

Smithdon High School



Year 8 Options Choices Booklet 2019

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*** see note on subject page, 15*

NEXT STEPS

Step 1	Step 2	Step 3	Step 4	Step 5
Initial thoughts	Investigate	Apply	Meeting	Confirmation
<p>By 18th March, you will have:</p> <ul style="list-style-type: none"> • Attended parents' evening and discussed how well you are doing in your subjects • Looked at your AtL grades on your report • Identified what you are good at and where you struggle • Identified what subjects you like 	<p>By 21st March, you will have:</p> <ul style="list-style-type: none"> • Read this booklet • Attended the Year 8 Options Evening Subject Fayre • Used the opportunity to find out what each subject option will be like (from staff and current pupils) 	<p>By 25th April, you will have:</p> <ul style="list-style-type: none"> • Spoken to subject teachers about how they think you will get on in the subject • Spoken to parents/carers about your ideas • Researched information about your subject choices • Made your final options selection online (including 1 reserve choice) 	<p>Between 7th and 24th May:</p> <p><i>You might be invited to a meeting with senior staff to discuss your option choices</i></p>	<p>By the beginning of July:</p> <p>You will know your final options subjects, ready to prepare over the summer holidays and begin in September 2019</p>

INTRODUCTION

It is time to start thinking about appropriate GCSE and equivalent examination subjects for your child's future studies.

At Smithdon High School, we believe all children should study a broad and balanced curriculum and so we offer a range of courses, some based on the compulsory National Curriculum, others chosen from a number of options. We hope that you will discuss all the possibilities with your child so that, in partnership, we can support them in making an informed decision.

Every child will study GCSEs in Mathematics, English Language, English Literature and Science. All pupils also continue to have core Physical Education lessons and tutor time Personal Development lessons with a focus on study skills, life skills and wider philosophical debates around British Values and current news items.

During our 50-period fortnight, each pupil will study a total of twenty periods on their four optional subjects and the remaining periods on the core subjects.

We believe that the options process enables pupils to select a choice of subjects which suits their interests and abilities. Careful thought and consideration should be given to your child's choices.

This booklet is designed to give you as much information as possible about each course. Please take an active part in supporting your child in being able to make an informed choice for the vital next three years at Smithdon.

Pupils will need to identify their **four main subject** choices and **one reserve subject**, should there be difficulties in matching all their first choice subjects.

English Baccalaureate Curriculum (EBacc)

Pupils can choose to study a combination of subjects which together are called the English Baccalaureate. This is not a qualification itself but a group of subjects that, if grade 5 or above is achieved in all five subjects, are usually looked on favourably by universities. As such, they provide pupils with greater opportunities for their future. To achieve this standard, pupils must take English Language and Literature, Maths, Science, German (Modern Foreign Language) and either Geography or History (one Humanities subject).

Our options structure allows pupils to select subjects as part of the English Baccalaureate alongside a range of other course options.

WHO CAN HELP?

People who know you well

Your parents/carers, close relatives or family friends, older siblings, your teachers and form tutor all have valuable knowledge and experiences. They might help you to think about what you want to do in the future. This will make choosing your options much easier.

Internet websites

There are many websites with information but the following are a good place to start:

Careers box - www.careersbox.co.uk is a free online library of careers films, news and information. The case study films give you an idea of what a job is really like.

ICould - www.icould.com has career videos as well as games and information. They have information on choosing your options at www.icould.com/article/choosing-your-gcse-options/

Plotr - www.plotr.co.uk explore career worlds, view employer profiles and find advice articles on topics, including choosing your GCSEs.

SEN Information:

If you have an EHCP, your annual review in Year 8 may be used to talk about how you are getting on at school, your post-16 choices and start thinking about how you can be helped to prepare for adulthood. This means that you should be given the opportunity to talk about your aspirations and abilities and what you would like to do when you leave Smithdon and the support you will need to achieve your ambitions.

If your EHCP review has already been completed or is due after the window for discussing options, you will be invited to an additional meeting to discuss options.

Who can help?

In addition to those mentioned previously, Ms. Bazeley-Smith (SENDCo) and Mrs. Mandal (HLTA) are also available to offer support in making the right choices if you have Special Education Needs.

Making your choices:

Ask questions and research ideas, especially if you have already decided on the career you want to follow - it is important to check carefully whether your chosen subjects meet the requirements for that career.

Think about:

- How good am I at the subject?
- How interested am I in the subject?
- By choosing the subject do I have lots of career options or am I limiting my choices?

Probably the best advice, however, is to choose the subjects you enjoy and feel confident you can be successful in.

Once you have decided:

The subject choices are made online; all pupils have an email with a link to our management information system which will record subject choices. For any questions about the use of this system, please contact our Data Manager, Mrs. Broughton at data@smithdonhigh.org.uk

The deadline for making subject choices is Thursday 25th April

KEY DATES:

Monday 18th March	-	Options Booklets available
Thursday 21st March	-	Year 8 Options Evening Subject Fayre
Thursday 25th April	-	Deadline for options choices to be made
7th-24th May	-	<i>Discussion meetings with senior leaders, if required</i>
July (TBC)	-	Options choices will be confirmed to pupils and parents

COMPULSORY SUBJECTS:

GCSE Mathematics

Exam Board: AQA

Specification code: 8300

Building on KS3, the aims of the GCSE course are to use and apply standard techniques; to reason, interpret and communicate mathematically and to be able to solve problems within mathematics and in other contexts. Pupils should be encouraged to develop confidence in, and to recognise the importance of, mathematics in their own lives and to society.

Key subject knowledge you will learn:

Strand	Foundation tier papers will assess the different content domains in these proportions:	Higher tier papers will assess the different content domains in these proportions:
Number	25%	15%
Algebra	20%	30%
Ratio, Proportion & Rates of Change	25%	20%
Geometry & Measures	15%	20%
Probability & Statistics	15%	15%

Units of Work: Year 9: Units 1-8

Year 10: Units 9-17

Year 11: Units 18-20

Lessons will focus on conceptual understanding of the key topics, problem solving and frequent opportunities to develop calculation skills. Pupils are expected to take some responsibility for their own progress and show resilience and perseverance when tackling problems. Pupils can use the resources at MyMaths, Pixl Maths App, GCSE POD and HegartyMaths to support their learning.

How you will be assessed:

3 written papers of equal weighting,(80 marks each): 1 non-calculator and 2 calculator.

Two tiers are available: Foundation (grades 1 to 5) and Higher (grades 4 to 9).

Grades 4 and 5 are the overlap grades between Foundation and Higher tiers, so common questions targeted at these grades will appear in the respective papers for each tier.

Possible opportunities after Smithdon:

Academic	Applied	Employment (examples)
<ul style="list-style-type: none">Core MathsA level MathematicsA Level Further Mathematics	<ul style="list-style-type: none">ApprenticeshipsBTEC Level 3	<ul style="list-style-type: none">AccountantArchitectComputer ProgrammerEngineerScientist

GCSE English Language

Exam Board: Eduqas

Specification code: C700QS

GCSE English Language builds on the reading and writing skills gained during all previous study. Pupils will identify, interpret and synthesise implicit and explicit information from unseen prose texts; they will analyse how writers use language and structure to achieve effects and influence readers; compare writers' ideas and perspectives; and evaluate texts critically. Both verbally and in writing, pupils will communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. In writing, pupils will organise information and ideas, using structural and grammatical features to support text coherence and cohesion.

Key subject knowledge you will learn:

Year 9 focuses on a wider knowledge and understanding of how writers use language and structure texts. Pupils are exposed to a variety of unseen prose texts from the 19th through 21st centuries. Pupils are provided with opportunities to write for a variety of purposes. Year 9 English Language builds on and develops skills introduced during Years 7 and 8.

In Years 10 and 11 the focus shifts to exam technique. Pupils are provided with opportunities to respond to a variety of unseen prose texts and writing prompts.

How you will be assessed:

Pupils sit two examinations as outlined below:

<u>Component Paper 1:</u> 20 th Century Literature Reading and Creative Prose Writing <i>1 hour 45 minute exam</i> <i>40% of qualification</i>	<u>Component Paper 2:</u> 19 th and 21 st Century Non-Fiction Reading and Transactional/Persuasive Writing <i>2 hour exam</i> <i>60% of qualification</i>
Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions. Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles.	Section A (30%) – Reading Understanding of two extracts of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions. Section B (30%) – Writing Two compulsory transactional / persuasive writing tasks.

and complete a separate 'non-examination' assessment:

Component 3: Spoken Language *(Non-exam assessment; unweighted but compulsory)*

One presentation/ speech, including responses to questions and feedback.

Pupils will earn a Pass, Merit or Distinction for successful completion of this component and this mark will be endorsed on the GCSE English Language certificate.

Possible opportunities after Smithdon:

GCSE English Language provides a foundation for a multitude of options beyond GCSE study including business, tourism, retail, planning and management .

As this subject teaches you how to communicate clearly and effectively both verbally and in writing, the skills you gain will help you with any career path you choose.

GCSE English Literature

Exam Board: AQA

Specification code: 8702

The aim of the course is to develop an understanding of literature over time while gaining an appreciation of literary styles and writers' methods. Analysing the ways writers present characters, themes and ideas and their use of language and structure, as well as how interpretations are influenced by the context of the writers and the readers builds a wide knowledge of the English Literature Canon.

Key subject knowledge you will learn:

Year 9 focuses on wider knowledge and understanding of a variety of literature texts and different literary genres and periods, building on those introduced during Years 7 and 8.

In Years 10 and 11 the focus moves to gaining knowledge of the specific exam texts and expanding pupils' knowledge of how to present their understanding of those texts to an examiner.

Pupils will study:

- one modern text (currently *An Inspector Calls*, J.B. Priestley)
- one pre-1900 novel (currently *A Christmas Carol*, Charles Dickens)
- one Shakespeare play (currently *Macbeth*)
- a collection of 15 poems on Power and Conflict from the AQA anthology
- a variety of unseen poems

How you will be assessed:

Pupils sit two examinations and both are 'closed book' (meaning texts cannot be taken into the exam room). Extracts from the texts will be provided on the question papers as a starting point for all the texts, with the exception of the modern text:

Paper 1 - Shakespeare and the 19th Century Novel 1hr 45 mins

Section A - *Macbeth*

Section B - *A Christmas Carol*

Paper 2 - Modern Texts and Poetry 2hrs 15 mins

Section A - *An Inspector Calls*

Section B - Power and Conflict Poetry

Section C - Unseen Poetry (2 tasks)

Possible opportunities after Smithdon:

English Literature GCSE opens up many possibilities for future study, as an essay-based subject. Of course, continuing to study English Literature at A Level is an obvious option, but the skills and knowledge you gain in this subject can help you with careers focused in Law, medicine, Humanities subjects and more.

GCSE Combined Science

Exam Board: AQA

Specification code: 8464

The aim of the course is to develop a broad understanding of Science through opportunities to work scientifically. Pupils are awarded two GCSE grades. There is a focus on the following areas: • Scientific knowledge • Mathematical skills • Knowledge of practical methodology • Interpretation of data and graphs • Literacy and communication

Key subject knowledge you will learn:

Biology:	Chemistry:	Physics:
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics

How you will be assessed:

Pupils sit 6 examinations. Duration 1hr 15 mins per exam

Paper 1 - Biology: Cell Biology; Organisation; Infection & response; Bioenergetics.

Paper 2 - Chemistry: Atomic structure & the periodic table; Bonding, structure & the properties of matter; Quantitative chemistry; Chemical changes; Energy changes.

Paper 3 - Physics: Energy; Electricity; Particle model of matter; Atomic structure.

Paper 4 - Biology: Homeostasis & response; Inheritance, variation & evolution; Ecology.

Paper 5 - Chemistry: The rate & extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.

Paper 6 - Physics: Forces; Waves; Magnetism & electromagnetism

Possible opportunities after Smithdon:

After achieving GCSE Science there are many future possibilities ranging from completing A levels in Biology, Chemistry and Physics to Forensic Sciences. This qualification can help towards careers in teaching, medicine, industrial science and many others.

Pupils in Set 1 may study Triple Science rather than Combined Science

There is a higher level of content on this route and pupils will achieve 3 separate GCSE Qualifications.

Exams for Triple Science last 1hr 45 mins each.

Specifications: Biology 8461

Chemistry 8462

Physics 8463

REQUIRED SUBJECTS

(a minimum of ONE of the following subjects MUST be chosen)

GCSE Geography

Exam Board: EDEXCEL

Specification code: 1GA0

The aim of the course is to develop knowledge, understanding and application of physical, human and environmental Geography at a range of scales. The course builds up a range of fieldwork skills and develops numerical, graphical and cartographic methods.

Key subject knowledge you will learn:

Year 9 focuses on the development of physical and human geography across the world. Topics covered include global themes, population geography, marine issues and the impact of ice on landscapes.

In Years 10 and 11 the focus moves to knowledge, understanding and application of the geographical theory and examples required for the final exam.

Pupils will study:

- UK landscapes including coasts and rivers.
- Climate change, weather hazards and ecosystems.
- An in-depth study of a UK city and a city in the developing world.
- An in-depth study of a country in the developing world.
- Issues surrounding the provision of resources for a growing population.
- The challenges facing the UK economy, population and environment.
- The North Norfolk coast and an urban environment by fieldwork.

How you will be assessed:

Pupils sit 3 exams, which are a combination of multiple choice, short and long answer questions, as well as resource-based questions, e.g. maps, graphs and photographs.

Paper 1 - Physical Environment 1hr 30 mins (37.5%)
Section A - Changing landscapes of The UK
Section B - Weather hazards and climate change
Section C - Ecosystems, biodiversity and management

Paper 2 - Human Environment 1hr 30 mins (37.5%)
Section A - Changing cities
Section B - Global development
Section C - Resource management

Paper 3 - Geographical Investigations: Fieldwork and UK Challenges 1hr 30 mins (25%)
Section A - Geographical Investigations: physical environments
Section B - Geographical Investigations: human environments
Section C - UK Challenges

Possible opportunities after Smithdon:

Geography GCSE opens up many possibilities for future such as Geography at A Level. The skills and knowledge gained in this subject can help with careers focused in accountancy, finance, business, meteorology, the environment, retailing and planning.

GCSE German

Exam Board: Edexcel

Specification code: 1GN0

The aim of the course is to build on the basic skills learnt at KS3 and gain new knowledge, skills and ways of thinking in order to understand a range of spoken and written material in German. Pupils will also develop a greater awareness and understanding of the culture and identity of Germany, gaining language skills for both immediate use and to prepare for further study, higher education or employment as well as travel to Germany.

Key subject knowledge you will learn:

A range of vocabulary delivered through five themes:

- Identity and culture
- Local area, holidays and travel
- School
- Future aspirations, study and work
- International and global dimension

How the German language works and how grammatical structures are developed for clarity, in order to:

- become independent in using and understanding the language in a range of contexts
- communicate confidently, coherently and accurately in spoken and written German
- express and develop thoughts and ideas fluently

How you will be assessed:

You will be assessed in the four language skills areas (worth 25% each).

Entries are made in tiers according to ability: Higher or Foundation.

- | | | |
|-----------------------|-------------------------------|---------------------------|
| • Paper 1 - Listening | Foundation: 35 minutes | Higher: 45 mins |
| • Paper 2 - Speaking | Foundation: 7-9 minutes | Higher: 10 - 12 minutes |
| • Paper 3 - Reading | Foundation: 45 minutes | Higher: 1 hour |
| • Paper 4 - Writing | Foundation: 1 hour 10 minutes | Higher: 1 hour 20 minutes |

Possible opportunities after Smithdon:

A foreign language is highly regarded by employers in our global, knowledge-based economy. The communication and interpersonal skills which lie at the heart of language learning are much sought after, with many companies happy to pay higher salaries to those who have a language qualification. Employers also want people who have an understanding of different cultures, regardless of their level of fluency in a particular language.

Our exit from the European Union will do little to change this. A modern language would, therefore, make you more attractive to potential employers, colleges and universities, some of which increasingly insist on a language as an entry requirement.

GCSE History

Exam Board: Edexcel

Specification code: 1HI0

The aim of the course is to give pupils a broad historical knowledge and to develop a range of analytical skills that will benefit them in a range of subjects. Understanding is demonstrated through traditional essay questions as well as use of historical documents.

Key subject knowledge you will learn:

A variety of topics are covered during the course:

- Crime and Punishment through time, c.1000-Present. With a 'depth study' on Whitechapel 1870-1900.
- Anglo Saxon and Norman England, c.1060-1088
- Superpower relations and the Cold War
- Germany 1918-1939

How you will be assessed:

The GCSE is entirely assessed by final examinations with no coursework elements. At the end of the course, pupils will sit 3 written papers:

Paper 1 Crime and Punishment through time c1000-Present. With a depth study on Whitechapel 1870-1900.

This is a mixture of source analysis and essays

(30% of final mark)

1 hour 15 mins

Paper 2 Anglo Saxon and Norman England and Superpower relations and the Cold War.

This is assessed via short answers and essays.

(40% of final mark)

1 hour 45 mins

Paper 3 Germany 1918-39.

This is assessed through source analysis, with one short essay.

(30% of final mark)

1 hour 20 mins

It is worth noting that there are no 'tiered' papers – i.e. all pupils sit the same exam regardless of ability with the full range of grades available.

Possible opportunities after Smithdon:

Many pupils continue studying History at A Level after their GCSE Course. Some go beyond this and study the subject at university.

History leads to any career where people need to show their ability to learn new things and research. Some common examples are within: the legal system, business, acting and journalism.

OPTIONAL SUBJECTS

(Any combination of additional choices from the 'required' subjects alongside any of the following optional subjects can be chosen to make up the remaining 3 options choices)

GCSE Art

Exam Board: AQA

Specification code: 8201

Key subject knowledge you will learn:

- You will develop a range of technical skills, using a range of 2D and 3D materials.
- You will produce accurate drawing using a contrasting range of tone.
- You will study a range of artists, designers and craftspeople, as well as cultures, in order to make reference links when explaining your own ideas and decisions.

How you will be assessed:

The course is made up of two main components:

Component 1: Year 9, 10 and 11 coursework

A sustained project and a selection of further work (worth 60%)

Component 2: Y11 exam

Project-based worked with a final piece produced in the exam itself (worth 40%)

You will:

- Produce at least 2 sketchbooks of work
- Produce at least 2 final pieces
- Complete at least one hour of homework per week

All your work will be marked equally over four main areas using the following assessment objectives.

AO1 - **Developing** your ideas through contextual artist research.

AO2 - **Refining** your ideas through experimenting with a range of material techniques and processes.

AO3 - **Recording** your ideas and observations in a visual form.

AO4 - **Presenting** a personal and informed final piece.

Possible opportunities after Smithdon:

Art GCSE opens up many possibilities for future studies, such as Art at A Level. The skills and knowledge you gain in this subject can help you with careers focused in game design, make-up, graphic design, sculpting, journalism, photography and performing arts.

ASDAN Qualification**

Exam Board: ASDAN

Key subject knowledge you will learn:

ASDAN Personal Development Programmes (Bronze, Silver and Gold) offer pupils flexible, activity-based programmes, focussing on development and accreditation of personal and social skills. Although it is not a GCSE subject, pupils' achievements on this course are recognised by colleges.

When pupils have completed the Awards, we offer additional support and study time for their other options/exam subjects.

The aims of the programmes are:

- To enable young people to understand themselves and others better
- To be more prepared for making the transition to adult life
- To become an effective member of adult society

The programme is split into 13 modules:

- Communication
- The Community
- Sports and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- The World at Work
- Science and Technology
- The Wider World
- Expressive Arts
- Beliefs and Values
- Combined Studies

In each module the pupils are assessed on different skills used these include:

- Teamwork
- Learning methods
- Coping with problems
- Use of maths
- Use of English
- Use of IT

How you will be assessed:

There are no exams. Pupils produce a portfolio of evidence of their achievements throughout the ASDAN Awards. This portfolio is continually assessed internally by the Award Coordinators and a selection of pupils' work is sent away for external moderation. Assessment Units will be selected based on the overall needs of the group.

**** This qualification is only available to a selected group of pupils. Please speak to Ms. Bazeley-Smith or Mrs. Mandal, if you are interested in choosing this option.**

GCSE Drama

Exam Board: Eduqas

Specification code: C690

GCSE Drama is an exciting and stimulating course which encourages individuality, confidence and creativity.

Key subject knowledge you will learn:

Specific theatre skills are developed during the course but more general and transferable skills, such as teamwork, problem-solving, communication, evaluation and analysis can also be acquired through the study of drama.

Pupils will get the chance to create their own, original work through devising and improvisation, as well as to rehearse and present scenes from published scripts. They also have the opportunity to experiment with the technical aspects of lighting, sound and costume.

Theatre visits to a variety of venues are an enjoyable, interesting and necessary part of the course. Much of the learning takes place by 'getting up and doing' but there is also a strong focus on written work and lively discussion.

How you will be assessed:

Unit 1 Devising Theatre - 40 %

Pupils participate in the creation, development and performance of a piece of devised theatre, using either the techniques of an influential practitioner or genre, in response to a stimulus set by the exam board.

- Pupils must create a portfolio documenting the process - this can be written or submitted via video blog or a combination of the two
- A written evaluation completed in exam conditions

Unit 2 Performing from a text - 20%

Pupils study a text and perform two extracts from that text.

Unit 3 Interpreting Theatre - 40%

A written exam paper 90 minutes

Section A Questions based on the study of a set text, such as *D.N.A* by Dennis Kelly or *Hard to Swallow* by Mark Wheeler

Section B Evaluation of a live theatre performance

Possible opportunities after Smithdon:

Drama GCSE opens up many possibilities for the future, such as Drama or Performing Arts at A Level. The skills and knowledge you gain in this subject can help you with careers focused in performing, directing, working behind the scenes as a theatre technician, a drama therapist, music therapist, teaching, arts administrator, barrister, broadcast journalist, work in publishing and writing your own pieces.

GCSE Food and Nutrition

Exam Board: AQA

Specification code: 8585

Key subject knowledge you will learn:

Nutrition and health, e.g. how to plan a balanced diet for people at different life stages

Food provenance, e.g. where and how foods are grown

Food choice, e.g. the range of factors that influence food choices, including cost, seasonality and availability

Food science, e.g. the scientific principles underlying the preparation and cooking of food

Food preparation and cooking skills, e.g. the demonstration and application of cooking skills to produce a wide range of (predominantly) savoury dishes

This is a rigorous course in which pupils must:

- ❖ Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- ❖ Develop knowledge and understanding of the functional properties and chemical processes, as well as the nutritional content, of food and drink.
- ❖ Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- ❖ Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices.
- ❖ Demonstrate knowledge and understanding of the functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- ❖ Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.
- ❖ Study and apply planning skills.

How you will be assessed:

<u>Written Examination</u>	100 marks	50% of GCSE
<u>Non-examination assessment (NEA):</u>	100 marks	50% of GCSE
Task 1: Food investigation (30 marks)		
Task 2: Food preparation assessment (70 marks)		

Possible opportunities after Smithdon:

Pupils opting for a GCSE in Food Preparation and Nutrition can go on to have successful careers in nutrition; food education; food technology and development; food preparation, and the hospitality industry. There is also the opportunity to attend college and study food to BTEC or degree level. Apprenticeships are also available in a variety of local establishments.

Level 1/2 Cambridge National Certificate in Health and Social Care

Exam Board: OCR

Specification code: J811

Key subject knowledge you will learn:

Cambridge Nationals in Health and Social Care equip learners with specialist knowledge and skills for use within Health, Social Care and Early Years settings. Pupils are challenged by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with all aspects of the National Curriculum (including Values of Care and the current legislation requirements, as well as the importance of softer skills, such as communication skills to ensure individuals' rights to independence and dignity).

The course develops and encourages a hands on approach, allowing learners to work with small children, elderly people and in/around a hospital environment, where possible/suitable.

How you will be assessed:

Mandatory Units:

R021: Essential values of care for use with individuals in care settings (Exam Paper)

Pupils learn about the rights of individuals and the values of care required when working in a health, social care or early years environment. Through role play and case studies they gain understanding of how to apply these values so that an individual's dignity is maintained.

R022: Communicating & working with individuals in health, social care & early years settings (Coursework)

Pupils explore different types of communication. They learn about the importance of effective communication to connect with individuals using care services and develop their understanding of how the way they communicate impacts on an individual's care.

Optional Coursework Units - two of the following (decided by staff):

R023: Understanding body systems and disorders

Pupils focus on the respiratory, digestive and cardiovascular systems, learning about their structure and function, and the illnesses and disorders that can affect them, as well as how to take and interpret key measurements. Pupils investigate the main changes that occur during each stage of life and how these may affect the care requirements of individuals. Pupils apply the knowledge they have gained to develop appropriate support plans for individuals at different stages of life.

R025: Understanding life stages

Pupils investigate the main changes that occur during each stage of life and how they may affect the care requirements of individuals. They apply the knowledge they have gained to develop appropriate support plans for individuals at different stages of life.

R031: Using basic first aid procedures

Pupils find out about basic first aid procedures that might be required in a health or social care setting, including how to carry out basic first aid on adults. They learn how to assess the scene of an accident for further risks and what information they need to communicate when contacting the emergency services.

Possible opportunities after Smithdon:

You can continue to do Level 3 courses in Health and Social Care, such as A levels, NVQs or an Apprenticeship. Career options include: care worker, social worker, personal assistant, community support and outreach worker, supervisor and manager of a care or residential home, occupational therapist, administrator, early years teacher, and many more.

Level 1/2 Cambridge National Certificate in Creative iMedia

Exam Board: OCR

Specification code: J817

Key subject knowledge you will learn:

Cambridge Nationals in Creative iMedia are media sector focused (including film, television, web development, gaming and animation) and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach. They deliver skills across the whole range of abilities, effectively engaging and inspiring all pupils to achieve great things.

How you will be assessed:

Mandatory Units

R081: Pre-production skills

(Examination)

Pupils are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.

R082: Creating digital graphics

(Coursework)

Building on the skills and understanding developed in R081, pupils explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

Optional Coursework Units - two of the following (decided by staff):

<u>R083: Creating 2D and 3D digital characters:</u> Study of character modelling for the digital media sector, including the software used	<u>R084: Storytelling with a comic strip:</u> Exploration of different genres of comic strip and how they are created
<u>R085: Creating a multipage website:</u> Exploration of the properties, purposes & features of multi-page websites.	<u>R086: Creating a digital animation:</u> Study of digital animation for the creative and digital media sector.
<u>R087: Creating interactive multimedia products:</u> Development of knowledge and understanding of where and why different interactive multimedia products are used	<u>R088: Creating a digital sound sequence:</u> Study of where digital sound sequences are used in the media industry and how these technologies are developed to reach an identified target audience
<u>R089: Creating a digital video sequence:</u> Study of where digital video sequences are used in the media industry and how these technologies are developed	<u>R090: Digital photography:</u> Exploration of different types of digital photography, photographic equipment, features and settings
<u>R091: Designing a game concept:</u> Study of how to plan and design digital games for the creative digital media sector	<u>R092: Developing digital games:</u> Creation and testing of a playable game from an existing design or brief

Possible opportunities after Smithdon:

A detailed knowledge of ICT is a requirement of virtually any job or career. Even pupils who do not wish to pursue a career as a specialist in ICT or media, will still need to have a good all-round knowledge of the subject. Completing the Cambridge National imedia course is a way of showing future employers, colleges and universities that you can work through a wide range of ICT problems and have a good awareness of different software applications.

GCSE Music

Exam Board: EDEXCEL

Specification code: 1MU0

The aim of this course is for pupils to gain skills and confidence in singing and/or playing an instrument. Pupils will develop their skills as a composer, creating their own original pieces. Pupils will learn how to listen to music critically and analyse what is happening.

Key subject knowledge you will learn:

Music is an exciting course where pupils develop and expand their understanding of music. Pupils begin the course by developing their understanding of music theory and practicing their performance skills. They will learn how to write and compose their own music based on their own ideas as well as set briefs given by the exam board. Pupils will also learn how to perform both in an ensemble and independently. Finally, pupils will learn how to analyse music in great detail demonstrating their understanding of music theory.

How you will be assessed:

Component 1: Performing (30%)

Each performance is worth 30 marks

You will be required to perform on your instrument of choice; this can be a traditional instrument, voice or musical technology (ie. Electric guitar).

- Performances must be at least 4 minutes long.
 - Solo performance: a minimum of one minute, one or more pieces.
 - Ensemble performance: a minimum of one minute, one or more pieces

Component 2: Composing (30%)

Each composition is worth 30 marks

Compositions need to be at least 3 minutes combined.

- One composition is a set brief by EDEXCEL, it must be at least 1 minute long.
- One composition is set by the pupil, it must be at least 1 minute long.

Component 3: Appraising (40%)

1 hour and 45 minute exam

80 marks

Section A: Areas of study, dictation and unfamiliar pieces (68 marks)

- 6 questions related to 6 of the 8 set works.
- Short melody/ rhythm completion exercise.
- One question on an unfamiliar piece, skeleton score included
- Questions on musical elements, musical context and musical language.

Section B: Extended response comparison of 1 set and 1 unfamiliar piece (12 marks)

- One question asking pupils to compare and/or evaluate musical elements, musical contexts and language of one set/familiar work with one unfamiliar piece.

Possible opportunities after Smithdon:

There are many opportunities for those who choose to study music, whether it be professionally or recreationally. Some opportunities include: music teacher, musician, composer or conductor.

GCSE PE

Exam Board: Edexcel

Specification code: 1PE0

The aim of the course is to study key principles within Physical Education and sport, based around two key features - Fitness & Body Systems and Health & Performance. The course also includes a practical element, developing team and individual sports understanding.

Key subject knowledge you will learn:

Year 9 will focus on the Health & Performance element of the course. This will encompass three main areas: health, fitness and wellbeing; sport psychology; socio-cultural influences. This element of the exam looks at the impact of physical activity and sport on an individual's health, as well as factors affecting performance/involvement in sport and physical activity.

Year 10 and 11 will focus more on the Fitness & Body System element of the course. This will develop an understanding of the scientific effects of sport and physical activity, focusing around three areas: anatomy and physiology; movement analysis and physical training.

A personal analysis and evaluation of sports performance and fitness levels along with a designed exercise programme to improve these is also completed throughout the course.

How you will be assessed:

The course involves both a theoretical and practical assessment.

Theoretical assessment (60% of the course) - Assessed through two examination papers.

Paper 1 – Fitness and Body Systems	1 hour 45 minutes	90 marks
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Content includes:

- Anatomy and Physiology
- Movement Analysis
- Physical training
- Use of data

Paper 2 – Health and Performance	1 hour 15 minutes	75 marks
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Content includes:

- Health, fitness and wellbeing
- Sport Psychology
- Socio-cultural influences
- Use of data

Practical assessment (40% of the course)

Pupils are assessed practically in three sports. This needs to consist of a combination of team and individual sports. Each sport will have skills assessed in isolation as well as a performance in a fully competitive version of the sport.

Pupils also complete a Personal Exercise Programme. Pupils will assess their performance in a sport of their choice and will plan a 6-week training programme to improve their performance and evaluate its effectiveness. This is a 1500 word written piece of work.

Possible opportunities after Smithdon:

GCSE PE gives a platform for pupils to further study PE at A Level but can also lead to opportunities in careers such as sports coaching, leadership, as well as medical-based careers such as physiotherapists and nutritionists.

GCSE Religious Studies

Exam Board: AQA

Specification code: 8062

Religious Studies will encourage pupils to develop knowledge, understanding and skills to engage in debate and discussion about life in modern society. This includes developing an understanding of religious and non-religious beliefs.

Pupils will be encouraged to develop their personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

Key subject knowledge you will learn:

Component one - a study of two major world religions: Christianity and Islam.
This includes their beliefs, teachings and practices.

Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Component two - Thematic Studies (Philosophy and Ethics).
This includes the units Relationships and Families; Religion and Life; Crime and Punishment; Peace and Conflict, and Human Rights and Social Justice.

Pupils will study how religion, philosophy and ethics form the basis of our society. They will develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills. They will also consider different beliefs and attitudes to religious and non-religious issues in contemporary British society.

How you will be assessed:

The course is assessed by 100% written exam. Pupils will sit two papers.

Paper 1 (50%) The study of religion: beliefs, teachings and practices: Christianity and Islam
1 hour 45 minutes

Paper 2 (50%) Thematic Studies
1 hour 45 minutes

Possible opportunities after Smithdon:

Religious Studies can open up many opportunities for future study at A level but also a variety of careers. These can include policing, medicine, social work, politics, journalism, the legal system, teaching and many more, where you will have the opportunity to work alongside people.

GCSE Design and Technology

Exam Board: AQA

Specification code: 8552

Imaginative practical work is at the heart of GCSE Design and Technology. Pupils explore, design, create and evaluate prototypes that solve real-world problems. They gain a broad understanding of technical, designing and making principles across a wide range of materials, including papers and boards, timbers, metals, polymers and textiles.

Key subject knowledge you will learn:

Core technical principles: pupils will learn about new and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices and materials and their working properties.

Specialist technical principles: in relation to at least one material area, pupils will learn about the selection of materials or components; forces & stresses; ecological & social footprint; sources & origins; using & working with materials; stock forms, types and sizes; scales of production; specialist techniques & processes and surface treatments & finishes.

Designing and making principles: pupils will demonstrate and apply knowledge and understanding of designing and making principles, in relation to investigations of primary and secondary data; environmental, social & economic challenges; the work of others; design strategies; communication of design ideas; prototype development; selection of materials & components; tolerances; material management; specialist tools & equipment and specialist techniques and processes.

How you will be assessed:

Written examination: (50% of final grade) 100 marks 2 hours

Section A - Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B - Specialist technical principles (30 marks)

- Several short answer questions (2–5 marks)
- One extended response to assess a more in depth knowledge of technical principles.

Section C - Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-examination assessment (NEA): (50% of final grade) 100 marks

Approximately 35 hours work

The NEA is a substantial design and make task, which must be based on one of three design contexts set by AQA on June 1st 2021.

Assessment criteria:

Identifying and investigating design possibilities	10 marks
Producing a design brief and specification	10 marks
Generating design ideas	20 marks
Developing design ideas	20 marks
Realising design ideas	20 marks
Analysing & evaluating	20 marks

Possible opportunities after Smithdon:

GCSE Design and Technology provides a foundation for a multitude of options beyond GCSE study including A-Level Product Design, engineering, construction, materials science, mechanics and computer games design.

If you have any questions, please don't hesitate to contact the school directly.

For questions regarding subject-specific information, please ask to speak with class teachers or subject leaders.

For questions regarding SEND, please ask to speak with Ms. Bazeley-Smith or Mrs. Mandal.

For all other enquiries, including regarding the Options Process itself, please ask for Mrs. Gibbins (Deputy Headteacher).

REMEMBER: the deadline for completing choices is Thursday 25th April



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STRENGTH - INTEGRITY - EXCELLENCE

