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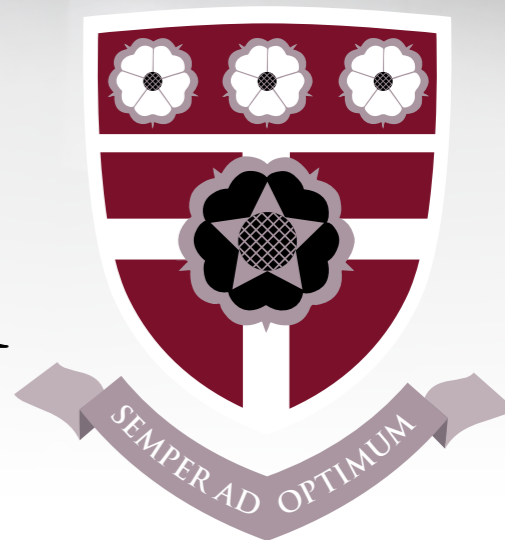


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**Hope** SENTAMU  
LEARNING TRUST

Principal: Mr Toby Eastaugh

# VALE OF YORK ACADEMY



Year 9 Options booklet | 2023-25





# Planning your future

## Dear Year 9 pupils, parents and carers, welcome to the options process!

For the first time, your child has the opportunity to influence the curriculum they will study and as such will have to make some important decisions about their education over the coming weeks. At Vale of York Academy we will endeavour to provide an options experience that will support you and your child through every step of the process so that they make an informed choice and are happy about the subjects they will ultimately take to examination.

## ESSENTIAL SUPPORT

At Vale of York Academy, it is essential that we provide appropriate guidance now to help pupils choose the right courses to take to examination in Year 11. As such, there are countless factors to consider and we strongly recommend that you find out as much as you can so that you select the best pathway and most appropriate course choices. We hope that this will not only give you the best chance of achieving the highest possible outcomes, but will also enable you to select the courses you need to progress to post-16 education and training. We would suggest that every student considers the following points:

- You need a range of courses that are broad and balanced.

- You need to be realistic about which kinds of subjects you do best in; refer to your last report.
- If you are very clear about what you want to go on to study post-16 potentially at university, you need to have that in mind now.
- Most subjects offered are GCSEs. We also offer a range of qualifications which are equivalent to GCSEs. Make sure you understand exactly what is involved in each subject by talking to staff and reading this booklet.
- Above all, you need to choose courses that you will be interested in, which you are committed to, which will give you every chance of success and which will keep as many doors open as possible in the future.

This options booklet contains a wealth of information about the options process as well as an informative course guide for each subject, so please do read it carefully. We encourage pupils, parents/carers and

teaching staff to work together on this very important decision; do your research about each course. This can be done in person at our Parents' Evening on Wednesday 1 March.

Parents and carers have a unique knowledge of their own children. You know your child and have the best understanding of his or her strengths and abilities. Pupils should not choose subjects simply because they wish to stay with friends as they may be in a different group. Neither should they choose subjects because they want to work with a particular member of staff as they may be teaching other groups.

The best advice is to choose subjects you enjoy and are good at, whilst being mindful of any current career aspirations.

Examination outcomes are important – but so too are other areas of school life. I encourage all pupils to make full use of the opportunities that this school offers, be they academic, sporting, artistic, theatrical, practical, community based, adventurous or social. These opportunities will be a very important part of your memories of school for years to come – make the most of them!

We aim to make choosing options as smooth as possible but if you have any questions, please do not hesitate to contact us. We will do all we can to help.

With very best wishes,

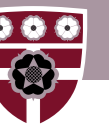


**Mr M Halifax**  
Vice Principal



**Mr R French**  
Progress Leader:  
Year 9





# Essential information

At Vale of York Academy we are committed to ensuring that every student is continually inspired, challenged and supported to be the very best that they can be. “Sempar ad Optimum” - Always giving the best. Central to this is offering a curriculum that meets our pupils’ needs.

Below, you will find some key information that everyone involved in the decision-making process should be aware of. Later in this booklet there is subject specific content to help support you and your child in making the best choices for Key Stage 4.

## WHAT SUBJECTS WILL OR CAN MY CHILD STUDY?

### CORE SUBJECTS

These are the subjects that are compulsory at Vale of York in order to meet the Department for Education’s statutory requirements

of the National Curriculum. All pupils will study the following Core subjects: Maths; English Language; English Literature; Science (either Combined Science or Separate Sciences); as well as non-examination statutory subjects: Core PE and World Views and Modern Issues (RE and PSHE).

### ENGLISH BACCALAUREATE (EBACC) SUBJECTS

The Government believes that schools should offer pupils a broad range of academic subjects to the age of 16 and the English Baccalaureate (EBacc) promotes that aspiration. Hence the Department for Education (DfE) makes specific recommendations about the other subjects a student should study up to the age of 16. The DfE have clear guidance about the necessity for pupils who hold the potential to follow the EBacc route and achieve the EBacc qualification. The EBacc qualification

requires the pupil to study a Modern Foreign Language and a Humanity subject to examination. We call this the Enhanced pathway (see right). Although the EBacc route is recommended for the majority, it is essential that all pupils select at least one EBacc subject. Please refer to the Standard or Supported pathway.

### OPTION SUBJECTS

Option subjects are all the other subjects available for pupils to choose from. Pupils have a freedom of choice to select subjects which they find interesting, engaging and have demonstrated an aptitude for over Key Stage 3. The range of subjects is very broad, however, the school retains the final decision over which courses run from September 2023. If a subject has less than 15 pupils selecting it, it is unlikely this course will run. In this instance pupils’ preference choices will be applied.

(EBacc subjects also appear in the options subjects listed as pupils may wish to select two or more of these).

### STUDENT PATHWAYS

You will note from your options form that when completing the final choices for pupils

we have made a **strong recommendation** as to which one of the four Key Stage 4 pathways your child will follow: Enhanced, Standard, Supported or Tailored. The rationale for this is to reinforce the school’s commitment to pupil achievement as this allows pupils to select the most appropriate pathway for them.

Our recommendation is based upon prior and current attainment and the due consideration of the Vice Principal, Progress Leader and SENDCo which pathway we think is best suited to each child.

- Pupils on the **Enhanced pathway** will study Core subjects, then select EITHER Geography or History, then select at least ONE MFL subject. Finally, they will be allocated TWO further options subjects from their four priority and preference selections.
- Pupils on the **Standard pathway** will study Core subjects, then select ONE EBacc subject. Finally they will be allocated THREE further options subjects from their five priority and preference selections.
- Pupils on the **Supported pathway** will study Core

subjects, then select ONE EBacc subject. They will automatically be placed into the study plus group receiving extra English and Maths support. Finally, they will be allocated TWO further options subjects from their four priority and preference selections.

- Pupils on the **Tailored pathway** will study Core subjects. They will automatically be placed into an extra Maths and English lesson receiving literacy and numeracy support together with a tailored option choice offering appropriate courses designed to the specific interests and needs of the cohort. Finally, they will be allocated option subjects from their four priority and preference selections.

### IMPORTANT

Please note, pathways will not influence grouping or setting (when required). These will always be based upon individual pupil performance.

### GRADING AND OUTCOMES

Pupils will receive grade 9-1 for any GCSE qualification and grade Distinction\* to Pass for any Cambridge National qualification.

**PLEASE NOTE:** all courses at the Academy will follow the stated exam board. However, the Academy retains the right to change the course offered if the decision is in the best interest of the pupils and their outcomes. Parents will be informed about any change at the appropriate time.



## Next steps

The Education and Skills Act 2008, increased the minimum age at which young people in England can leave learning, requiring them to continue in education or training until their 18th birthday.

### POST-16 PROGRESSION ROUTES FOR VALE OF YORK PUPILS

When pupils leave Vale of York at the age of 16 there are a number of options available to them.

It is important to consider these future options alongside their Year 9 option choices. Future options are available at the following post-16 providers:

- Schools: All Saints, Archbishop Holgate, Fulford, Huntington and Joseph Rowntree
- Colleges: York College, Askham Bryan College and Bishop Burton College
- Apprenticeships and Work Based Training: There are various providers for this route in the city. Use the following link: <https://www.gov.uk/apply-apprenticeship>

### WHAT TYPES OF COURSES ARE OFFERED AT THE POST-16 PROVIDERS?

**ADVANCED (LEVEL 3)** Where pupils usually need at least five or six GCSEs at standard pass or above including English and Maths or an Intermediate Level qualification to gain access onto these courses. Many A Level courses require at least a grade 6 in any GCSE subject which a student wishes to study to an Advanced level. Many applied BTEC or diploma courses can also be studied up to Level 3. T Levels focus upon

vocational skills and help pupils progress to Higher Education or skilled employment.

**INTERMEDIATE (LEVEL 2)** Usually vocational courses where pupils will need at least three GCSEs to at least grade 4 to gain access to the courses, although entry requirements vary.

**FOUNDATION (LEVEL 1)** Usually entry level vocational courses for which pupils will require at least pass grades at GCSEs.

**ENTRY LEVEL** These courses

include skills for living and preparation for working life and there are usually no formal entry requirements.

There are also a range of Apprenticeships offered at Level 2, 3 and 4 lasting between one to four years in a wide variety of different job areas.

A key point to note is that any pupils who do not achieve national threshold standards (grade 4) in English or Maths will have to continue to study these subjects at post-16 in addition to specific courses they choose.



## KEY DATES

### Before February Half Term

Year 9 full report sent home, with invitation to parents to attend our Year 9 Options Information event.

### Wednesday 8 February

Year 9 Options Information event for parents.

### Wednesday 22 February

**TASTER MORNING:** Pupils will be involved in a carousel of short subject taster sessions to support the decision-making process. Some subjects will also have ‘in-lesson’ taster sessions.

### Wednesday 1 March

Year 9 Parents’ evening.

### Up to Monday 13 March

Consultation, research and decision-making time.

### Monday 13 March, 3pm

Final deadline for option form returns.

### Easter to June

Processing and resolving of matters arising from pupil choices.

### Late June 2023

Pupils informed of final option choices by letter.

# Any questions?

## WHY IS MY CHILD SELECTING THEIR OPTIONS NOW?

This is a very fair question. Your child has had access to our full, broad KS3 curriculum and now is the time to choose the best curriculum to take to examination. If your child has specific career aspirations, they should be mindful when choosing their options.

Our Curriculum Leaders have prepared informative subject guides to explain courses which are available on the school website. Class teachers have and will continue to support and answer any questions your child may have about certain courses.

## HOW DOES MY CHILD FIND OUT ABOUT NEW SUBJECTS THEY HAVE NOT STUDIED IN KS3?

Firstly, this booklet provides full and detailed course information about every course offered at Vale of York Academy. Secondly, we encourage your child to speak to the curriculum specialists over the coming weeks. Finally we will run a taster event at which your child can experience these new subjects and ask questions. If required, you can email any Curriculum Leader directly with subject specific queries.

## MY CHILD DOESN'T KNOW WHAT TO DO, WHERE CAN WE GET HELP?

Ask as many questions of as many people as possible. You could: talk to your subject teachers; talk to older pupils who have experienced different subjects; talk to a trusted adult; do some research around possible career interests; book an appointment to meet your

form tutor or Mr Halifax; or visit Young People's Services at West Offices <https://www.yor-ok.org.uk/young-people/>

## WHAT DOES EBACC MEAN?

EBacc is an abbreviation for the English Baccalaureate qualification. This is a performance measure for schools, awarded when pupils secure a grade 5 or above at GCSE level across a core of five academic subjects – English, Mathematics, History or Geography, the Sciences and a Language.

## DOES MY CHILD HAVE TO TAKE A MODERN FOREIGN LANGUAGE?

As you will note we have made our strong recommendation as to which pathway your child should follow. The DfE also offers clear guidance as to the number of pupils taking a Modern Foreign Language.

The value of studying a Modern Foreign Language cannot be underestimated. If, when recommended to study a MFL subject, a pupil feels this is not appropriate, they will need to have a discussion with a senior member of staff.

## MY CHILD WANTS TO DO MEDICINE; DO THEY HAVE TO TAKE SEPARATE SCIENCE?

Preferably, but not necessarily. Post-16 providers will accept pupils onto separate Science A Level courses with good passes at GCSE Combined Science.

## IF MY CHILD DOESN'T TAKE A SUBJECT AT KEY STAGE 4 DOES THIS MEAN THEY WON'T BE ABLE TO DO IT AT A LEVEL?

This is not the case, in fact there are countless A Level and BTEC qualifications that are offered at

various post-16 providers that are often not studied at GCSE.

## WHAT HAPPENS IF MY CHILD'S COURSE DOESN'T RUN DUE TO LACK OF INTEREST?

This is the reason why we ask for preference choices. Most courses offered will run but some will not. If your child has selected a course that isn't running they will automatically pick up a different preference choice.

In very unusual circumstances that a child cannot be allocated their preferences, Mr Halifax will see them personally to resolve the issue.

## WHAT HAPPENS IF ALL THE CHOICES INCLUDING THE PREFERENCE CHOICES DON'T FIT?

This is exceptionally unusual, but not impossible. In the unlikely event of this happening, Mr Halifax will liaise personally with the pupil to resolve the issue.

## WHEN WILL I KNOW WHAT MY CHILD HAS FINALLY BEEN ALLOCATED?

Although a lot of the administration of options will happen quite quickly, pupils will not find out which options they have been allocated until late June, early July. The reason for this is to avoid any confusion or disappointment by giving out information that may change.

It is only when we are in full knowledge of how the following year's timetable will look that we can with authority inform pupils what subjects they will be taking. This is usual practice.

# Additional information

At Vale of York Academy we are not only responsible for the academic progress of our learners but we place a huge importance upon investing in the educational wellbeing and cultural development of all our pupils. As such we have included crucial non examinable elements to our 'well thought-out curriculum' (*Ofsted Dec 19*).

All pupils will study World Views and Modern Issues for one hour a week. This will allow pupils to follow the Department for Education's statutory guidance for Religious Studies, RSE and PSHE. By combining these elements we will provide pupils with an awareness and understanding of key moral, ethical and social issues that will allow them to evolve into well-informed, responsible citizens.

We are also committed to our pupils leading healthy, active lifestyles as well as raising aspirations of our pupils to help them maximise their potential and aim to have the best career after leaving Vale of York.

## FIT FOR PURPOSE

To meet the commitment to healthy, active lifestyles the Academy retains a strong prominence of Core PE into Key Stage 4. These 'Core PE' lessons are essential to the physical, mental and social development of our pupils as they can participate in a range of competitive, recreational and health/fitness orientated activities. Pupils will continue to improve activity specific skills, knowledge and understanding whilst also being challenged to develop leadership,



officiating and coaching attributes. The PE department will operate a full programme of extra-curricular activities including fixtures and practices. Key Stage 4 pupils are given the opportunity to enrol onto the Duke of Edinburgh (DofE) award scheme.

DofE participants will undertake different aspects of the award including voluntary, physical and skill-based activities plus two expeditions. Enrichment opportunities remain high profile in Key Stage 4 with a varied programme available. Additional experiences specifically for older pupils include our Morocco expedition and Student Leadership (prefect system).

## SKILLS FOR LIFE

In Year 10, pupils will participate in Work Experience to develop their employability and other key skills. This opportunity can have crucial experience of life in the working world, and enable pupils to gain all-important references from their employers

to take forward into further education, training and the workplace. In Year 11 there is a strong focus on IAG (independent advice and guidance). Pupils will work on essential skills, such as CV writing, completing post-16 applications and learning about personal finance and general financial advice to equip them with the necessary skills and knowledge for their future. Year 11 pupils will have a designated one-to-one careers interview with an external adviser. Through Key Stage 4, pupils will be kept informed of key events and dates that will support and inform them as to the next steps of their educational journey.

The Academy's Enrichment Day programme is planned to reflect the potential academic and personal requirement of a modern teenage learner. Sessions can focus upon personal safety, mental well-being, study skills, global and cultural awareness and post-16 provision and application support.





# An overview of subjects...

## CORE SUBJECTS

GCSE Mathematics	09
GCSE English Language	10
GCSE English Literature	11
GCSE Combined Science	12

## EBACC SUBJECTS

GCSE Geography	13
GCSE History	14

GCSE Modern Foreign Languages	15
GCSE Computer Science	16
GCSE Separate Science	17

## OPEN OPTION SUBJECTS

GCSE Art and Design	18
GCSE Business Studies	19
OCR Design Engineering/Manufacturing	20

GCSE Drama	21
GCSE Food and Nutrition	22
OCR Health and Social Care	23
GCSE Music	24
GCSE Psychology	25
Examination PE	26/27
GCSE Religious Studies	28
Study Plus	29

## GCSE MATHEMATICS

CORE



### EXAM BOARD

Edexcel

### SUBJECT CONTACT

Miss A Ward –  
Curriculum Leader

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

They will learn how to develop their knowledge, skills and understanding of mathematical methods and concepts including:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

They will learn how to use more of the special function buttons on their scientific calculator and how to make good notes that include all

the information they need to help them to complete assessment and homework tasks in the future.

### HOW WILL THEY BE ASSESSED?

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Pupils must take three question papers at the same tier. All papers must be taken in the same exam series.

Pupils are assessed by completing three papers at the end of the two year course.

Each paper counts for one-third of the overall mark and assess content from any part of the specification.

One of the exam papers will be non-calculator and the other two will allow the use of a calculator. The examinations will have

a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete all homework tasks on time or in a detention after school.
- Make effective use of 'Maths Watch' and other specialist websites as advised by their subject teacher.
- Revise and reflect on their learning as they go along.
- Copy up notes if they are absent.
- Attend revision classes to complement learning in lessons; as advised by their subject teacher.

### WHAT COULD HAPPEN NEXT?

#### POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

A quality grade in Mathematics is an essential requirement for the vast majority of post-16 options. Mathematics is an 'access' subject, which shows potential employers and further education/higher education providers pupils are able to use knowledge, skills and information to solve problems. As such there is a requirement for a good level in Mathematics for most career pathways.

Some of the careers which are more traditionally linked with mathematics are: Banker, Financial Consultant, Economist, Statistician, Business Manager/Consultant, Accountant, Engineer, Business Analyst, Programmer, Lawyer and Teacher.



## GCSE ENGLISH LANGUAGE

CORE



## EXAM BOARD

AQA

## SUBJECT CONTACT

Mr J Gill – Curriculum Leader

All pupils will study the dual course of English Language and English Literature, resulting in two separate GCSE qualifications. A grade from 9 to 1 will be awarded for each GCSE.

## WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- **Paper 1: Explorations in Creative Reading and Writing**  
**Section A:** Reading (unseen) – one literature fiction text.  
**Section B:** Writing – descriptive or narrative writing.
- **Paper 2: Writers' Viewpoints and Perspectives**  
**Section A:** Reading (unseen) – one non-fiction text and one literary non-fiction text.  
**Section B:** Writing – writing to present a viewpoint.

Please note that the texts covered in these exams will bridge the 19th, 20th and 21st centuries and will be unseen, meaning that

pupils will not have prior knowledge of the texts.

- **Non-Examination Assessment:** Spoken Language (formerly Speaking and Listening). Pupils will develop all aspects of this component throughout the course, often using it as a clarification and consolidation tool. However, they will be formally assessed presenting; responding to questions and feedback; and the quality of their use of Standard English.

## HOW WILL THEY BE ASSESSED?

GCSE English Language is a 100% exam course with a final grade awarded between 9-1. The course content is weighted as follows:

- **Paper 1:** Explorations in Creative Reading and Writing
- **Reading:** (40 marks) (25%) – one single text  
1 short form question (1 x 4 marks);  
2 longer form questions (2 x 8 marks);  
1 extended question (1 x 20 marks)
- **Writing:** (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

- **Paper 2:** Writers' Viewpoints and Perspectives
- **Reading:** (40 marks) (25%) – two linked texts  
1 short form question (1 x 4 marks); 2 longer form questions (1 x 8, 1 x 12 marks); 1 extended question (1 x 16 marks)
- **Writing:** (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy).

## WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Due to the level of content and challenge in this course, 100% attendance is the key to success. It is imperative that organised notes are maintained to enable consolidation of skills during the course of study. Pupils will also need to dedicate time to independent study, building in challenge by reading a wide

range of fiction and non-fiction texts. Pupils should also build in regular opportunities for timed extended writing activities, placing a focus on writing for different audiences and purposes. Owning a pocket dictionary/thesaurus will also support the development of pupils' use of written language, inclusive of their spelling, grammar and punctuation.

## WHAT COULD HAPPEN NEXT?

## POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Pupils require either English Language or English Literature at grade 5 or above to enter any further education course.

- Equally, for those with a love of the subject potential pathways include:
- English Language and English Literature A Level.
  - Social Sciences or Humanities based A Levels or Level 3 qualifications.
  - Examples of potential career pathways include:
    - ▶ Journalism
    - ▶ Speech and Language Therapy
    - ▶ Teaching
    - ▶ Editorial Assistant

## GCSE ENGLISH LITERATURE

CORE



## EXAM BOARD

AQA

## SUBJECT CONTACT

Mr J Gill – Curriculum Leader

All pupils will study the dual course of English Language and English Literature, resulting in two separate GCSE qualifications. A grade from 9 to 1 will be awarded for each GCSE.

## WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- **Paper 1: Shakespeare and the 19th Century Novel**  
**Section A:** Shakespeare  
**Section B:** The 19th Century Novel
- **Paper 2: Modern Texts and Poetry**  
**Section A:** Modern Texts  
**Section B:** Poetry (15 modern and pre-1914 poems from the AQA Anthology)  
**Section C:** Unseen Poetry

## HOW WILL THEY BE ASSESSED?

GCSE English Literature is a 100% exam course with a

final grade awarded between 9-1. The course content is weighted as follows:

- **Paper 1 Written exam:** 1 hour 45 minutes; 64 marks; Making up 40% of the final GCSE grade.  
**Section A:** Shakespeare: Pupils will answer one question on a Shakespearean 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: Pupils will answer one question on a 19th Century novel, such as Dr Jekyll and Mr Hyde or A Christmas Carol. 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 Written exam:** 2 hour 15 minutes; 96 marks; Making up 60% of the final GCSE grade.  
**Section A:** Modern Texts: Pupils will answer one essay question from a choice of

two on the play 'An Inspector Calls'.

- Section B:** Poetry: Pupils will answer one comparative question on one named poem printed on the exam paper and one other poem from the selected anthology cluster.
- Section C:** Unseen Poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Due to the level of content and challenge in this course, 100% attendance is the key to success. It is imperative that organised notes are maintained to enable consolidation of skills during the course of study. Resources can be found online and film versions of the text are useful as a supportive measure. However, films should not be used as a substitute for any text.

The English Curriculum Team will always endeavour to run theatre trips to see productions of the texts we are studying in order to further support pupils' learning.

## WHAT COULD HAPPEN NEXT?

## POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Pupils require either English Language or English Literature at grade 5 or above to enter any further education course.

Equally, for those with a love of the subject potential pathways include:

- English Language and English Literature A Level.
- Social Sciences or Humanities based A Levels or Level 3 qualifications.
- Drama or Theatre Studies A Level.
- Examples of potential career pathways include:
  - ▶ Screenplay/Script Writer
  - ▶ Acting
  - ▶ Teaching
  - ▶ Editor
  - ▶ Publisher



**GCSE COMBINED SCIENCE**

CORE



**EXAM BOARD**

AQA

**SUBJECT CONTACT**

Mrs K Brown – Curriculum Leader

All pupils will take this course unless they choose Separate Science as an option.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Pupils will develop a deeper understanding of the world of Biology, Chemistry and Physics via discrete subject specific units of work. They will also continue to develop their skills as scientists as they plan valid investigations, complete practical activities then analyse the results to reach a conclusion based upon evidence.

There is a focus throughout the course on how the information pupils are learning can be used in the real world and how it relates to the jobs available to pupils once they leave school.

Course content for each area of Combined Science:

**BIOLOGY**

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

**CHEMISTRY**

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

**PHYSICS**

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

**HOW WILL THEY BE ASSESSED?**

Pupils will sit six external exam papers (two Biology papers, two Chemistry papers and two Physics papers). Each paper is 1 hour 15 minutes long and has 70 marks, they are split into Foundation and Higher Tier. Each exam is worth 16.7% of their final mark. Pupils are also required to undertake 15 practical investigations, identified by the exam board. These practicals will make up 15% of the overall marks.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

- Compile a file of 'independent notes' – one for each of Chemistry, Physics, Biology. These will be built up over the three-year course and will comprise independent study notes on each topic, focused work on the required practicals and exam practice booklets.
- Complete all homework tasks.
- Revise and reflect on their learning as they go along. 'myGCSEScience' is a good YouTube channel that can

help with this. The Science department also offers to purchase the CGP revision guide from the publishers, at a reduced price, at the start of every year.

- Attend intervention classes to improve understanding of topics.
- Approach teachers after school to complement learning in lessons, improving areas in need of development identified in lesson.

**WHAT COULD HAPPEN NEXT?**

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Combined Science can lead pupils on to Biology, Chemistry and/or Physics A Levels which are available at all post-16 providers. York College also offers apprenticeship and vocational courses for science.

These courses can lead on to a wide range of career pathways including health care, transport, construction, the environment, energy, geology and farming. The possibilities really are endless when it comes to careers in science.

**GCSE GEOGRAPHY**

EBacc



**EXAM BOARD**

AQA

**SUBJECT CONTACT**

Mrs J Peters – Curriculum Leader

All pupils are eligible to study GCSE Geography as the course encompasses the 9-1 grade range. It will require high levels of commitment from pupils as it is a rigorous course.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

They will learn how people, places and the environment interact. Through studying Geography, your child will learn to develop a thorough understanding of the world we live in and how people can influence and affect our environment. They will also learn how to develop a range of skills such as 'graphical and cartographical skills'.

**HOW WILL THEY BE ASSESSED?**

Pupils will sit three externally assessed examinations at the end of the two-year course.

**Paper 1: Living with the physical environment**

Making up 35% of the final GCSE grade, this paper looks at the challenges of the natural environment, the physical landscape of the UK and the living world.

**Paper 2: Challenges in the human environment**

Making up 35% of the final GCSE grade, this paper looks at urban issues and challenges, the changing economic world and the challenge of resource management.

**Paper 3: Geographical Applications**

Making up 30% of the final GCSE grade, this paper consists of a decision-making exercise, a fieldwork write-up and geographical skills including map reading and statistical analysis of data.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

- All homework tasks with due diligence.
- Revise and reflect on their learning as they go along.

- Attend revision classes to complement learning in lessons; as advised by their subject teacher.
- Watch relevant TV programmes and films; advised by their subject teacher.

They will also need to attend a field trip – the location varies dependent upon the advice given by the examination board.

**WHAT COULD HAPPEN NEXT?**

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Geography is a unique subject because it looks at both the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future.

Geography will help you develop your communication and teamwork skills, as you'll often work on group projects. You'll also develop your research and analysis skills including IT, lab and fieldwork, which means you will be able to collect and look for patterns in data.

Employers love the mix of technical and social skills people get from studying Geography, which they see as very transferable, i.e. useful for a whole range of jobs.

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment. Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data.

Popular careers for people with Geography qualifications include: Town or Transport Planner, Surveyor, Conservation/Sustainability Officer, Waste Water Manager, Environmental Planner, Tourism Director, and Weather Forecaster. The army, police, government, research organisations, law and business world also love the practical research skills that Geographers develop.

Because Geographers learn about human and population development, Geography can be useful for jobs in charity and international relations too.



## GCSE HISTORY

EBacc



### EXAM BOARD

AQA

### SUBJECT CONTACT

 Mrs F Askham –  
Curriculum Leader

All pupils are eligible to study GCSE History as the course encompasses the 9-1 grade range. It will require high levels of commitment from pupils as it is a rigorous course.

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The History GCSE course will develop pupils' knowledge and understanding of important events and people that have shaped the world we live in today. Pupils will study British, European and international history that covers medieval, early modern and modern time periods.

This includes a study of the health of the British people over 1000 years and a study of the historic environment during the Elizabethan period in England. Twentieth century history focuses on Weimar and Nazi Germany and the interwar tension that led to the Second World War.

History is an enjoyable and interesting subject, but it also enables pupils to develop an understanding of historical concepts, such as cause and consequence, change and continuity, and significance.

It also develops pupils' skills, particularly using sources and interpretations of the past. Pupils will learn how to use evidence to find things out for themselves, compare information and reach their own judgements. They will learn how to identify truth and recognise myth, propaganda and lies!

### HOW WILL THEY BE ASSESSED?

Pupils will sit two externally assessed examinations at the end of the two-year course.

#### ● Paper 1: Understanding the Modern World

Making up 50% of the final GCSE grade.

**Section A:** Germany, 1890-1945

**Section B:** Conflict and Tension, 1918-1939

#### ● Paper 2: Shaping the Nation

Making up 50% of the final GCSE grade.

**Section A:** Britain: Health and the People, c.1000-present day

**Section B:** Elizabethan England, c.1568-1603

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete all homework tasks with due diligence.
- Revise and reflect on their learning as they go along.
- Read around the subjects studied, using books, magazines and research articles.
- Attend revision classes to complement learning in lessons; as advised by their subject teacher.
- Watch relevant TV programmes and films; advised by their subject teacher.

There will be a trip to the Thackray Museum of Medicine to enhance pupils' understanding of this topic.

### WHAT COULD HAPPEN NEXT?

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

History is highly regarded by universities and employers.

It is a good qualification for many careers, not just the obvious ones, due to the transferable skills that you will learn. These skills involve how to form a reasoned argument, which is useful for law and journalism.

You will learn the proper techniques of research and presentation, which is invaluable for business. You will learn how our nation has been formed and the diversity of its people, which can be used in politics, social work and care.

History can also be taken further to A Level, which provides an opportunity to further develop your research skills through a piece of independent research over an extended period of history.

History is also unique because it is something that you will use for the rest of your life. The events that you experience today will be the material that future generations study.

You will be able to contribute to the understanding of future generations, while you understand your heritage and background.

## GCSE MODERN FOREIGN LANGUAGES

EBacc



### LANGUAGES

French and German

### EXAM BOARD

AQA

### SUBJECT CONTACT

 Mr T Mulhearn –  
Curriculum Leader

This course is open to all pupils as the exam has been developed to help pupils of all abilities make progress and develop a passion for languages. Languages is a key component of the EBacc qualification. It is advisable to continue with French as pupils have studied this to a developed standard in Key Stage 3.

German can be taken as a new subject and is recommended for pupils with an aptitude for language.

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Pupils will learn how European Community language skills are extremely important for work and holidays.

These GCSE courses will equip your child with the skills they will need in

French and German speaking situations abroad. By studying a language your child will learn how to communicate with foreign visitors to this country and to feel part of a broader culture. It also helps build confidence. They will learn how to develop their communication skills through the four skills of speaking, listening, reading and writing. These are organised into the following three themes:

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

### HOW WILL THEY BE ASSESSED?

The AQA GCSEs in French and German consist of four externally examined papers based on the following skills: listening, speaking, reading and writing.

● **Listening:** Pupils will be assessed in a written exam responding to a variety of scenarios from a recording of French or German speakers.

● **Speaking:** Pupils are assessed on their ability to communicate and interact

effectively in speech for a variety of purposes. They will complete three tasks: a role play, questions based on a picture and a conversation.

● **Reading:** In the reading exam, pupils will be assessed on their understanding of written texts including adverts, emails, letters, articles and literary texts. The final question will also include a translation task from the target language to English.

● **Writing:** In the writing exam, pupils are required to produce written texts of varying lengths to express facts, ideas and opinions along with a translation task from English into the target language. There will be some choice of questions.

Each skill is worth 25% of the overall grade. Pupils will be entered for either the Higher or Foundation tier.

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

● Be attentive and diligent in note taking within lessons

- Complete weekly homework tasks that complement their in-class learning
- Reflect on and revise their learning throughout the course. The department will offer to purchase the AQA Grammar & Translation Workbook, as well as the AQA Revision Workbook, both containing targeted exam practice
- Make regular use of online resources such as Quizlet, Memrise & Seneca to revise their learning
- Attend specific intervention classes, where guided, to make progress

### WHAT COULD HAPPEN NEXT?

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

A language GCSE qualification complements a variety of career paths and post-16 courses. An obvious next step is a language A Level. Some universities and courses require a language so it is worth checking in advance.

Languages also suit career paths such as fashion, engineering, journalism, law, education and manufacturing to name just a few!



## GCSE COMPUTER SCIENCE

EBacc



### EXAM BOARD

OCR

### SUBJECT CONTACT

 Mr D Padgham –  
Curriculum Leader

This subject has large theory content and will appeal to anyone who wants to develop their understanding of what goes on inside a computer, how computers work and practical programming skills. Good maths and language skills are essential. Grades can be awarded from 9 – 1.

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

This course gives pupils a real, in-depth understanding of how computer technology works. The course will give them an insight into what goes on 'behind the scenes', including computer programming, which many pupils find absorbing.

Pupils will develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life.

Pupils who want to go

on to higher study and employment in the field of computer science will find that this course provides a superb stepping stone.

### Paper 1 – Computer systems:

- Study how processors work, investigate computer memory and storage.
- Explore modern network layouts and how they function, build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- How computers and computing affect ethical, legal, cultural and environmental issues.

### Paper 2 – Computational thinking, algorithms and programming:

- Study fundamental algorithms in computer science, build a firm foundation in programming techniques, and produce programs through diagrams.
- Thoroughly test

programs and make them resistant to misuse.

- Explore Boolean algebra (AND, OR, NOT).
- Understand how we store data within computers in binary form.

### Programming projects

Pupils are given the opportunity to undertake a programming task(s) which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. The skills and knowledge developed through doing this will be assessed in paper 2.

### HOW WILL THEY BE ASSESSED?

- **Paper 1** – Exam 1½ hours. Making up 50% of the final GCSE grade.
- **Paper 2** – Exam 1½ hours. Making up 50% of the final GCSE grade.

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

There will be a requirement to commit to working outside of normal lessons to complete some elements of the course and pupils will be expected to work in an independent manner on a range of tasks.

There will be a requirement to develop a good understanding of a range of a high level programming language and the school's facilities will be made available to support this outside of normal lesson times.

### WHAT COULD HAPPEN NEXT?

#### POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

This GCSE would be of benefit to anyone considering a career in computing or programming of any kind. It also provides a good basis for the study of computer science at higher levels.

Possible careers include: Software Developer, Games Designer, Data Security Specialist, Network Manager.

## GCSE SEPARATE SCIENCE

EBacc



### EXAM BOARD

AQA

### SUBJECT CONTACT

 Mrs K Brown –  
Curriculum Leader

To follow this course, the pupils will need to pick it as one of their options. They will be awarded three separate GCSEs in Biology, Chemistry and Physics on completion of the course.

Although there are no entry criteria for this option, pupils must be very comfortably and consistently attaining their minimum expected grade or higher, and have a passion for science as it will take up a large proportion of their timetable. They should also be seriously considering taking Biology, Chemistry and/or Physics at A Level and possibly further.

Although not taking Separate Science GCSEs will not prevent pupils from moving on to science A Levels or specific science-related careers, it will help pupils to make the transition to this next stage.

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Pupils will develop a deeper understanding of the world of Biology, Chemistry and Physics via discrete subject

specific units of work. They will also continue to develop their skills as scientists as they plan valid investigations, complete practical activities then analyse the results to reach a conclusion based upon evidence.

There is a focus throughout the course on how the information pupils are learning can be used in the real world and how it relates to the jobs available to pupils once they leave school.

### COURSE CONTENT BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space Physics

### HOW WILL THEY BE ASSESSED?

Pupils will be awarded a different GCSE (grades 9-1) for each of the separate sciences. Each discipline will require two exams, each 1 hour 45 minutes long and worth 50% of the final mark. Higher and Foundation tiers are an option for Separate Science.

All pupils will be required to carry out the combined science required practicals plus eight additional investigations for Biology, Chemistry & Physics. These practicals will make up 15% of the final mark.

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Enjoy Science.
- Compile a file of 'independent notes' – one for each of Chemistry, Physics and Biology. These will be built up over the three-year course and will comprise independent study notes on each topic, focused work on

the required practicals and exam practice booklets.

- Complete all homework tasks.
- Revise and reflect on their learning as they go along. 'myGCSEscience' is a good Youtube channel that can help with this. The Science department also offers to purchase the CGP revision guide from the publishers, at a reduced price, at the start of every year.
- Attend catch-up classes to improve understanding of topics.
- Approach teachers after school to complement learning in lessons, improving areas in need of development identified in lesson.

### WHAT COULD HAPPEN NEXT?

#### POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Separate Science GCSEs are ideal for pupils wanting to go on to study A Levels in Biology, Chemistry and/or Physics. Many pupils who take this course have gone on to do this then progress to science related degrees at university.

These courses can lead on to a wide range of career pathways including pharmaceuticals, health care, engineering, education, defence, construction, environment, energy, geology and farming.



**GCSE ART AND DESIGN**

OPTION



**EXAM BOARD**

AQA

**SUBJECT CONTACT**

Mr M Wilson – Curriculum Leader

GCSE Art is graded 1–9. This course is for anyone who has a passion and interest in the arts with a willingness to explore ideas, artists and inspirations. All pupils will be expected to work hard and develop core skills established in Key Stage 3. A Succeeding or Exceeding grade in Year 9 is recommended although it is not essential for pupils wishing to take this option.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

The course is designed for those with a passion for art to explore, develop and experience the subject in a variety of processes and Media. Pupils are encouraged to produce work in a range of disciplines over three-four projects, culminating in a personal artistic response to a final exam title.

Pupils will learn how to develop skills, personal responses, build up the ability, confidence and skill to engage and build up a portfolio

of work showcasing their interests, artistic studies and visual experiences over the length of the course.

**HOW WILL THEY BE ASSESSED?**

There are four Assessment Objectives (AOs) that work will be marked against:

- **AO1:** Artist research;
- **AO2:** Experimenting with different media and processes;
- **AO3:** Recording ideas and design development with written annotations; and
- **AO4:** the final piece.

Pupils will complete three Coursework projects over the two years. Each project will look at four Assessment Objectives.

- **AO1:** Developing ideas through investigations: Initial start, observational and cultural sources.
- **AO2:** Refining ideas through exploration: The design process leading to outcome planning.
- **AO3:** Recording ideas relevant to intentions: Media exploration and research.
- **AO4:** Present a personal response: This is the outcome.

Pupils will complete a mock exam (five hours) and will be expected to complete a ten-hour practical exam as the culmination of the course in Year 11.

- **Component 1:** Project based coursework. Making up 60% of the final GCSE grade.
- **Component 2:** External set controlled assessment. Making up 40% of the final GCSE grade.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

- Complete work for their current project each week.
- Art homework will be set weekly with a basic expectation that it is completed to the student's best ability.
- Research different aspects of their current project, this may include artist studies, material research or practical skills development. Pupils will be expected to develop and practice the skills they are learning in lessons at home to build up and develop their formal skills.

**WHAT COULD HAPPEN NEXT?**

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

GCSE Art can lead to A Level, BTEC or Foundation Studies in Art at college or 6th Form. Successful candidates can use the GCSE course as a starting point towards leading to personal specialism and or a degree in the arts.

Art is useful in many career pathways and this GCSE course is an ideal starting point for those considering a career in the arts.

The list below is only a small group of possible career pathways that incorporate art in some way: Animator, Architect, Designer, Ceramicist, Costume Maker, Fashion Designer, Graphic Designer, Illustrator, Interior Designer, Landscape Architect, Model Maker, Museum Curator, Photographer, Product Designer, Prop Maker, Sculptor, Set Designer, Signwriter, Typographer, Web Designer.

**GCSE BUSINESS STUDIES**

OPTION



**EXAM BOARD**

AQA

**SUBJECT CONTACT**

Mr N Kiernan – Curriculum Leader

This is a GCSE qualification suitable for all abilities. Pupils will be awarded a GCSE grade between 1 and 9.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Ever wondered how candidates on The Apprentice got started? This exciting and interesting course covers issues relating to setting up and growing a business, marketing, finance, people and business operations.

Pupils will consider the practical application of

business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

**HOW WILL THEY BE ASSESSED?**

The Business Studies GCSE is taught over 180 guided learning hours (GLH). It has a total of six units which are examined by two terminal exams, each of 1 hour 45 minutes.

**COURSE UNITS**

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

To aid in the development of background knowledge, pupils are encouraged to broaden their learning through media input – watching appropriate/ related documentaries; reading local and national newspapers for Business related news items. Revision for tests to assess knowledge that consolidates their learning is of course a must.

**WHAT COULD HAPPEN NEXT?**

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Becoming knowledgeable about how businesses operate helps increase your competitiveness

in the job market and to understand how businesses and Governments drive our world economies.

With a qualification in Business Studies the world really is your oyster! Here are just a few career options: Management Consultant, Operational Researcher, Human Resources Officer, Risk Manager, Business Owner/Entrepreneur.

Courses to further pupils' study in York include:

- Business and professional programmes at every level from extended diplomas, BTECs, A Levels, Apprentices as well as professional qualifications such as AAT courses at Level 2 to 4.



## OCR CAMBRIDGE NATIONAL DESIGN ENGINEERING

OPTION



### EXAM BOARD

OCR

### SUBJECT CONTACT:

Mrs M Zulkarnain – Curriculum Leader

This course is suitable for pupils that enjoy being creative and apply practical skills. Pupils will explore, design, create and evaluate products that solve real world problems. They will use their creativity and imagination to design and make prototypes considering their own and others' needs, wants and values.

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The first six weeks are a general introduction to Engineering. Pupils then choose a specialist path of Engineering Design or Engineering Manufacture.

**Engineering Design** will inspire and equip pupils with the

confidence to use skills that are relevant to the sector. It covers the design process, types of drawings, influences on design, and the use of computer-aided design (CAD) in Engineering.

**Engineering Manufacture** will inspire and equip pupils with the confidence to use skills that are relevant to the engineering, manufacturing, process and control sector. It covers manufacturing processes, engineering materials, manufacturing requirements and developments in engineering manufacture.

### HOW WILL THE COURSE BE ASSESSED?

#### EXTERNAL EXAM:

- **70 marks:** principles of engineering design or manufacture

### CENTRE-ASSESSED TASKS WITH EXTERNAL MODERATION:

- **60 marks:** design drawing or one-off manufacture
- **60 marks:** prototype modelling or quantity manufacture

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Pupils are expected to use everyday experience of products to research themes and products, practice techniques and skills at every opportunity. In addition, they will need colouring pencils and ideally have access to a computer for some homework tasks.

As ever, revision for tests and examinations are a must as they are activities that consolidate their learning.

### WHAT COULD HAPPEN NEXT?

In the UK alone, the design, creative and cultural industries were known to employ 678,480 people working in 74,640 businesses, of these a significant number were employed within the design industry specifically. Courses to further pupils study in York include: Design and Technology A Level, engineering courses at York College, BTEC level 2 Diploma in Graphics and Print-based Media, BA (Hons) Graphic Design.

Potential careers include Product Designer, Lighting Designer, Engineer, Model Maker, Silversmith, Glassblower, Industrial Designer, Marketeer, Games Designer, Desktop publisher, Studio Manager, Graphic Designer, Creative Director, Brand Designer.

## GCSE DRAMA

OPTION



### EXAM BOARD

AQA

### SUBJECT CONTACT

Ms R Nicholson – Subject Leader

AQA GCSE Drama engages and encourages pupils to become confident performers and designers with the skills they need for a bright and successful future.

### HOW WILL THEY BE ASSESSED?

The subject content for GCSE Drama is divided into three components:

#### Understanding drama

- What's assessed?**
- Knowledge and understanding of drama and theatre.
  - Study of one set play from a choice of six.
  - Analysis and evaluation

of the work of live theatre makers.

#### How is it assessed?

- Written exam: 1 hour and 45 minutes (80 marks). Making up 40% of the final GCSE grade.

#### Devising drama

##### What's assessed?

- Process of creating devised drama.
- Performance of devised drama
- Analysis and evaluation of own work.

##### How is it assessed?

- Devising log (60 marks) and Devised performance (20 marks). Making up 40% of the final GCSE grade.

#### Texts in practice

##### What's assessed?

- Performance of two extracts from one play

##### How is it assessed?

- Performance of Extract 1

(20 marks) and Extract 2 (20 marks). Making up 20% of the final GCSE grade.

### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Carry out any research necessary to help them progress for each unit.
- Learn lines for their productions and arrange extra rehearsals with their groups.
- Perform in at least two evening assessed performances over the two years.
- Practice exam questions and keep a diary of their lessons for their portfolio.

### WHAT COULD HAPPEN NEXT?

#### POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Communication and confidence are key skills in any job, and drama is a key player in

teaching you these. There are no limits to how, who, or what you want to be.

Drama gives you confidence; the ability to be able to stand up and say – "this is who I am and what I'm capable of." It helps you to understand life from a different view, taking on different characters, emotions and problems. It trains you for the future when you may experience similar scenarios in your own life.

Drama isn't just about acting, there are so many jobs that you can do with drama experience such as: Actor, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Lawyer, Public Relations Specialist, Salesperson, Voice Coach.



**GCSE FOOD AND NUTRITION**

OPTION

**EXAM BOARD**

AQA

**SUBJECT CONTACT**

Ms M Zulkarnain – Curriculum Leader

This is a GCSE course suitable for all abilities. Pupils will be awarded a grade from the range 1 to 9. To ensure pupils are fully prepared, key skills are taught during Year 8 and 9.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

During the course your child will be given the opportunity to really get to grips with the exciting environment of the kitchen.

They will practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

**HOW WILL THEY BE ASSESSED?**

They are assessed in three parts:

- **Task 1: Food Science Investigation (10 hours)**

Making up 50% of the final GCSE grade. For Task 1 pupils produce a report of between 1,500 – 2,000 words. The report will include research into 'how ingredients work and why', document their practical investigation and draw conclusions.

- **Task 2 – Food Preparation Assessment (20 hours including a 3-hour assessment)**

Making up 35% of the final GCSE grade. Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio including

the photographic evidence of the three final dishes that must be included.

- **Written exam – 1 hour 45 minutes.** Making up 50% of the final GCSE grade.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

Pupils are expected to do their own ingredient shopping and be prepared for lessons, having familiarised themselves with their recipes prior to attending class. Pupils are expected to research themes and products, practise techniques and skills at every opportunity.

**WHAT COULD HAPPEN NEXT?****POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Food Technology is one of the world's fastest growing industries. In fact over 20% of the top 100 British Companies

are in food manufacturing. Once successfully completed pupils can continue down the path that could lead into a host of careers in catering and further courses to hone their skills.

Courses to further pupils study in York are numerous including: Professional Cookery Diploma Level 1 and 2 (QFC), Foundation Diploma in Hospitality, Diploma in Introduction to Professional Cookery or NVQ Preparation and Cooking, Professional Patisserie and Confectionery Diploma Level 2 (QFC). Post-16 apprenticeships are available at Nestlé.

Potential careers include: Dietician, Nutritionist, Food Sales Executive, Food Product Developer, Consumer Technologist (sensory analysis and product tasting), Chef, Baker, Caterer, Food Journalist, Food Critic, Environmental Health Officer, Health and Safety Inspector, Food Service Management.

**OCR CAMBRIDGE NATIONAL LEVEL 2 HEALTH AND SOCIAL CARE**

OPTION

**EXAM BOARD**

OCR

**SUBJECT CONTACT**

Ms M Zulkarnain – Curriculum Leader

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

This qualification introduces pupils to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare services as well as a range of independent providers which provide care in a variety of settings. It introduces pupils to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges.

Pupils will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid. The course will equip learners with sound

specialist knowledge and skills for everyday use. It will also challenge all learners, including high attaining learners, encouraging independence and creativity.

Cambridge National in Health and Social Care allows learners the freedom to explore more deeply the things that interest them as well as providing a good opportunity to enhance their learning in a range of curriculum areas.

**WHAT'S ASSESSED?**

The course consists of three units. Pupils will have to complete two mandatory units and one optional unit.

The examination unit will be an externally marked assessment. Two units are centre-assessed tasks (NEAs) and pupils will gain up to 60 marks in each unit. The NEAs will contribute 60% and the exam will contribute 40% to the overall grade.

**MANDATORY**

- **Principles of care in Health and Social Care settings:**

Written paper, OCR set and marked, 1 hour 15 minutes.

- **Supporting individuals through life events:**

Centre-assessed tasks, OCR moderated.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

This is a vocational course, so the learning is set in the real world or health and caring professions. Your child will learn skills for report writing, analytical and evaluative processes.

This course will provide learners with a solid understanding of Health and Social Care that will help them to make choices about their future study options and career choices. They will leave the course having developed a wide range of practical skills

some of which are particularly helpful for a career in one of the Health and Social Care sectors. Other skills will be valuable no matter what career path they choose, these include communication, critical analysis and evaluation, decision making and problem solving.

**WHAT COULD HAPPEN NEXT?****POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

It is a great partner for A Level and Level 3 courses in Health and Social Care, Child Studies, Sociology, Psychology, Biology and Sport. Careers in health care are wide ranging from medicine, midwifery, nursing and dentistry. Social Care such as Carers and Social Workers as well as Counsellors and Psychologists. This is an ever-growing industry with many potential opportunities in the future jobs market.



## GCSE MUSIC

OPTION



## EXAM BOARD

WJEC Eduqas

## SUBJECT CONTACT

Mrs P Brady – Curriculum Leader

This course is open to all pupils who have an interest in creating and playing music. It is not a requirement when starting the course that pupils can play an instrument or read music, however performance is a significant part of the content so pupils should be prepared to work hard on their instrumental skills.

## WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The course provides an opportunity to develop and apply musical knowledge and skills through a wide variety of genres with an emphasis on practical music making. The subject content is divided up into three components:

## COMPONENT 1 Performing

Allows pupils to demonstrate their own style and interpretation of music through performance. There must be a minimum of two different pieces of which one must be an ensemble performance lasting of at least one minute in length. The other piece/s may be solo or ensemble. One of the pieces must link to an area of study.

## COMPONENT 2 Composing

Allows pupils to learn how to develop musical ideas and create musically-convincing compositions. There will be many short tasks during the course to teach these skills and the final outcome will be assessed through two complete compositions. One must be in response to an externally set brief, based on an area of study. The other is a free composition and can be in any genre allowing pupils to express themselves in whatever style they choose.

## COMPONENT 3 Appraising

Pupils will focus on four areas of study through which they will develop and demonstrate an in-depth knowledge and understanding of musical elements and language. The four areas of study are: Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music.

## HOW WILL THEY BE ASSESSED?

## COMPONENT 1:

## Performing (30%)

- Can be achieved as an instrumentalist or vocalist.
- Between 4-6 minutes of performance time is required, of which at least 1 minute must be ensemble performance (72 marks).

## COMPONENT 2:

## Composing (30%)

- Compositions must be recorded and a written

score or lead sheet provided. Together the compositions must last between 3-6 minutes in length.

- **Composition 1** (36 marks): Respond to a set brief, based on one of the four areas of study.
- **Composition 2** (36 marks): Free composition. Pupils set their own brief. Does not need to link to an area of study.

## COMPONENT 3:

## Appraising (40%)

- This takes the form of a final exam lasting 1 hour 15 minutes (96 marks).
- Eight questions in total, two on each of the areas of study. Two of the questions are based on pieces which are set by WJEC.

## WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Listen to a wide range of music and be open to new, unfamiliar styles.
- Experiment on their instrument using theory from the lessons.
- Consider having private instrumental lessons to progress faster on their chosen instrument.
- Begin preparing performances as early as possible.
- Get involved with extra-curricular music events/bands to further develop skills and understanding.

## WHAT COULD HAPPEN NEXT?

## POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Post-16, pupils will be able to move on to A Level Music and/or Music Technology. From there they may wish to access a plethora of degree courses relating to everything from classical music to jazz, pop, folk, studio engineering and electronic music.

Both music and music technology are useful in many career pathways and this GCSE course is an ideal starting point for those considering a career in music. The list below is only a small group of possible career pathways that incorporate music in some way.

Possible careers include: Performer or Recording Artist, Conductor, Musical Director (theatre/TV/film), Backstage Theatre Crew, DJ, Radio DJ/Presenter, Composer/Songwriter, Producer, Sound Engineer (live/studio), Sound Recordist (TV/film), Lighting Designer, Manager (of record label/bands/artists/events), Programmer, Publisher, Music Journalist/Critic, Technician (instrument/audio equipment), Music Teacher, Music Therapist, Tour Manager, Pyro-Technician.

## GCSE PSYCHOLOGY

OPTION



## EXAM BOARD

AQA

## SUBJECT CONTACT

Mrs E Hardy – Subject Leader

This course is suitable for all abilities but would be better suited to pupils with a target range of 5 or above due to the demands of literacy and numeracy in the course. Pupils will be graded on the 1-9 GCSE scale.

## WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

This engaging and effective qualification introduces pupils to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. Subject content covers cognitive behaviour, memory, perception, brain development, a range of research methods, data handling skills, social context and behaviour of humans, social influences, language, thought and communication processes, the structure of the

brain and neuropsychology, and psychological problems such as mental health issues.

## HOW WILL THEY BE ASSESSED AND WHAT IS ASSESSED?

## Paper 1 Cognition and Behaviour

## What's assessed?

- Memory, Perception, Development, Research methods

## How it's assessed?

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

## Paper 2 Social Context and Behaviour

## What's assessed?

- Social influence, Language, thought and communication, Brain and neuropsychology, Psychological problems

## How it's assessed?

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

## WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Pupils will be expected to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 and 2 content.

- Apply psychological knowledge and understanding of the specified Paper 1 and 2 content in a range of contexts, analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 and 2 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills, evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1 and 2.

These skills should be developed by studying the content and through ethical, practical research activities, involving:

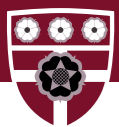
- ▶ designing research
- ▶ conducting research
- ▶ analysing and interpreting data.
- By carrying out practical research activities, pupils will manage associated risks and use information and communication technology (ICT).

## WHAT COULD HAPPEN NEXT?

## POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Psychology GCSE will give pupils an excellent knowledge base for the A Level courses at post-16, the Level 3 courses in Health and Social Care or Sports Studies. These qualifications often lead to university courses in Psychology, Law, Medicine, Business, Sports Studies and Music. Careers are often those working with people or even animals.





## EXAMINATION PE: PHYSICAL EDUCATION/SPORT

OPTION

As a PE department we offer **Examination PE**, within which there are **TWO** courses: **GCSE PE** and **Cambridge National PE**. Both courses require pupils to have an active interest in sport. Pupils choosing PE as an option will have a discussion with the PE staff and their parent/carer as to the best option for them. This means pupils will start on the relevant qualification from September 2023. **The two courses are explained across these two pages.**

Please note: pupils will need to regularly participate in school, after-school and local clubs to support their learning.



### GCSE PE

**EXAM BOARD:** OCR

#### SUBJECT CONTACT

Mr M Rampling – Curriculum Leader

#### GCSE PHYSICAL EDUCATION

Pupils can achieve grades 1-9 at GCSE. The course comprises of 60% theory, 30% practical sport and 10% controlled assessment coursework. Within the 60% theory, pupils will cover: **Applied Anatomy and Physiology** (course 1) and **Socio-cultural Influences, Sports Psychology, Health, Fitness and Well-being** (course 2).

Pupils will have their top three practical sports put forward for moderation and the final section is completion of Analysing and Evaluating Performance (AEP) coursework. Two lessons a week are given to GCSE PE, one theory and the other practical/coursework.

#### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The combination of physical performance and academic challenge provides an exciting opportunity for pupils. The learning outcomes for GCSE PE are:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop the ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.

- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

#### HOW WILL THEY BE ASSESSED?

Pupils will be assessed in at least eight practical activities over two years of which three will be assessed as part of the overall exam mark. These are initially assessed internally by Vale of York PE staff.

At the end of Year 11 these practical activity marks will be moderated externally.

This practical element of the course is worth 30% of total GCSE exam mark.

During the course, pupils will study two theoretical components (listed below) and at the end of Year 11 they will sit a written exam for each component.

- **Component 1:** Physical Factors Affecting Performance, 1 hour paper / 60 marks / 30% of final grade.

- **Component 2:** Socio-cultural Issues and Sports Psychology, 1 hour paper / 60 marks / 30% of final grade.

- **Component 3:** A piece of Controlled Assessment involving analysing the performance of another student. The controlled assessment is worth 10% of the final grade.

#### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Regularly participate in extracurricular PE activities.
- Complete homework and coursework tasks for theory based lessons.
- Attend revision classes to complement theory learning in lessons; as advised by subject teacher.
- Be well informed on current sporting issues and news across all sports.
- Regularly reading sporting literature, following groups on twitter and accessing sports news websites are excellent ways to stay informed.

### CAMBRIDGE NATIONAL PE

There are two internally assessed individual projects looking at **Nutrition** and **Principles of Training**. These will be covered during two lessons a week, where pupils will work on a computer and work through the course content needed. There is then also one externally assessed exam on reducing risk of sports injuries. This will be covered during the course before the examination window.

During the two lessons a week, the class will do some practical sessions which is linked to their coursework to deepen their knowledge and understanding.

There is also a Dual course that pupils who excel in this could aspire to complete. Cambridge National can achieve Level 2 Pass (4), Level 2 Merit (5.5), Level 2 Distinction (7) and Level 2 D distinction (8).

#### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The potential of completing two out of three components of the course before sitting an exam is a very exciting opportunity for pupils. Pupils have the ability to strive for high grades through hard work and this will prepare them well for the final exam. The learning outcomes for Cambridge National PE are:

- Develop theoretical knowledge and understanding of the factors that underpin Nutrition, having a good diet and how to plan and progress a nutrition food plan.
- Develop theoretical knowledge and understanding of how to train using the Principles of training and how to design a training programme for an athlete.
- In the examination module, pupils will develop their understanding of how to reduce the risks of injury in sport looking at various ways to keep sports people at their best.

#### HOW WILL THEY BE ASSESSED?

Pupils will be assessed in two pieces of coursework and both will form part of the overall mark. These are initially assessed internally by Vale of York PE staff and then sent off for moderation to the exam board. If pupils excel on the course there is room for us to look at pupils progressing on to the dual award.

- **Component 1:** Nutrition in Sport, Coursework based.
- **Component 2:** Principles of Training, Coursework based.
- **Component 3:** Preventing Injury in Sport, 1 hour paper/ 70 marks

#### WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete homework and coursework tasks for theory based lessons.
- Attend revision classes in lessons; as advised by subject teacher.

- Be well informed on current sporting issues and news across all sports.
- Regularly reading sporting literature, following groups on twitter and accessing sports news websites are excellent ways to stay informed.

#### WHAT COULD HAPPEN NEXT?

##### POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

In York, there are a range of Level 3 qualifications available such as: A Level PE, BTEC Sports Science courses, Diploma in Sport.

In turn, these qualifications could lead to potential career pathways such as: Personal Trainer, PE Teacher, Sports Coach, Physiotherapist, Sports Physician, Fitness Centre Manager, Sports Journalist, Referee/ Umpire, Dietitian, Sports Marketeer.



**GCSE RELIGIOUS STUDIES**

OPTION



**EXAM BOARD**

ASA

**SUBJECT CONTACT**

Mrs J Peters – Curriculum Leader

All pupils are eligible to study GCSE Religious Studies as the course encompasses the 9-1 grade range. This is an academic subject and therefore the workload is quite high. It will require high levels of commitment from pupils as it is a rigorous course.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

The GCSE covers two of the major world religions (Christianity and Buddhism) and four contemporary ethical themes (see below) ensuring pupils have a diverse choice of intriguing subjects to explore. Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

**HOW WILL THEY BE ASSESSED?**

Pupils will sit two externally assessed examinations at the end of the two-year course.

- **Component 1:** The study of religious beliefs, teachings and practices focused on Christianity and Buddhism, worth 50% of the overall grade.
- **Component 2:** The study of religious, philosophical and ethical themes including religion and life; religion, peace and conflict; religion, crime and punishment; and religion, human rights and social justice, worth 50% of the overall grade.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

- Attend all lessons and work and participate in a way that demonstrates a positive attitude for learning.
- All homework tasks and research tasks with due diligence.
- Revise and reflect on their own learning, views, opinions and beliefs as they journey through the course of others.
- Keep an open and enquiring mind which allows for recognition of difference and a respect for the views, beliefs and teachings.
- Attend revision classes which complement learning in lessons.
- To watch relevant TV programmes and films; as advised by their subject teacher.
- They will need basic equipment such as pens and pencils as for all other lessons.

**WHAT COULD HAPPEN NEXT?**

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

A good RS grade would suit A Levels such as English, Social Sciences, Humanities and of course RS. As well as working for a religious organisation a RS qualification will be useful in many careers. Some of these, such as teaching, journalism and broadcasting, offer possibilities to specialise in religious affairs. Other work areas, some of which are listed below, use the skills, knowledge and understanding acquired through studying religion in a more general way:

- Advisory work, broadcasting, career guidance, community work.
- Counselling, healthcare, human resources, journalism.
- Law, local government, marketing, medicine.
- Nursing, police work, prison and probation work, public relations.
- Social work, teaching, tourism, youth work.

**STUDY PLUS**



**SUBJECT CONTACT**

Mr J Gill and Ms A Ward (English and Maths)

Additional English and Maths support provided as part of the Supported pathway. Any pupil accessing this choice will receive an extra Maths and English lesson taught by subject specialists each week.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

This course is designed to support you to achieve the best possible outcome in English and Mathematics. It provides additional Maths and English teaching time to assist you to succeed in these essential subjects. The course

is structured to be flexible so that it can adapt to the needs of the learners in the group. Often it will be used to support work set during the week, alongside specific literacy and numeracy skills.

**HOW WILL THEY BE ASSESSED?**

This pathway will not necessarily produce an examination outcome. However, as stated it is designed to support key literacy and numeracy development that will impact upon the performance in other subjects.

Throughout the course pupils will be expected to complete assessments and project

based work so that individual progress can be ascertained.

We will also be monitoring the publication of new qualifications and consider the validity of entry for certain pupils on this pathway.

**WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?**

You will need to be organised and able to plan your work. You need to be pro-active in wanting to do everything you can to pass Maths and English. Strong personal resilience and an ability to try new ideas and approaches to learning are crucial attributes to be successful on this course.

**WHAT COULD HAPPEN NEXT?**

**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Securing English and Maths at GCSE is essential to gain you access to further education, completing this option enhances the chances of success in achieving this. Please note that if a pupil doesn't achieve the threshold standard in English or Maths at GCSE it is compulsory for them to continue studying either or both subjects until achieved or they are 18. GCSE English and Maths is a prerequisite of most Level 3 courses at post-16 providers across the city. Most apprenticeships require GCSE English and Maths.





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