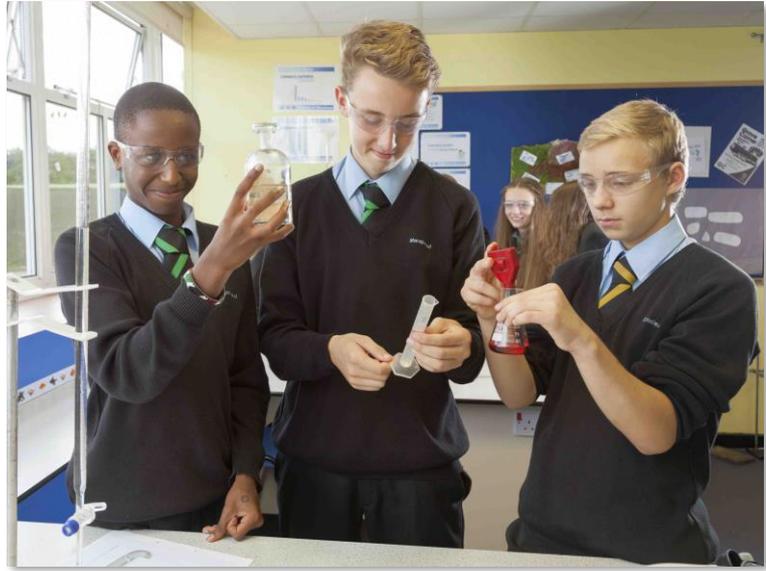




Year 09 Options

2018 - 2021



Manshead School
Dunstable Road
Caddington
Beds LU1 4BB
01582 679400

www.mansheadschoo.co.uk
office@mansheadschoo.co.uk



CONTENTS

Introduction
Choosing An Option Subject
Course Information
Year 9 Options Form 2018 - 21 Exemplar

Core Curriculum

[Combined Science \(Trilogy\)](#)
[English](#)
[Mathematics](#)
[Philosophy, Ethics And Religion](#)
[Physical Education \(Core\)](#)
[Personal Development Education](#)

Option Choices	GCSE	BTEC Level 2
Art & Design	X	
Art Endorsed - 3D Design	X	
Art Endorsed - Textiles	X	
Business	X	
Computing		
Drama	X	
Geography	X	
Health & Social Care		X
History	X	
Media Studies	X	
Modern Foreign Languages: French / Spanish	X	
Music	X	
Physical Education GCSE	X	
Sport BTEC Level 2		X



Dear Parents, Guardians and Students

This booklet is intended to give you information to help you make informed choices about which subjects you will study in Years 9, 10 and 11 (Key Stage 4).

Our timetable is organised on a one-week cycle of 25 lessons. In Year 9, there is a core curriculum of 17 lessons per cycle that all students follow. It consists of:

English	4 lessons per week
Mathematics	4 lessons per week
Science	4 lessons per week
Philosophy, Ethics & Religion	2 lessons per week
Physical Education	2 lessons per week
Personal Development Education	1 lesson per week

All students then choose four option subjects which each occupying four lessons per week.

There is a very wide variety of courses available and it is important to consider these choices carefully as it not only affects what is studied for the next three years but it also could affect your choices at 16+. We would advise you to talk to subject teachers and to attend the Parent's Evening.

We cannot guarantee first choices because of timetabling and staffing issues, but we make every effort to accommodate student choices. All students should make two reserve choices in case other choices cannot be accommodated.

April 2018



CHOOSING AN OPTION SUBJECT

DO's

1. Read the entire booklet thoroughly.
2. Listen to advice from your
 - Form Tutors
 - Subject Teachers
 - Parents
3. Think carefully before you choose.
4. Choose subjects you enjoy.
5. Choose subjects you are good at or those you could do well in.
6. Make sure you know all about new subjects before making a choice.
7. If you are considering University and have a course in mind, check the entry requirements at **www.ucas.com**.
8. Check the route to a certain career if you have one in mind.
9. Complete the Option Form with care.

DON'Ts

1. Choose a subject you really dislike, you may not do well in it.
2. Choose a subject only because you like your present teachers. It is unlikely they will teach you next year.
3. Choose a subject simply because your friend wants to study that subject. You will not necessarily end up in the same group.



COMBINED SCIENCE (TRILOGY)

Exam Board: AQA

We believe that science has something to offer every student. That's why we offer a suite of science qualifications for GCSE students of all abilities and all aspirations. Combined Science (Trilogy) is an exciting opportunity for students to study Biology, Chemistry and Physics with plenty of hands on experiences through practical. It gives students the chance to tackle science problems from scratch, formulating their own solutions, testing and refining them to find an answer. Trilogy gives students the option to progress to A-levels in science or other subjects.

Assessment

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper consists 16.7 % which is equivalent to 70 marks for combined science and 100 marks for triple science. Required practical skills are embedded in each science.

Students can be entered at one of two possible tiers:

- Foundation (Level 5-1)
- Higher (Level 9-5)

Students will study a mixture of three sciences including:

Biology	Cells biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology and key ideas.
Chemistry	Atomic structure and periodic table, bonding structure and properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical reactions, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources and key ideas.
Physics	Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism and key ideas.

This qualification is linear, meaning that students will sit all their exams at the end of Year 11.



ENGLISH

Exam Board: AQA

Students study both GCSE English Language and GCSE English Literature at Key Stage 4.

Across these two GCSEs, students are required to read and write about a range of challenging texts including both fiction and non-fiction, seen and unseen. The texts include Shakespeare, classic and modern poetry, 19th and 20th century literature and modern writing. There is significant emphasis on students' technical ability, focusing on their use of standard English and sophisticated subject terminology – all with accurate spelling, punctuation and grammar.

GCSE ENGLISH LANGUAGE (One GCSE)

Paper 1: Explorations in Creative Reading and Writing: External examination 50%

Section A: (Reading) candidates answer four short questions on an extract from an unseen fiction text.

Section B: (Writing) candidates produce either a descriptive or narrative text, based on a given stimulus.

Paper 2: Writers Viewpoints and Perspectives: External examination 50%

Section A: (Reading) candidates answer four short questions on two unseen texts: one non-fiction and one literary non-fiction.

Section B: (Writing) candidates produce a piece of writing to present a viewpoint.

GCSE ENGLISH LITERATURE (One GCSE)

Paper 1: Shakespeare and the 19th Century Novel: External examination (40%)

Section A - Shakespeare: students will answer one question on their studied play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B - The 19th-century novel: students will answer one question on their studied novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry: External examination (60%)

Section A - Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.



Section B - Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their studied anthology cluster.

Section C - Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



MATHEMATICS (GCSE)

Exam Board: Pearson (Edexcel)

The GCSE course aims to encourage students to develop a positive attitude to Mathematics, including gaining confidence, enjoyment and perseverance, through a varied programme of study.

The content of the course falls under the National Curriculum Attainment Target headings of Number and Algebra, Space and Shape and Handling Data. The course develops an ability to think and communicate mathematically, logically and creatively. Real life problems/tasks are posed to encourage all students to develop their functional skills irrespective of ability, enabling students to experience success and yet allowing them the opportunity to extend problems in line with their own abilities.

Students are encouraged to appreciate relationships in Mathematics, to reason logically, classify, generalise, justify and prove statements. Additionally students are encouraged to apply a variety of maths skills to real life problems (functional skills). In seeking to achieve these ends, regular use will be made of the school's computing facilities. As the skills are developed to explore mathematical ideas so a firm foundation will be laid for further studies in this subject.

Assessment

This is by three external examinations (one non calculator and two with a calculator).

There are two tiers of assessment in the final GCSE examination:

- Higher Tier (Grades 9 - 4)
- Foundation Tier (Grades 5-1)

The decision which tier is entered is taken after the mock examinations in Year 11.

Edexcel is currently aiming for two written papers (one non-calculator) and using and applying maths skills (functional maths) will be incorporated into each exam. At present both the non-calculator exam and the calculator exam will have a 50% functional skill element ('Using & Applying') awarded to each. Each exam paper is worth 50% of the final GCSE grade.

There is further information available at www.edexcel.org.uk.

Organisation of classes

Students will be divided into two bands and then set within each band. The higher programme of study is designed for students who have attained a secure Level 6 or above at the end of Key Stage 3. Over the two years students will be internally assessed and some changes to each set will follow.



PHILOSOPHY, ETHICS & RELIGION (GCSE)

Exam Board: AQA Religious Studies B

There is a single tier of assessment covering Grades 1-9. The GCSE is 100% examination.

There are two examinations, each of 1 hour 45 minutes duration. The two examinations will assess students on a selection of modules that will include:

- The study of religions: beliefs, teachings and practices – Christianity and Islam
- Thematic Studies – Students will study 4 modules from – Relationships and families or Religion and Life or the existence of God and revelation or Religion, peace and conflict or Religion, crime and punishment or Religion, human rights and social justice

Students studying this course will develop the skills required to handle and evaluate information and argue on the basis of evidence. Philosophy, Ethics and Religion is an ideal preparation for any career dealing with people. Students studying the subject have gone on to work in:

- Therapy
- Journalism
- Retailing
- Radio/TV
- Acting
- Nursing
- Teaching

All employers and all providers of further education recognise a Full GCSE in Philosophy, Ethics and Religion as beneficial as it teaches students abstract thinking (thinking outside of the box), decision making and personal challenge.

Philosophy, Ethics and Religion requires students to have an open mind, be interested in the world around them and will help develop skills and opinions used in all of the other curriculum areas.

For more information about curriculum specifics, visit www.aqa.org.uk.



PHYSICAL EDUCATION (CORE)

PE is a compulsory part of the school curriculum, physical activity is good for our minds and our bodies. All students are important in PE and will have meaningful fun and progress in a safe environment whilst maximising outcomes. We try to provide a range of activities that will have something to appeal to everyone. For some that may mean the more traditional sports like football and netball and tennis, but how about step aerobics?

Curriculum

We offer a broad curriculum. The activities include:

- ☐ Invasion games (basketball, netball, hockey, football, rugby, lacrosse)
- ☐ Gymnastics (floor work, vaulting)
- ☐ Net and wall games (tennis, badminton, table tennis)
- ☐ Athletics (discus, shot put, long jump, javelin, high jump, variety of running distances)
- ☐ Striking and fielding (rounders, cricket, softball)
- ☐ Outdoor and adventurous activities (orienteeing)
- ☐ Health and fitness (circuit training, cross country, pilates, step aerobics, measurements of fitness, mini gym)
- ☐ Target (golf)

Sports are changed to ensure a varied and more interesting high quality PE curriculum.

Assessment

Assessment will be based on practical ability and effort/attitude in lessons. This will be continuous throughout the year with skills & techniques, tactics and compositional ideas, evaluation of self and peers, and knowledge & understanding of health and fitness all being assessed by visual and verbal means. At assessment time a level will be awarded based on Attitude to Learning criteria. It is expected that students will progress from their Year 9 experiences in terms of ability and understanding but especially in terms of confidence and verbal evaluation.

Extra-Curricular Activities

We offer a range of extra-curricular activities at lunchtimes and after school for all years and sexes. These include football, basketball, hockey, badminton, netball, rugby, tennis, cricket, rounders and athletics. There are inter-school, district and county matches in a range of sports. The annual Sports Day is a celebration event for all students.



PERSONAL DEVELOPMENT EDUCATION

Health and Well-being

- Drugs Education
- Mental Health
- Body and Health Issues

Relationships

- SRE (Sex and Relationship Education)
- Bullying

Living in the Wider World

- Citizenship
 - I. World of worth
 - II. Economic well-being



ART & DESIGN

Exam Board: Pearson (Edexcel)

Art enables you to communicate through drawing, painting and a range of two-dimensional as well as three-dimensional materials with imaginative and creative solutions. Freedom of thought and personal expression are significant in this subject. The scope of the course is extensive, themes are set and skills taught.

Assessment

The Art and Design GCSE consists of 60% coursework and 40% examination, internally marked and externally moderated.

Coursework

You will acquire the ability to investigate, analyse and experiment. You will also develop practical skills to express ideas and use visual language. The other skills you can develop during this course will be in information technology, improving your own learning and performance, working with others and problem solving. In the classroom, there is the opportunity to use a variety of materials and techniques in order to work independently within the unit of work, encouraging individual ideas and expression. Sketchbooks are used regularly. A camera is also useful, but not essential. The department's digital and traditional cameras can also be used.

Examination

The Externally Set Paper will take the form of a broad theme (e.g. "Illusion", or "food") and will contain some suggestions for possible starting points and directions or areas of study, to help you and to give you ideas regarding your research. You will then have eight weeks in which to prepare for the timed test. During this time, you should explore the theme in your sketchbook with a variety of preparatory studies and prepare your final piece in your chosen specialism. At the end of this period, you will sit a 10-hour examination, during which you will produce your final piece(s) of work. Your preparatory and developmental work, along with your final piece, will then be submitted for assessment. All the work produced over the two years is exhibited and examined at the end of the course.

What could I do next with a GCSE in Art & Design?

There are many things you can go on to do with a GCSE in Art and Design. If you are unsure about what to do next, the best thing to do is to speak to your art teacher who will know about the choices that are on offer. You could go on to take an AS or A level in Art & Design or you may wish to do a GCSE in Art & Design for its own sake. It can lead to careers in such fields as advertising, marketing, design, architecture, publishing and the media.



The course is essential to anyone considering further study in Art and Design at college or university, for which a portfolio of work is needed. Along with computing, and jobs in the service sector, Art is the fastest growing area of employment and the visual arts lead to many careers.



ART ENDORSED - 3D DESIGN

Exam Board: AQA

Art Endorsed 3D design encourages learners to acquire a broad knowledge, skills, and understanding along with the development of creativity and imagination. Students show this through their responses to a range of visual and written stimuli.

Assessment: The Art Endorsed 3D design course consists of 60% coursework set by the school and 40% coursework set by the exam board.

Learners will investigate structures as a theme. They will contextualise the work of Art movements and artists, synthesising 2D plans with 3D outcomes. They will also take first hand photos from a trip to London, which will form the basis of a unit of work. The following is a list of artists/ art movements and processes they will be required to investigate, whilst completing the GCSE:

- Vorticist movement
- Hundertwasser
- Gaudi
- Cardboard Reliefs
- Clay Structures
- Straw Sculptures
- Paper Sculptures
- Cardboard Sculptures
- Print Making
- Photography
- Painting
- Oil Pastel Resists

Examination

The Externally Set paper will take the form of a broad theme (e.g. illusion or food) and will contain some suggestions for possible starting point and directions or areas of study to help give you ideas for research. You will then have eight weeks to prepare for the timed test. During this period you should explore the theme in your sketchbook with a variety of preparatory studies and prepare your final piece in your chosen specialism. At the end of this time you will sit a ten hour examination, during which you will prepare your final piece/ pieces of work. Your preparatory and developmental work, along with your final piece will then be submitted for assessment. All the work produced over two years is exhibited and examined at the end of the course.

The course is essential to anyone considering further study in 3D Art and Design at College or University, for which a portfolio of work is needed. Along with computing, and jobs in the service sector, Art is the fastest growing area of employment and the visual arts lead to many careers.



ART ENDORSED - TEXTILES

Exam Board: AQA

Art Endorsed Textiles is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Students show this through their responses to a range of visual and written stimuli.

Assessment: The Art Endorsed textiles course consists of 60% coursework set by the school and 40% coursework set by the exam board.

You are required to work in **one or more** area(s) of Textile Design, such as those listed below. Combinations of these areas are also possible:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles

Techniques

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, appliqué and collage.

Assessment:

Progress will be monitored closely throughout the course. At each assessment stage you will be given feedback about how the work fits into the bigger picture and the levels you have achieved.

BUSINESS

Exam Board: WJEC/Eduqas



Course content

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

The focus of the GCSE is to introduce and nurture an enthusiasm for studying Business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the inter-dependent nature of business functions from a local to a global perspective

You will need to

- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well argued,
- well-evidenced, balanced and structured arguments
- develop a depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

Examination

The subject content for GCSE Business will be assessed across two examination papers.

Component 1: Business Dynamics Component

Written examination: 2 hours

62.5% of qualification

Total marks: 100

Component 2: Business Considerations

Written examination: 1 hour 30 minutes

37.5% of qualification

Total marks: 60

Where next after GCSE Business?

This GCSE will lead well into either A Level Business in Sixth form, or a vocational pathway following the BTEC Business Diploma. Many students then leave sixth form perusing degrees in Business Management or seek Apprenticeships in Accounting.



COMPUTING (GCSE)

Exam Board: OCR

Course Description

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

Assessment

There are three sections to the course.

Component 01 – Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Topics include:

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- Network security
- System software
- Moral, social, legal, cultural and environmental concerns
- Examination 40% 1 hour 30 minutes

Component 02 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles. Topics include:

- Translators and facilities of languages
- Algorithms
- High- and low-level programming
- Computational logic
- Data representation
- Examination 40% 1 hour 30 minutes



Component 03 – Programming Project (non-exam assessment)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned. Topics include:

Programming techniques

Design

Development

Effectiveness and efficiency

Technical understanding

Testing, evaluation and conclusions

Project 20% Approximately 20 hours

These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.



DRAMA

Exam board: Pearson (Edexcel)

Is this the right subject for me?

If you are focused and committed to working in groups; communicating effectively to create innovative and challenging pieces for performance, have a passion for theatre and want to explore the subject in a wider context then Drama is the right subject for you.

What do I need to know, or be able to do, before taking this course?

First and foremost, be aware that there is a written element to the GCSE Drama course in two of the three course components; however, there will be mocks and support to prepare you for these elements throughout the course. It is important that you are motivated to participate in practical work and that you are able to work in group situations. There is a heavy practical emphasis within the course so you need to feel comfortable performing in front of others and sharing your ideas and concepts. Ensure that you have a sound grasp of drama vocabulary from your experiences throughout Year 7 and Year 8 so that you are able to analyse and evaluate effectively.

What will I learn?

- The development of performance from initial idea to finished product.
- How to create a performance from page to stage.
- How to explore a play text from the viewpoint of an actor, director and designer.
- The skills to analyse and evaluate.
- Communication, social, listening, creating and interpersonal skills.

How will I be assessed?

Component 1: Devised Performance and Portfolio (40%)

Task one – Devised Performance. You will devise a performance from a given stimulus lasting around 20 minutes in duration.

Task two – Portfolio. You will keep a working journal of the processes behind your devised performance work and then present this information coherently through a choice of mediums.

Component 2: Performance from Text (20%) You will produce a performance on two extracts from a play text. This component is externally assessed and wholly practical.

Component 3: Written Examination (40%) a 1½ hour paper. You will be assessed on your understanding of a play from the viewpoint of an actor, director and designer. The second section of the exam focuses on your analysis and evaluation of a live theatre performance you will be taken to see.

Trips, workshops and other opportunities

As an element of the written exam focuses on a live theatre production that the students have seen there is an expectation that student's attend the trip that will be organised for this purpose. Rehearsal time within the studio will be timetabled for those needing extra time before exams and course work catch up slots will also be made available throughout the year.



The whole school production is a great way to meet new people and set yourself a bit of a challenge in the style and complexity of the performances you create. KS4 drama workshops will be running after school with professional theatre company devising masterclasses on the horizon.

What could I do next?

You could go on to study an A Level in Drama and Theatre Studies or a BTEC Diploma in Performing Arts or Performance Design and Technology.

Drama opens up opportunities to work in the public sector, marketing, sales and any job prospect where communication, team work and problem solving are key skills.



GEOGRAPHY

Exam Board: AQA

Course Outline

The aim of the Geography course is to give you an understanding of the nature of the earth's surface, the character of places and how human beings interact with their environment. Your studies will include enquiries on small, regional, national and international scales. The course enables you to make more sense of the world and encourages you to hold informed views on rapidly changing world issues. The course consists of three main units. Within each unit we study a number of different topics (as listed below).

Assessment

- There is a single tier of assessment covering Grades 1-9. The GCSE is 100% examination.
- A variety of assessment techniques, ranging from short structured and stimulus/data response questions to extended writing mini essays.
- Examination papers which are targeted at the full range of ability, with opportunities for higher ability candidates to be challenged. Lower ability candidates will also find the questions accessible.
- Question types in each section - multiple choice, short structured questions, cloze exercises, photo interpretation/description, interpretation of maps on different scales, data response, longer extended writing responses.

Course Structure

Unit 1: Living with the Physical Environment - 1hr 30min examination (35%)

- Natural Hazards - Involves the study of tectonic hazards, weather hazards and climate change.
- The Living World - Focuses on the characteristics of ecosystems at different scales and threats to biodiversity. We will look at a local ecosystem, tropical rainforests and hot deserts.
- Physical Landscapes in the UK - Involves the study of 2 different landscapes, the processes of erosion and deposition, and the landforms which result. Human intervention and management of the landscapes are considered.

Unit 2: Challenges in the Human Environment – 1hr 30min examination (35%)

- Urban issues and challenges - Involves the study of global trends and patterns, the impacts of rapid urbanisation and the resulting opportunities and challenges in two contrasting cities. Includes sustainable methods of managing urban living.



- The changing economic world - Looks at the complexities of measuring development and ways of reducing the development gap. Issues of trading relationships, international aid and the role of TNCs are explored.
- The challenges of resource management - Studies the increasing global demand for resources, highlighting stark inequalities. Issues of resource provision in the UK. Resource security in relation to either food, or water or energy-reasons for insecurity, impacts, strategies to increase supply including sustainable solutions.

Unit 3: Geographical Applications - 1hr and 15min examination (30%)

- Section A - Issue Evaluation - Compulsory structured questions on a theme – leading up to an extended writing task based on a pre-release Sources Booklet – to be issued to students in advance. The theme will arise from the subject content of Units 1 or 2 but may extend beyond it through the use of the resources. The theme could combine human and physical aspects.
- Section B – Fieldwork - Compulsory questions based on candidates' enquiry work and the use of fieldwork materials in an unfamiliar context.

Geographical Skills:

Skills will be assessed in all three written exams. Ordnance Survey maps or other map extracts may be used in any of the three exams:

- Cartographic-atlas maps, OS maps, maps with photographs.
- Graphical skills-selecting and constructing appropriate graphs, charts, maps.
- Numerical skills-number, area, scale, proportion, ratio.
- Statistical skills-central tendency, spread, scatter plots.
- Use and interpretation of qualitative and quantitative data from primary and secondary sources, including GIS.

Because of its numerate and literate background, a qualification in Geography is useful for a variety of careers such as in cartography or surveying, town and country planning, customs and excise, the armed services, agriculture and forestry, estate management, leisure and tourism, environmental sciences, as well as a variety of other careers.



HEALTH AND SOCIAL CARE (BTEC Level 2 TEC Award)

Exam Board: Pearson (Edexcel)

Introduction

This course is designed to give learners the opportunity to gain knowledge and understanding of the health and social care sector. It is structured to enthuse and inspire students who may be considering a career where the knowledge will be useful, for example, nursing, midwifery, social services or in an early years setting. It also gives the opportunity to develop English, Mathematics and Computing skills in a work related context. This qualification will enable learners to leave school with a licence to practice and good job prospects as the NHS is the second largest employer in Britain.

Course Information and assessment

The qualification has two core units (Units 1 and 2) that form the fundamental knowledge that underpins health and social care and two specialised units which accommodate a wider range of learners' needs and interests.

Three units will be assessed internally (75% of total marks). Each student will complete a portfolio of evidence that matches stated criteria and that consist of a series of smaller tasks. Marked as Pass, Merit, or Distinction, regular assessment allows learners to improve their grades through regular marking and feedback.

One unit will be externally assessed by an examination paper set by the exam body Edexcel. (25% of total marks)

What is to be studied?

Unit 1 Human Lifespan Development (External assessment) Core Unit

Explores the aspects of physical, intellectual, emotional and social development. How each aspect interrelates and how they all have an impact on how we develop and how they make us who we are.

Unit 2 Health and Social Care Values (Internal assessment) Core Unit

How we use methods to empower individuals to take control of their care by ensuring their specific needs are met. Understanding the standards expected in any Health and Social Care setting to safeguard those under our care.

+ 2 specialist units depending on learners interests and needs

Including Communication, Health Promotion, Nutrition, Equality and Diversity and Individual Needs.

This qualification also provides opportunities for the learner to progress at Level 3 either in higher education or in 6th Form (Years 12 and 13) at Manshead School.



HISTORY

Exam Board: Pearson (Edexcel)

GCSE History builds on Year 9 courses and provides a solid foundation for those students who eventually want to study the subject at Advanced Supplementary (AS) and Advanced Level (A2) as well as providing an interesting and challenging course for all.

Course Outline

The course consists of three parts:

Thematic Study and Historic environment Students have to understand change and continuity across a long sweep of history, tested by examination.	Medicine in Britain 1250-present and The British Sector of the Western Front 1914-18: Injuries, treatment and the Trenches.
Period Study and British Depth Study The Period study looks at developments and issues relates to at least 50 years of history. The Depth study focuses on a short time span and students look at the complexities of British society within that time, both tested by examination.	<u>Period Study:</u> Super power Relations and the Cold War 1941-91 <u>British Depth Study:</u> Henry VIII and his Ministers 1509-40.
Modern Depth Study This focuses on a short time span and students look at the complexities of society at the time focusing on social, economic, political, cultural and military aspects, tested by examination.	Weimar and Nazi Germany 1918-39.

The three elements of the course are weighted in the following way: Thematic Study and Historic Environment 30%, Period Study and British Depth Study 40%, Modern Depth Study 30%. All elements will be assessed at the end of Year 11.



The three elements of the course provide contrasting historical experiences for students. The nature of change and the importance of chronology are examined through the 'Thematic study', and further examination of the topic is examined through sources related to the Historic Environment. The impact of dramatic change is examined through both the British and Modern Depth studies. The Period study enables students to understand history in the wider world. In all three elements, the ways in which historians work and the skills necessary to the successful examination of the past, play a central role.

The option system may allow the department to set groups.

What could I do next with GCSE History?

History is a subject that all students, irrespective of ability, will benefit from taking to GCSE and beyond. The course extends expertise in skills of analysis developed earlier in students' careers. It considers some of the key questions that concern historians and raises issues that are still of importance such as the effect that change has upon people. It is an enjoyable and successful course that will appeal to all.

Success at GCSE can lead students to take the subject to A level and beyond. The department has a strong tradition of students progressing from the school to study History in higher education. Employers have a high regard for History recognising rightly that students who have been successful in the subject have developed the ability to examine different sources of information and in drawing conclusions from them. There is no doubt that students who study History are well prepared for both study at a higher level and for employment in a wide variety of businesses.



MEDIA STUDIES (GCSE)

Exam Board: Eduqas

Media Studies GCSE is designed to allow students to draw on their existing experience of the media. It enables them to explore and create a wide variety of media, including: film, television, print media, digital media, news, music and advertising.

Learning about media also involves learning about the organisations that make media texts and audiences that use them.

Media Studies, as a subject, complements the study of many subjects in the GCSE curriculum, including English Language and English Literature, as well as other arts and humanities subjects. With this qualification, students may progress either directly to employment, or to study for an Advanced Level qualification.

Unit title and description	Assessment
<p><u>Component 1: Exploring the Media</u></p> <p>Section A: Exploring Media Language and Representation Candidates answer questions exploring media language and representation in relation to magazines, marketing (film posters), newspapers, or print advertisements.</p> <p>Section B: Exploring Media Industries and Audiences Candidates answer questions exploring media industries and audiences in relation to film, newspapers, radio, video games.</p>	<p>Written examination: 1 hour 30 minutes 40% of qualification</p>
<p><u>Component 2: Understanding Media Forms and Products</u></p> <p>Section A: Television Candidates answer a question about media language or representation based on an extract from a set television programme episodes to be viewed in the examination and a question on media industries, audiences or media contexts.</p> <p>Section B: Music (music videos and online media) Candidates answer a question on either media language or representation and a question on media industries, audiences or media contexts.</p>	<p>Written examination: 1 hour 30 minutes 30% of qualification</p>



Component 3: Creating Media Products

Candidates plan and create an **individual** media production for an intended audience in response to a choice of briefs set by the exam board, applying knowledge and understanding of **media language** and **representation**.

Briefs for the production task could include

Television

- Create a sequence from a new television programme or a website* to promote a new television programme.

Advertising and Marketing: Music

- Create a music video or a website* to promote a new artist/band.

Advertising and Marketing: Film

- Print-based marketing material for a new film.

Magazines

- Create a new print or online magazine.

**Internal practical
assessment 30%
of qualification**



MODERN FOREIGN LANGUAGES: FRENCH and SPANISH

Exam Board: AQA

Course Outline

In the GCSE Language courses, you are encouraged to improve your accuracy and skills as far as possible, because some of you will want to study languages at 'A' Level and use them in your future careers. The most important thing is learning how to communicate with others. When you speak to foreigners in their own language, what matters is that they can understand the message you are putting across. The GCSE examination recognises this and enables you to gain marks for getting things right and for making yourself understood.

The ability to use a foreign language is seen as an asset by many companies, as well as for travel and tourism and, of course, working abroad.

The offered French and Spanish GCSE courses are suitable for students of all abilities, but mainly for students with a keen interest in the subject of their choice. Students are taught in mixed ability sets using a range of materials that develop five skills: speaking, listening, reading, writing and translation. Emphasis is placed on the practical use of the language for communication in authentic, real-life situations.

Students need to practise the language as much as possible. Learning of vocabulary and grammatical structures is set regularly for homework. We encourage students to participate fully in oral work, making the most of the opportunities to use the foreign language, for example, with our French, German and Spanish assistants, at home with different types of media resources and on the trips organised by the department. Students are assessed every half term on one of the five skills through the Big Technique Assessment, these consist of AQA approved exam papers and authentic tasks.

French and Spanish Core content

Students study all of 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

Assessments

This qualification is linear. Linear means that students will sit all their exams at the end of the course for both French and Spanish. GCSE French & Spanish have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.



MUSIC

Exam Board: Pearson (Edexcel)

What will I do?

The course allows you to enjoy music through performing, composing, listening and appraising.

Unit 1: Performing Music (30%)

By the end of the course each student is expected to have completed:

- One solo performance
- One ensemble performance - together lasting over 4 minutes

Unit 2: Composing Music (30%)

By the end of the course each student is expected to have completed:

- One original composition to a set brief
- One original composition of your own
- Minimum 3 minutes in total

Unit 3: Listening and Appraising (40%)

This unit encourages students to develop their listening and appraising skills through the study of music across a variety of styles and genres including Instrumental Music, Vocal Music, Music for stage and screen and Fusion Music. The exam for this unit is a written exam lasting 1½ hours.

Additional Information:

Performing is possible on any instrument including voice. Solos and ensemble performances can be on different instruments. You will be required to perform on your instrument throughout Years 9, 10 and 11. It is advised that you have lessons on your chosen instrument.

Compositions are written throughout the course and are based on the areas of study. Your best pieces will be chosen for assessment submission.

Who should take this course?

This course is for anyone who enjoys performing and composing music. The GCSE is designed for those who wish to study music regardless of experience, although some past experience can be very beneficial.

What can I do after this course?

Colleges and Universities view Music as a valuable subject. Due to its wide range of transferable skills, many employers seek the dedication, hard work, team work, persistence, sensitivity, creativity, listening skills and imagination that the study of music requires. These are applicable not only to music, but to all areas of life and work.

Where can I find out more? Speak to your Music teacher or visit <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>



PHYSICAL EDUCATION GCSE

Exam Board: Pearson (Edexcel)

The PE course aims to develop student's knowledge and understanding of principles surrounding sport as well as improve student's practical ability in certain sports. It gives students the opportunity to learn both in and outside of the classroom, within an enjoyable and positive learning environment.

There are many elements to the course and students will be continually assessed in every lesson (both GCSE and core lessons) so the department expects maximum effort and application. Students with a positive attitude towards sport are encouraged to think about this exciting course.

Course Outline

Theory based lessons cover a broad range of topic areas, including anatomy and physiology (e.g. bones, muscles, heart & respiratory system), health, fitness and well-being and movement analysis. The theory element will be assessed at the end of the course in a formal external examination.

A vast array of activities will be assessed to provide practical grades and by the end of Year 11 each student's three best practical sports will be externally examined.

A written piece of coursework will also be completed in Year 11.

The GCSE course gives students interested in continuing to 'A' level PE a good grounding. It is recognised as an applied science as students look at human biology. It is both academic and practical and allows students to improve from a relative novice to a highly skilled performer.

Given that 30% of this course is practical you must be proficient and engaged in three sports. If you have an interest in the theory of sport but not in the practical then refer to the BTEC Sport course. It is expected that GCSE PE students will play in school sports teams and will be involved in sporting clubs outside of school.

If students are considering this practical course they should speak to Mr Gordon for more information.



SPORT BTEC LEVEL 2

Exam Board: Pearson (Edexcel)

A BTEC First Award in Sport is a vocational, sport related course. You will learn by completing nine assignments electronically that are based on realistic sporting situations, activities and demands. There will also be a 1 hour externally assessed computer exam based on fitness for sport and exercise. This qualification is equivalent to one GCSE A-C. This means that when you have finished the course you can choose either to continue with your studies on a Level 3 programme or the A Level course. The grading criteria for this BTEC are pass, merit and distinction. Students do not need to be competent in any sports for the BTEC course. There is no practical assessment, however the same amount of practical lessons as GCSE is taught. An independent work ethic is also essential as deadlines are to be met.

Course Content

Edexcel BTEC Level 2 First Award in Sport		
Unit	Core (mandatory)	Assessment method
1	Fitness for Sport and Exercise	External (1hr exam)
2	Practical Sports Performance	Internal
3	The Mind and Sports Performance	Internal
5	Training for Personal Fitness	Internal

Grading Criteria

Pass = C Merit = B Distinction = A

Units broken down

Fitness for Sport and Exercise – Fitness testing

Practical Sports Performance – Skills, techniques and tactics

The Mind and Sports Performance – Sport Psychology, arousal and anxiety

Training for Personal Fitness – Training methods



YEAR 9 OPTIONS 2018-21

NOTES ON COMPLETING THIS OPTION FORM

THERE ARE FOUR OPTIONS

- You can only choose a Language that you have studied in Year 8.

OPTIONS

Art
Business Studies
Computer Science
3D Design
Drama
French
Geography
Health & Social Care
History
Media
Music
PE
Spanish
Sports BTEC
Textiles



YEAR 9 OPTIONS 2018-21

OPTION CHOICES -

Four choices and two reserve choices

1st Choice: 2nd Choice:	3rd Choice : 4th Choice :
1st Reserve Choice:	2nd Reserve Choice:

Please return this form to your Form Tutor by **Wednesday 9th May 2018**

NAME: _____

FORM TUTOR: _____

PARENT'S /GUARDIAN'S SIGNATURE: _____

DATE: _____