



**KEY STAGE 4
CURRICULUM GUIDE
FOR YEAR 9
2018 - 2021**

Welcome to the Key Stage 4 Curriculum Guide

Dear Parents and Carers

Your child is approaching the end of Key Stage 3 and is about to begin a very important phase in their education. In the next Academic Year they will be starting on the courses that will lead to GCSE and other Level 2 qualifications, and so it is now time to make very important choices about programmes of study for Key Stage 4.

These choices must be very well informed as they will have a significant bearing on your child's future. Decisions made now through the process will have a direct impact on results at Key Stage 4, choices at Key Stage 5 and on the type of career your child may follow.

Many academic and vocational courses are available. When considering their options, students should gather as much information as possible and carefully consider the views of their teachers and parents or carers. All young people are expected to achieve as highly as possible in relation to their given starting points, and we hope that with the curriculum providing four option choices, it will enable students to study a broad range of subjects that suit their strengths and interests. It is also important at all stages, where students have formed clear aspirations for their future studies and careers, that the choices they make should support these goals. In the Sixth Form, A levels and many further courses and opportunities become available.

To support your child through this process you are invited to the Year 9 Choices Evening on Monday 12 March 2018, from 6.00 p.m. to 8.00 p.m. This evening will provide students with an opportunity to carefully consider all of the courses available to them in Year 9, and to discuss their options with subject teachers. I look forward to seeing you there.

Yours faithfully



Mrs G Patton
Assistant Principal

THE YEAR 9 – 11 CURRICULUM - A THREE YEAR PROGRAMME

The curriculum is in **two** parts:

- **Part 1 The Core Curriculum** - all students must take these subjects

THE CORE CURRICULUM FOR YEARS 9 TO 11

English Language GCSE and English Literature GCSE

Mathematics GCSE

Science (Double or Triple) GCSEs

Core Physical Education (non-examined)

Spiritual, Moral, Social and Cultural (SMSC) Programme (non-examined)

- **Part 2 The Choice Curriculum**

The English Baccalaureate recognises achievement in a range of subjects. To gain the English Baccalaureate students must achieve Level 5 or above in:

GCSE English Language/Literature

GCSE Mathematics

GCSE Science and Additional Science or Computer Science
(or 2 out of 3 of GCSE Biology, Chemistry and Physics)

GCSE Modern Foreign Language

GCSE Geography or History

It is possible that some Universities will look favourably on students who have achieved the English Baccalaureate qualification. The subjects in the English Baccalaureate have been identified as important subjects by the Russell Group of Universities. For this reason, students intending to go on to university should strongly consider taking English Baccalaureate courses.

ACHIEVEMENT

By the end of Year 11 students **could** have achieved 9 or 10 GCSEs. These would be:

- English Language and English Literature GCSEs
- Mathematics GCSE
- Double Science (2 GCSEs) or Triple Science (3 GCSEs)
- Option Subject 1 Level 2
- Option Subject 2 Level 2
- Option Subject 3 Level 2
- Option Subject 4 Level 2

THE CHOICE CURRICULUM FOR YEARS 9 TO 11

Art and Design GCSE
Business Studies GCSE
Computer Science GCSE
Constructing the Built Environment Level 1/2 Award
Dance GCSE
Drama GCSE
French GCSE
Geography GCSE
Health and Social Care BTEC First Award
Hospitality and Catering Level 1/2 Award
History GCSE
Materials Technology Level 1/2 Award
Media Studies GCSE
Music GCSE
Music BTEC
Photography GCSE
Psychology GCSE
Religious Studies GCSE
Spanish GCSE
Sport Science Cambridge National Level 2
Textile Design GCSE

WHAT YOU NEED TO DO

Select four choices from the choice curriculum and number them in priority order (1 = first choice, 2 = second choice etc.)

Make **two** reserve choices (RA = first reserve, RB = second reserve)

BACKGROUND INFORMATION ON COURSES OFFERED

- **GCSE** stands for the General Certificate of Secondary Education. Many of the courses followed in Key Stage 4 lead to a GCSE qualification.
- There are currently nine GCSE **Grades** ranging from 9 (highest grade) to 1.
- Some subjects have to decide what **Tier** (Higher or Foundation) to enter a student for. This is when examination papers are set at different levels of difficulty. Decisions on which tier to enter a student for are normally made towards the end of a course.
- **Awarding body** - sometimes called an exam board. There are a number of these and their names are usually shown as abbreviations, e.g. OCR, AQA, WJEC, Pearson / Edexcel
- **Non-examination assessment (NEA)** this is what Controlled Assessment is going to be called. This is where assignments are set and marked by teachers and verified by the awarding body. This work is carried out during the course.
- **BTEC** and Level 1/2 courses are vocational courses. BTEC stands for Business and Technology Education Council Course. There are external assessments - examinations which are a minimum of 25% of the total marks. Students also have to complete a number of NEA/controlled assessment tasks which are assessed by teachers and the awarding body. The grades awarded are Level 1, Level 2 pass, Level 2 merit, Level 2 distinction and Level 2 distinction*.

THINGS TO CONSIDER WHEN MAKING CHOICES

- Longer term plans. Full details of all Level 3 courses currently offered at the College can be viewed in the Sixth Form area on our website.
- Your current strengths and areas for development in school work; what you are interested in and what you are good at.
- Your Year 8 SPR reports and attitude grades.
- Any ideas you have about a possible career or post-16 course. Not many careers require particular subjects which are not already compulsory. A balanced programme is more important at this stage.
- Do not be heavily influenced by the choices of friends - their strengths and needs will be different to yours.
- Talk to a variety of people before making your mind up - parents or carers, older students, your tutor, subject staff.

ADVICE FROM CAREERS

PROGRESSION TO POST-16 COURSES AND PARTICULAR NEEDS

There is a wide range of Post-16 courses available. Many of them do build on skills developed lower down the school. You will find full details of the subjects currently on offer and the Key Stage 4 subjects and grades needed to study them in the Sixth Form are on the College website. This can be viewed on the College website (www.callingtoncc.net).

Students are encouraged to start thinking about possible careers. For information and advice please speak to your tutor in the first instance.

Keeping a broad, balanced curriculum is recommended since this will help to develop the wide range of skills looked for by Universities and employers.

KEY DATES

Monday 12 March Year 9 Choices Information Evening:

- A presentation in the Sixth Form Centre starting at 6.00 p.m., repeated at 6.30 p.m. and 7.00 p.m.
- The chance to speak to subject teachers about the courses you are interested in opting for now and studying in Years 9, 10 and 11 and to ask them questions

Tuesday 13 March

You will be given your application form on which your choices need to be made. (A specimen copy for your own records can be found on the back page of this booklet.)

Friday 16 March

The **final deadline** for completed Choice Forms to be returned to Miss Harbottle in the Data and Curriculum Office - signed by both the student and a parent or carer. Your tutor will also sign the form.

Choice Forms will then be processed for timetabling purposes. Unfortunately, any subjects which are under-subscribed may have to be withdrawn from the timetable. Also, the best fit blocking of subjects may lead to clashes which require reserve choices to be used. However, students and parents or carers will be fully consulted should any such problem arise.

July 2017

A confirmation letter will be sent home as a record of the choices made. This letter will also contain information on what to do if you change your mind about any of your choices.

PART 1 – CORE CURRICULUM – A SUMMARY

All students must follow these courses – there are no choices to be made. Details are therefore brief. More information is available from the departments.

ENGLISH	GCSE	Edexcel 100% Exam
<p>Students will follow a robust and varied curriculum in Year 9 that prepares them for their English Language and English Literature GCSE studies, commencing in Year 10. Beginning with an in depth appreciation of poetry, alongside an exploration of writers from different cultures, Year 9 students will complete the academic year studying Shakespeare and the richness of our British literary heritage.</p> <p>The curriculum covers key grammatical principles and allows students to consolidate and develop their writing skills. Students are given the opportunity to explore new vocabulary and extend their crafting of writing for different forms to the level of sophistication expected at GCSE. They will also have the opportunity to read and respond to 19th and 20th Century novels and extracts; thus introducing students to the Literary Canon and developing their knowledge and understanding of historical and cultural contexts. Speaking and presenting skills are embedded within the schemes of learning and students are provided with experience of presenting to an audience.</p> <p>Assessments and approaches to texts and topics are in the style and language of GCSE in order for students to feel confident and familiar with what is expected of them in their formal GCSE assessment.</p>		
MATHEMATICS	GCSE	OCR 100% Exam
<p>Sets - According to ability</p> <p>Higher and Foundation Tier</p> <p>All students will follow GCSE Mathematics over three years. Some students will have the opportunity to extend their study of Mathematics and work towards a Further Mathematics or a Functional Skills qualification. This decision would be taken towards the end of Year 10.</p>		
SCIENCE	GCSE (Double and Triple)	AQA
<p>Sets – Top, Mixed ability</p> <p>Higher and Foundation Tier</p> <p>Double (Combined Science) GCSEs 100% Written Exam</p> <p>Triple award (Separate Sciences) 100% Written Exam</p> <p>All students will study a Science course culminating in a Double award (two GCSEs) by the end of Year 11. Higher ability students will have the opportunity to achieve a Triple award (three separate GCSE qualifications in Biology, Chemistry and Physics) by the end of Year 11.</p>		

PART 1 – CORE CURRICULUM – CONTINUED

CORE PHYSICAL EDUCATION

Students undertake a range of activities, including individual and team sports as well as fitness sessions and alternative sports. Activities are delivered through 3 processes: physical (the 'doing' element), cognitive (the 'thinking' element) and choice and leadership (the 'social and personal' element).

Students are given the opportunity to be a performer, a coach and an official, allowing them to improve their performance, enhance their understanding of tactics and strategy and develop their sports leadership skills. Student voice shapes the curriculum, personalising the offer for all of our groups.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) PROGRAMME

This course of study focuses on students' education from the personal, social, health and economic (PSHE) perspective as well as incorporating belief and ethics.

The PSHE aspect of the course will provide students with opportunities to develop a range of skills in relation to making safe and informed decisions in relation to topics including, sex and relationships, drugs and addiction, being safe and responsible online, mental health and careers. The course will also examine and promote fundamental 'British Values' including, democracy, rule of law, human rights, respect, tolerance and diversity.

The Belief and Ethics component allows students to develop their knowledge and understanding of issues that may have an impact on their own lives at some point. Students consider different perspectives and viewpoints related to Prejudice and Discrimination, War, Early Life, Wealth and Poverty, Crime and Punishment, and Euthanasia. They will gain further understanding of the influences on the decision making process when faced with dilemmas whilst also learning about religious views and their reasoning.

PART 2 – THE CHOICE CURRICULUM

Students need to study **FOUR** courses from the following section.

Students will be asked to show their order of preference for their choices.

Students will need to make 2 reserve choices in case their main choices cannot be timetabled.

The course summaries on the pages that follow will help students to make their choices. More detailed handouts will be available from departments at the Choices Information Evening.

ART AND DESIGN	GCSE	OCR J170
Mixed Ability Groups	60% Portfolio (coursework)	40% Exam
<p>This creative course is planned around a variety of starting points using a wide range of practical skills in 2D and 3D outcomes. These include drawing and painting, photography, printing, sculpture, clay and glass, animation, graphics and mixed media work.</p> <p>A portfolio of work is created on skills based learning in the first instance and then more personal and self-expressive work as the course progresses. Using media and techniques of their own choice, students will have the opportunity to work with increased freedom to develop ideas.</p> <p>During the course students will work from different locations as well as in the classroom and they will visit galleries and work with practising artists when developing their ideas. Using and creating digital and computer based work is encouraged to enhance creativity and make realistic links to the world of work and transferable skills for visual literacy.</p> <p>Further information is available from Ms Ramwell.</p>		

BUSINESS STUDIES	GCSE	Edexcel
Mixed Ability Groups		100% Exam
<p>Students study a varied and wide range of units concerning the running of a business. They will look at setting up a business, how organisations market themselves, how they make products or services, how they recruit and retain staff and how the changing world impacts on them. Throughout the course students will be looking at real world examples of businesses and how they operate.</p> <p>This course is an exciting introduction to the workings of all organisations in both the private and public sector. Assessment will be based on business case studies in a written exam.</p> <p>This course is an exciting introduction to the world of work from charities, to self-employment to working for a large organisation and is suitable for students who wish to study this subject to a higher level or those who may consider self-employment or those who wish to give themselves a head start in any form of employment or self-employment.</p> <p>Further information is available from Mr Barnes in B6.</p>		

COMPUTER SCIENCE	GCSE	OCR J276
Mixed Ability Groups	20% Controlled Assessment	80% Exam
<p>Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an underpinning subject across science and engineering is growing rapidly.</p> <p>The course will give learners a real, in how computers and technology works. The course will give you an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing.</p> <p>There are two paper-based external examinations:</p> <p>Paper 1: Computer Systems</p> <p>Paper 2: Computational Thinking, Algorithms and Programming.</p> <p>There is a controlled assessment exercise which is a practical programming project in a high level language such as Python or Visual Basic.</p> <p>Please note a home computer is NOT essential.</p> <p>Further information is available from Miss Coles or any Computer Science teacher.</p>		

CONSTRUCTING THE BUILT ENVIRONMENT

Level 1/2 Award

WJEC

This course is designed for students who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available.

The practical assessment is worth 50% of the course and this will give an excellent introduction to a range of jobs the construction industry has to offer. In addition to these practical skills, pupils will also learn how to plan and cost a job and also how to use technical drawing skills to design solutions to construction related problems.

The award is made up of three units

- Safety and security in construction
- Practical construction skills
- Planning construction projects

Further information is available from Mr Biddle.

DANCE

GCSE

AQA

Mixed Ability Groups

60% Practical Assessment

40% Written Exam

The GCSE course builds on skills of performance, choreography and appreciation. It is a practical and theoretical course, which provides students with the opportunity to perform on a regular basis.

Component 1 – Performance (30%)

- Students will learn two short set phrases to perform as a solo performance.
- Students will perform a duet or trio piece (this can be in any style).

Component 1 - Choreography (30%)

- Students will create either a solo or group choreography. The students will be able to choose their starting point for this piece of choreography from a list which will be updated by the exam board each year.

Component 2 – Dance Appreciation (40%)

- Students will be examined on their knowledge and understanding of choreographic processes and performing skills.
- Students must be able to critically appreciate a six professional works (these pieces will be in a range of dance styles) as well as their own work.

The course is varied, demanding and fun. Students will be expected to work in a range of groups, make at least one visit to the theatre during the course and participate in workshops lead by professional dance artists.

Further information is available from Mrs Groom or Mrs De Ste Croix.

DRAMA

GCSE

EDEXCEL 1DE0

Mixed Ability groups

60% Practical coursework

40% Written Exam

The course further develops the Drama skills of improvisation, role play, discussion work, creative writing, script study and research as experienced in Years 7 and 8.

Drama is a group based activity and students must be prepared to work in a co-operative and sensitive manor with all members of the group – hence the subject also develops social skills.

There are opportunities for students to watch theatrical performances during the course, some of which involve a small cost.

There are 3 components to assessment. Students are required to devise a group piece and produce a written portfolio of the process. They will then perform 2 short script performances and complete a 1 ½ hour written exam.

Further information available from Ms Wilson and Mr Plunkett.

FRENCH Sets By Ability - Tiers	GCSE 25% Speaking Exam	AQA 75% Written Exam
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The course covers a range of topics, based around the following themes:

Identity and culture: family and friends, relationships, technology: social media, free time (food, TV, music, reading, cinema, sport) and celebrations and festivals

Local, national, international and global areas of interest: home town, region, social issues (charity work, health living), the environment, poverty, travel and tourism.

Current, future studies and employment: my studies, life at school, education post 16.

Students will be assessed in four skills. All assessments will take place at the end of the course. The speaking exam will be conducted by teachers whereas the other three skills will be assessed by exam papers at the end of Year 11. Students can take either Foundation or Higher papers.

Further information is available from Miss Cervelle or any French teacher.

GEOGRAPHY Sets By Ability	GCSE	AQA 8035 100% Exam
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This exciting and relevant course involves the study of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom, India, Brazil, China and the continent of Africa.

Topics of study include climate change, coasts, natural hazards, rivers, rainforests, poverty, deprivation, urbanisation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Fieldwork is a key part of the course and students will take part in at least two fieldwork days.

Assessment will be in the form of three exams. The first exam is on the physical topics, the second on the human topics. The fieldwork will be assessed in the third exam alongside advanced information on a topic in the course.

Further information is available from Mr Pring, Miss Moran or Mrs Piper.

HEALTH AND SOCIAL CARE Mixed Ability Groups	BTEC First Award 60% Internal Assessment Assignments	Pearson EDEXCEL 40% Controlled Assessment
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About 3 million people work in health or social care. Health care roles include doctors, pharmacists, nurses, midwives and health care assistants.

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

Component 1: Human Lifespan Development. Internally assessed assignments 30% of total course

Component 2: Health and Social Care Values. Internally assessed assignments 30% of total course

Component 3: Health and Wellbeing. Externally assessed task 40% of total course.

Further information available from Miss Morrison.

HOSPITALITY AND CATERING

Level 1/2 Award

WJEC

This course has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

It is a cooking course, focussing specifically on the development of practical skills. The theory is aimed at preparing students for the general knowledge required to support cooking in the professional environment and that of a home cook too.

The course consists of 2 assessed units:

- Unit 1 The Hospitality and Catering Industry - External exam 40%
- Unit 2 Hospitality and Catering in Action - Internal practical exam and paper work 60%

The written exam is based around the catering industry linked to themes like Health and safety, Hygiene, Cooking techniques and Equipment. The theory is equally applied to the professional industry as it is to everyday cooking at home.

This course is designed for people who are *passionate about food and love their cooking*. If you are enthusiastic about developing your skills, even if you have little to start with, hard work and dedication will ensure your success.

Further information is available from Mr Biddle.

HISTORY

GCSE

EDEXCEL

Sets By Ability

100% Exam

This qualification requires students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history and of the wide diversity of human experience.
- Carry out historical enquiries.
- Develop the ability to ask relevant questions about the past and use a range of historical sources to investigate key events.
- Develop an understanding as to why people and events have been given historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

There are 3 written exam papers. The areas studied are:

1. Medicine in Britain, 1250 – the present. This includes a study on the British sector of the Western Front 1914 -1918.
2. Anglo Saxon and Norman England, 1060 - 1080 and the American West, 1835-1895.
3. Weimar and Nazi Germany, 1918 -1939.

The course does involve a lot of reading and writing. There is now a greater emphasis on spelling and grammar in the course.

Further information is available from Mr Smith or Mrs Hurdwell.

MATERIALS TECHNOLOGY

Level 1/2 Award

AQA

This practical course in Materials Technology gives students the opportunity to develop skills in making high-quality products using woods, metal and polymers (plastics).

Students will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. Students will have the opportunity to use traditional skills and modern technologies.

- Unit 1: Skills demonstration (internally assessed)
- Unit 2: Extended making project (internally assessed)
- Unit 3: Fundamentals of Materials Technology (externally assessed)

Further information is available from Mr Carson or Mr Biddle.

MEDIA STUDIES	GCSE	Eduqas
Mixed Ability groups	30% Non-Examined Assessment	70% Exam
<p>This dynamic course develops an understanding of key media concepts, through integrating theoretical and practical approaches to the subject through two exam units and one practical non-examined unit. It aims to develop an enjoyment of a variety of media texts across print, broadcast and e-media, which are critically analysed in terms of meaning and then reproduced using media technology and software. Some of the topics studied have included the representation of gender and race through magazines, the promotion of films such as James Bond's <i>Spectre</i> and the video game industry looking at <i>Pokémon Go</i>. TV is also covered, and can include sitcoms such as <i>The IT Crowd</i> and <i>Friends</i>. The practical products created have included a double page spread magazine article and CD cover, film posters and a website.</p> <p>This rigorous course suits students who can work independently and as part of a team; who are creative and practical as well as those who enjoy engaging with media texts.</p> <p>Further information available from Mrs Kirby.</p>		

MUSIC GCSE	GCSE	OCR
Mixed Ability Groups	30% Composing	30% Performing 40% Listening Exam
<p>Studying GCSE music provides students with the opportunity to develop their own musical interests as well as learning about a wide range of musical styles. The course is very practical, with students developing their ability to play an instrument or sing and also write their own music. Whether students can read music or learn 'by ear' the GCSE music course is designed to bring out the best in students as a music maker. The breakdown of the course is as follows:</p> <ul style="list-style-type: none"> ● Two performances: solo and group performance ● Two compositions: one is set to a brief by the awarding body and the other is the student's choice ● Listening exam: a 90 minute paper covering all styles studied through the course <p>Further information is available from Mr Lane or Miss Padlyevs'ka.</p>		

MUSIC BTEC	BTEC	EDEXCEL
Mixed Ability Groups		
<p>This course allows students to explore their musical interests whether as a solo performer, technician or member of a band. Students will gain an overview of the music industry and develop personal business and entrepreneurship skills. Learners will work both collaboratively and independently to explore the Music Industry.</p> <p>Students will develop musical skills in various areas such as:</p> <ul style="list-style-type: none"> ● Live Sound ● Music Recording (working in the studio) ● Music Performance ● Music Sequencing (making music on computers) <p>One unit is externally assessed whereas the other units are internally assessed and externally verified. Students can achieve a Level 1 qualification or a Level 2 pass, merit, distinction or distinction* based on their performance across all of the units.</p> <p>Further information is available from Mr Lane or Miss Padlyevs'ka.</p>		

PHOTOGRAPHY	GCSE	AQA 8206
Mixed Ability Groups	60% Portfolio (coursework)	40% Exam
<p>Photography is a creative, innovative and exciting course, which allows students to develop digital technologies, skills, knowledge and a professionally based photographic understanding. Students will explore a wide range of techniques and processes including Photoshop, animation/film and experimental manipulations. The course investigates numerous disciplines such as portrait, fashion, landscape, graphics design and documentary/street photography. Locations and local visits provide inspiration and are encouraged as part of the learning journey.</p> <p>Work is produced using digital sketchbooks and printed outcomes. Looking at the work of other cultures and practitioners are integral to the course and students' global awareness.</p> <p>Further information is available from Ms Ramwell, Mrs Turner or Mr Hortop.</p>		

PSYCHOLOGY	GCSE	OCR J203 (9-1)
Mixed Ability Groups		100% Exam
<p>This course helps students to learn to question and discuss psychological issues that may affect their own lives and the direction of society. Critical analysis of theories and studies help students to consider behaviour from an individual and global perspective and consequently the role of psychology in everyday life. Lessons will involve discussions, individual and student group presentations, teacher led sessions and practical research activities. There is a lot of reading and note taking involved, with new terminology and a large number of research studies. Areas of study include:</p> <p>Unit 1 You will study Psychological problems, Criminal Psychology, Developmental Psychology and Research Methods (designing your own investigation).</p> <p>Unit 2 You will study Social Influence, Sleep and Dreaming, Memory and Research Methods.</p> <p>For further information please see Mrs Jones or Miss Macbeth.</p>		

RELIGIOUS STUDIES	GCSE	AQA 8062
Mixed Ability Groups		100% Exam
<p>This course is for students who are interested in exploring and understanding what others think, as well as developing their own opinions regarding modern issues that people face in life and in religion. By journeying through ethical issues, and learning reasoned arguments, students have the opportunity to develop their skills and ability to make important positive contributions to debates and decisions in society.</p> <p>Students will learn about the beliefs, teachings and practices of two religions. They will consider similarities and differences between the religions and study how these beliefs and teachings are understood and practiced. Students will also look at the role of the religion in the wider community and its influence on philosophy and ethics.</p> <p>Students will also learn about four religious, philosophical and ethical themes from the following six themes: Relationships and Families, Religion and Life, The Existence of God and Revelation, Religion, Peace and Conflict, Religion, Crime and Punishment and Religion, Human Rights and Social Justice.</p> <p>For further information please see Miss Davey, Mrs Dunlop or Mrs Jones.</p>		

SPANISH Sets By Ability - Tiers	GCSE 25% Speaking Exam	AQA 75% Written Exam
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The course covers a range of topics, based around the following themes:

Identity and culture: family and friends, relationships, technology: social media, free time (food, TV, music, reading, cinema, sport) and celebrations and festivals

Local, national, international and global areas of interest: home town, region, social issues (charity work, health living), the environment, poverty, travel and tourism.

Current, future studies and employment: my studies, life at school, education post 16.

Students will be assessed in four skills. All assessments will take place at the end of the course. The speaking exam will be conducted by teachers whereas the other three skills will be assessed by exam papers at the end of Year 11. Students can take either Foundation or Higher papers.

Further information is available from Miss Cervelle or any Spanish teacher.

SPORT SCIENCE Mixed Ability Groups	Cambridge National Level 2 (This course is worth the equivalent of one GCSE)	OCR
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The Cambridge National in Sport Science offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and nutrition in sport and sports performance. There will be dedicated practical lessons throughout the course and we aim to deliver many areas of the specification practically. Only 25% of the course is examined externally, with 3 Units being examined through coursework (moderated by the exam board).

What sort of student does well at this subject?

You will do well in this subject if you have a passion for sport and a thirst for learning more about the theory of sporting performance. You will need to be self-motivated and organised to manage your coursework. The ability to play sport to a high standard is not a requirement.

The work you would do

- R041: Reducing the risk of sports injuries - Written paper (OCR set and marked -1 hour)
- R042: Applying principles of training - Coursework tasks
- R043: The body's response to physical activity - Coursework tasks
- R045: Sports nutrition - Coursework tasks

Further information is available from Miss Mitchell.

TEXTILE DESIGN Mixed Ability Groups	GCSE 60% Portfolio (coursework)	OCR J174 40% Exam
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This is a creative course which looks at many areas of textile design, including creative textile techniques, fashion design, up-cycling traditional crafts, textile sculpture, digital textiles, interior design, adornment and accessories. Drawing, gathering and collecting will be an integral part of this course and will help students to plan their creative pathways.

The portfolio of work encourages students to become confident in taking risks and to experiment with textiles and fashion techniques, processes and materials. At the beginning of the course students will learn lots of new textiles skills and look at the work of designers and artists. They will then apply these skills and produce an outcome that is personal to them.

Looking at the work of others and working beyond the classroom is a key part of the course. Links to other cultures, countries, environmental and ethical issues are all strong values within the portfolio.

Further information is available from Ms Ramwell.

2018 YEAR 9 CURRICULUM CHOICE FORM

STUDENT NAMESPECIMEN.....

TUTOR GROUP 8.....

Please put a **1** in the box of your first choice, a **2** in the box of your second choice, a **3** in the box of your third choice and a **4** in the box of your fourth choice. Please put **RA** in the box of your first reserve choice and **RB** in the box of your second reserve choice.

Subject	Type of Qualification	Order of Choice	Subject	Type of Qualification	Order of Choice
Art and Design	GCSE	◆	Materials Technology	Level 1/2 Award	
Business Studies	GCSE		Media Studies	GCSE	
Computer Science	GCSE		Music	GCSE	<input type="checkbox"/>
Constructing the Built Environment	Level 1/2 Award		Music	BTEC	<input type="checkbox"/>
Dance	GCSE		Photography	GCSE	
Drama	GCSE		Psychology	GCSE	
French	GCSE		Religious Studies	GCSE	
Geography	GCSE		Spanish	GCSE	
Health and Social Care	BTEC		Sport Science	Cambridge National Level 2	
History	GCSE		Textile Design	GCSE	◆
Hospitality and Catering	Level 1/2 Award				

Please do not choose two courses marked with the same symbol ◆ or □

SIGNATURES

Student.....

Date.....

Parent/Carer.....

Date.....

Tutor.....

Date.....

PLEASE HAND THIS FORM TO MISS HARBOTTLE IN THE DATA AND CURRICULUM OFFICE BY FRIDAY 16 MARCH 2018.