throughout the course:

- Identity and culture.
- Local, national and global areas of interest.
- Current and future study and employment

You will also study grammar in more depth and be introduced to new linguistic concepts that will enable you to construct more sophisticated language.

Spanish is by necessity intensive and fast moving, and students choosing this course should have a desire to succeed and have demonstrated success in their language learning in lower school. Students should be prepared to invest the necessary time and effort both in school and at home to learn Spanish to this level.

How Will You Learn

Throughout the course you will hone your foreign language skills in reading, writing, listening and speaking, and will be encouraged by your class teacher to:

- Work in groups, as well as independently, to achieve set goals.
- Use a range of resources, including authentic materials, such as online news articles.
- Think creatively and spontaneously.
- Reflect on key aspects of your work.
- Appreciate other languages and cultures, as well as your own.

You will also be expected to complete regular Home Learning tasks and take ownership of your learning by exposing yourself to as much language as possible outside of the classroom (e.g. internet, TV, films, radio, magazines).

Method of Assessment

The overall assessment consists of four elements which take place as final exams (in reading, writing, listening and speaking) at the end, or towards the end, of the course in Year 11. You will be entered at either Foundation or Higher level across the 4 skills (numerical grading system 9-1). The exams are as follows:

- **Reading** – understanding written Spanish in a range of settings, responding to questions, plus Spanish – English translation.
- **Writing** – produce an extended written text on a given topic, plus English – Spanish translation.
- **Listening** – understanding spoken Spanish in a range of settings, responding to questions.
- **Speaking** – role play, questions, conversation in the target language.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A levels Higher education</td>
<td>Common career paths include Court Interpreter, Customs Officer, Fashion Buyer, Film Maker, Diplomat, Intelligence Specialist, International Banking Officer, Journalist, Media Specialist, National Security Agent, Politician, Professor, Radio/TV Presenter, Teacher, Travel Agent, Translator, Chef</td>
</tr>
</tbody>
</table>

Languages are a demanding but highly enjoyable option which broaden students’ range of knowledge and ultimately teach many transferable skills which are highly prized by employers in an increasingly global and competitive job market. It is also required for entry to some degrees at certain universities.
Option
Subjects:
Humanities

The more you know about the past, the better prepared you are for the future.

~Theodore Roosevelt
Description of Course

The course is split into 3 units:

**Unit 1: Thematic Study and historic environment**
- Medicine in Britain, c1250–present
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

**Unit 2: Period study and British depth study**
- British depth study: Early Elizabethan England, 1558–88
- Period study: Superpower relations and the Cold War, 1941–49

**Unit 3: Modern depth study**
- Weimar and Nazi Germany, 1918–39

How Will You Learn

Our aim is to make you independent learners who will be able to use a variety of learning skills which can be applied in further education and beyond.

As a consequence, History lessons will combine a variety of teaching styles to suit different types of learners such as space learning, research tasks, ICT style lessons, role play and much more.

To aid you along the way textbooks, ICT, games, articles, contemporary sources, fiction, images and other such tools will be used to enrich your learning experience.

Method of Assessment

All are written exams which are taken at the end of your course

**Unit 1 Exam – Summer (30%)**
- Section A: in the historic environment you will answer a question that assesses knowledge plus a two-part question based on two provided sources.
- Section B: in the thematic study you will answer three questions that assess your knowledge and understanding. The first two questions are compulsory. For the third question, you answer one from a choice of two.

**Unit 2 Exam - Summer (40%)**
- Section A: This exams to period study and you answer three questions that assess your knowledge and understanding. The first two questions are compulsory. For the third question, you select two out of three parts.
- Section B: This is the British depth study and you answer a single three-part question that assesses your knowledge and understanding. The first two parts are compulsory. For the third part, you select one from a choice of two.

**Unit 3 Exam – Summer (30%)**
- Section A: you answer a question based on a provided source and a question that assesses your knowledge and understanding.
- Section B: you answer a single four-part question, based on two provided sources and two provided interpretations.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</thead>
<tbody>
<tr>
<td>Universities value a History GCSE as a good academic qualification regardless of your choice of course</td>
<td>A History GCSE is not job specific, its students have the skills that enable them to pursue a variety of careers demanding a wide range of talents, and they do so extremely successfully in an open and competitive job market.</td>
</tr>
</tbody>
</table>
Geography

Qualification Type: GCSE
Examination Board: OCR
Specification No: B
Useful Web Address: www.ocr.org.uk
Head of Dept: Mrs. Tipper
E-mail: ktipper@worle-school.org.uk

Description of Course

The course covers four themes:

3. “Geographical Exploration” Throughout the course you will learn and practise map skills, graphic skills, analyse data and make predictions.
You will also carry out fieldwork: you will design investigations to be carried out in the field, analyse the data gathered, draw conclusions and evaluate your study.

How Will You Learn

You will develop & extend your knowledge of places around the World – both the physical features & process AND the social & cultural aspects.

You will understand how people and environments interact – how we are affected by the physical geography & how it affects us.

You will develop research skills, fieldwork skills, mapping & graphic skills and Geographical Information System skills – you will then be able to apply these through investigations and hypothesis testing.

You will learn how to create evidenced and balanced arguments – using geographical knowledge & enquiry skills
Studying GCSE Geography develops all thinking skills – description, explanation, analysis and evaluation – these are transferable to a wide range of situations, subjects, and careers in the future. Students also develop skills in working with others; independent learning and further develops literacy, numeracy, communication and ICT skills.

Homework will be set each week. The types of homework will vary from tasks based on class work, research, projects, group work, independent learning, revision, controlled assessment, exam questions, etc.

Method of Assessment

The assessment consists of 3 elements:

1. “People and Society”
   Written paper – 30% of total GCSE
2. “Our Natural World”
   Written paper – 30% of total GCSE
3. “Geographical Exploration”
   Written paper – 40% of total GCSE

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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<tbody>
<tr>
<td>A GCSE in Geography provides a huge range of opportunities. Apart from the obvious link to A level Geography and Environmental Science, this subject will be a good backdrop for many other subjects across the curriculum.</td>
<td>Students who have studied Geography are highly thought of for having a good combination of knowledge, flexibility, and competence in key skills. There are also clear opportunities for fieldwork, teamwork and independent study. In a recent survey employers regarded Geography as the most valuable GCSE after English, Maths and Science.</td>
</tr>
</tbody>
</table>
Option
Subjects:
Social Sciences
Citizenship

Qualification Type: GCSE
Examination Board: AQA
Useful Web Address: www.aqa.org.uk
Head of Dept: Mr. Green and Miss Bigge
E-mail: mgreen@worle-school.org.uk & abigge@worle-school.org.uk

Description of Course

Citizenship GCSE prepares you to become an active citizen in our democratic society. Choosing GCSE Citizenship will allow you to apply your learning to real-life scenarios on both a local and global scale.

Subject content:
1. Citizenship skills, processes and methods
2. Life in modern Britain
3. Rights and responsibilities
4. Politics and participation
5. Active citizenship

All of the themes require links to be made between local, national, European and global dimensions.

How Will You Learn

Citizenship Studies provides the opportunity for you to work individually to develop your own knowledge and also encourages you to work with others and take part in group activities to bring about a change. Lessons are planned and delivered to develop key processes such as critical thinking, enquiry, advocacy and representation, taking informed and responsible action. In particular you will have opportunities to explore topical and controversial issues, address issues and problems within communities.

Method of Assessment

The qualification is Linear. Linear means that students will sit all their exams at the end of the two year course.

Paper 1 Section A: Active citizenship. Section B: Politics and participation.
Written exam: 1 hour 45 minutes 80 marks 50% of GCSE.

Paper 2 Section A: Life in modern Britain. Section B: Rights and responsibilities.
Written exam 80 marks 50% of GCSE

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
</table>
| GCSE Citizenship gives you an excellent foundation to progress onto any level three course. Specifically it is a good foundation for further studies in Politics, Law, Sociology or Public Services. | • Public Services
• Politics
• Teaching
• Law
• Journalism
• Media |

36
Sociology is exciting, interesting and relevant to all our lives. The course encourages students to take a questioning approach to evidence and issues, thus developing their critical and evaluative skills. By studying sociology, students can develop a wide range of knowledge and understanding about society and how sociologists study its structures, processes and issues.

Students will study for two exam papers. Paper one topics are sociology of families, sociology of education and social theory and methodology. They will also study three units for paper two, which looks at the issues of, sociology of crime and deviance, sociology of social stratification and social theory.

### How Will You Learn

Sociology is exciting, interesting and relevant to all our lives. This course will encourage you to take a questioning approach to evidence and develop your critical and evaluative skills. Students that study Sociology are regarded as having a number of transferable skills that can be utilised in a number of careers.

You will study a number of units using a range of learning styles and have the opportunity to carry out your own Sociological investigations.

### Method of Assessment

During the two-year course, the progress of the students will be checked regularly through end of unit tests and teacher assessments.

At the end of year 11, students will sit **TWO** examination of **1 hour 45 minutes**, which each represent **50% of their mark**.

There is **NO coursework**.

### Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</tr>
</thead>
<tbody>
<tr>
<td>There are various pathways open to students. They can go on to further study the subject at A Level or they can apply the skills and knowledge learnt to Btec’s, Diplomas etc.</td>
<td>The skills outlined above are transferable to a wide range of situations, subjects and careers in the future. Just some of the careers that Sociologists do are; Journalism, Teaching, Law, Retail, social work and the probation service.</td>
</tr>
</tbody>
</table>
Description of Course

Choosing to study GCSE Business Studies (9-1) will provide an engaging and stimulating introduction to the world of business. The qualification allows students to develop as commercially minded and enterprising individuals who would thrive in the business world. The wide and varied units studied cover the essential knowledge and skills required in the business sector. The GCSE Business Studies course (9-1) encourages personal development of knowledge and skills relevant to business and encourages learners to develop their people, communication, planning and team working skills.

How Will You Learn

You will learn through researching and then completing tasks. There are opportunities for presentations and discussions to really help with the communication aspects which a career in Business would need. Links may also be forged with the local Business community to really bring learning to life.

Method of Assessment

The course is 100% examination,

Component 1 Business Dynamics - Written Examination (2 hours)
Component 2 Business Considerations - Written Examination (1 hour 30)

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to study Business at a higher level at sixth form, college and university. To continue study/training through the vocational/apprentice route.</td>
<td>The course will help progress into a career in the business sector.</td>
</tr>
<tr>
<td></td>
<td>The course gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.</td>
</tr>
</tbody>
</table>
It's fine to celebrate success but it is more important to heed the lessons of failure.

Bill Gates

Option
Subjects:
Information
Technology

“There was a time when people felt the internet was another world, but now people realize it's a tool that we use in this world.”

Tim Berners-Lee
ICT: Information Creative Technology

Qualification Type: BTEC
Examination Board: EdExcel
Specification No: 600/4789/6
Useful Web Address: www.edexcel.com
Head of Dept: Miss McCorry
E-mail: amccorry@worle-school.org.uk

Description of Course

Choosing to study a BTEC in Information and Creative Technology is a great decision for lots of reasons. You will learn about the online world and technical systems including areas such as how websites work, how emails get to your inbox and how the use of computer applications affects your day to day life. You will develop the skills needed to create and work with digital assets including animation and digital graphics. You will create a website to share and showcase your work. This digital portfolio is an exciting way to demonstrate your talent and achievements. Not only can you share information in real time on a global scale, you can also connect with audiences and include multimedia elements.

How Will You Learn

The BTEC Course is designed to give you the experience of the sort of ICT challenges that will be meet in the outside world and to develop the ability to work independently and effectively in an Information Creative Technology environment. You will be given a project brief and a time scale for each assignment, as well as the necessary skills to complete this work. You then use your creativity, ideas and computer skills to design and implement a solution. Working to deadlines will help your time management skills, needed throughout life.

Method of Assessment

The course consists of four units. Three of these are coursework based, where a scenario is provided and you develop the solutions during your lessons. These account for 75% of the overall grade. The remaining 25% of marks are achieved through an online exam (a test which you carry out on the computer). The title for this unit of work is ‘The Online World’. The other Units are Unit 3: Creating an E-portfolio; Unit 4: Animation and Unit 6: Digital Graphics. For the three coursework based units you will complete 4 assignments within each unit (Research, Plan and Design, Create, Test and Improve and finally project Review). You will receive feedback from other students as well as your teachers to enable you to improve your work so that you progress to the best of your ability.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to study ICT or Computing at a higher level at sixth form, college and university.</td>
<td>Any chosen career will involve an element of ICT. The BTEC course will give a good grounding for careers involving multimedia such as web design, graphic design or animation.</td>
</tr>
</tbody>
</table>
**Computer Science**

**Qualification Type:** GCSE  
**Examination Board:** OCR  
**Specification No:** J276  
**Useful Web Address:** www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/  
**Head of Dept:** Miss McCorry  
**E-mail:** amccorry@worle-school.org.uk

### Description of Course

This GCSE course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming. Through this qualification students can develop an understanding of current and emerging technologies and how they work, look at the use of algorithms in computer programs, become independent and discerning users of IT, acquire and apply creative and technical knowledge and understanding of IT in a range of contexts, develop computer programs to solve problems, evaluate the effectiveness of computer programs and the impact of computer technology in society. It is a great way to develop critical thinking, analysis and problem solving skills, which can be transferred to further learning and everyday life. Computing is a very high level subject so it is vital that students have good mathematical skills and should be at a level 6C in maths at least, by the end of year 9, as well as a level 5A in ICT. However, please discuss with your ICT teacher if you feel the course is for you but you are not at the required levels.

### How Will You Learn

There are many different learning methods used for this course. There are, of course, text books and work sheets but there is also a move towards a dynamic learning platform, where lessons, activities and tests are carried out interactively through the computers.

### Method of Assessment

There are 3 units within the course. 80% of the final marks are gained from 2 written exams one is based upon Computational Thinking. Algorithms and programming and one on Computer systems, which covers the body of knowledge about computers. 20% of the final marks are gained from a controlled assessment and will be based upon a programming problem, provided by the exam board.  
One exam is based upon IT, algorithms and programming. The other is based upon computer systems.

### Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to study ICT or Computing at a higher level at sixth form, college and university.</td>
<td>Any chosen career will involve an element of IT and/or computing. Having programming and other technical computer skills will open up many career opportunities for students across a wide variety of industries. All industry sectors need people with programming skills to create applications for them. In particular the video games industry needs more people with programming skills to create the next generation of games in this lucrative industry. As more people depend on their Smartphones on a day to day basis, creating apps for these phones is also likely to be a big growth area requiring programming skills.</td>
</tr>
</tbody>
</table>
"A child's life is like a piece of paper on which every person leaves a mark." — Robert Heinlein

Option Subjects:
Additional Courses
Child Development

Qualification Type: Cambridge Nationals Level 1/2
Examination Board: OCR
Specification No: J818
Useful Web Address: www.ocr.org.uk
Head of Dept: Mrs. Ley-Morgan
E-mail: aleymorgan@worle-school.org.uk

Description of Course

There are 5 modules of work
- Preparing for Parenthood and the Family
- Pregnancy and Birth
- Physical Development of Children
- Intellectual, Social and Emotional Development
- Health and Nutrition
This course is 50% Controlled Assessment Tasks, 50% End of Year 11 Examination

How Will You Learn

Worksheets where you will find out answers and solutions
CDs and films
Using Lifechoice babies in lessons and taking home for the weekend Practical work such as making bottle feeds and bathing a baby Surveys and questionnaires
Examination practice papers Peer marking
of work Discussions
Class presentations
Revision quizzes, puzzles and revision guides

Method of Assessment

1 controlled assessment in Year 10 (25% of final grade)
- Child Study in Year 11 (25% of final grade)
- End of module assessments (exam questions) in Year 11
- Year 10 examination
- Year 11 Pre Public Examination
- Year 11 Exam (50% of final grade)

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
<th>Career Routes</th>
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<tbody>
<tr>
<td>Weston College courses</td>
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<tr>
<td>Diploma in caring for children BTEC Level 2 diploma</td>
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<tr>
<td>Apprenticeship in Caring for children</td>
<td></td>
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<tr>
<td>A level, FdA Early years and BA(Hons) Early years education</td>
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<tr>
<td>Midwifery degree at various universities</td>
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<tr>
<td>Medical training</td>
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<tr>
<td>Child care worker</td>
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<tr>
<td>Nanny</td>
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<tr>
<td>Pre- school teacher</td>
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<tr>
<td>Social workers</td>
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<td>Special education teachers</td>
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<tr>
<td>Children’s nurse</td>
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<tr>
<td>Paediatrician. Neo-natalogist</td>
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</tr>
</tbody>
</table>
Physical Education

Qualification Type: GCSE or OCR Nationals sports studies
Examination Board: AQA or OCR
Specification No: 48904 (AQA)
Useful Web Address: www.aqa.org.uk or www.ocr.org.uk
Head of Dept: Mrs. Rihan
E-mail: krihan@worle-school.org.uk

Description of Course

The GCSE course is divided into two parts.
The weighting of the final grade is 40% practical and 60% theory.
The course involves five lessons in addition to Core PE. Three of these are in a classroom where we teach the theory of sport. Two are devoted to practical lessons in which a series of on-site sports are covered and your skill level is assessed.

The OCR Nationals Sports Studies course has two compulsory units and two coursework units. These include a 1 hour exam on contemporary issues in sport and a practical element of developing sports skills.

For both courses it is essential that you enjoy PE, and those who represent the school or an outside club in a sport will benefit tremendously. If you do not take part in competitive sport please do not pick this option.

How Will You Learn

For GCSE PE, students will complete a practical assessment as a player/performer in a range of traditional sports.
In theory lessons you will learn about issues relating to many topics such as the role of sponsorship and media in sport, the human body in action, skeleton, muscles, joints, biomechanics, the use of I.T. and technology in sport, school sport, factors that affect peoples’ participation, international sporting competitions & the history of sport.

For the OCR Nationals Sports studies course. Students will complete a compulsory practical unit of developing sports skills. This will be very similar to the assessment completed by the GCSE students. The knowledge for the exam and coursework assessed units including Sport and the media, sports leadership and working in the sports industry will be taught through theory based lessons.

The decision on which course students will follow will be made by subject teachers. Due to the change in structure of GCSE PE and the very scientific basis of much of the content, it is expected that more academic students will follow this course. Students who struggle with exams and would suit a more coursework based course will follow the OCR Nationals sports studies course.

Method of Assessment

For both courses the practical component is assessed by your teachers, over two years, and is continuous. You will be assessed on your skill level in a range of sports, from which we determine your best two. The theory content is taught in a classroom and will be assessed by a 2 hour written exam at the end of the course.

For the OCR National sports studies course. There is one exam based module, one practical based module and two coursework based units.

Pathways after Year 11

<table>
<thead>
<tr>
<th>Training Pathways</th>
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</thead>
<tbody>
<tr>
<td>BTEC Sports Diplomas</td>
<td>Leisure Centre Assistant</td>
</tr>
<tr>
<td>A-level PE</td>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Degree in Sports Science</td>
<td>Sports journalist/photographer</td>
</tr>
<tr>
<td>Degree in Human Movement</td>
<td>Sports Coach</td>
</tr>
<tr>
<td>Studies</td>
<td>Personal Fitness Trainer</td>
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<tr>
<td></td>
<td>PE Teacher</td>
</tr>
</tbody>
</table>
"the best WAY
to predict the future
is to CREATE it."

—ABRAHAM LINCOLN

You have BRAINS in your HEAD,
You have FEET in your SHOES.
You can STEER yourself any
DIRECTION you CHOOSE.
~Dr. Seuss
Key Dates

Choices Information Evening -
Thursday 19th January 2017
4.30 - 6.30pm

Deadline for returning Options Choices Form -
Friday 10th February 2017

Please Meet Deadlines