



The Blue Coat School

Faith Vision Nurture



YEAR 8

CURRICULUM PREFERENCES

Choices Deadline: Tuesday 16th March 2021

Making Choices

At Blue Coat, we allow students to design their own Year 9 programme of study at the end of Year 8. Your Year 9 programme of study will form the foundations for your future Key Stage 4 curriculum and the GCSE courses you will study in Year 10 and 11.

What will I study in Year 9?

In Year 9, **all** students study a core curriculum of maths, English, science, history, geography, a modern foreign language, religious studies, PE and Wellbeing. These are subjects that you are familiar with from Year 7 and 8. In Year 9 you will also have one lesson a fortnight where you will study and take part in the Bronze Duke of Edinburgh Award.

You will continue to study both **history and geography** in Year 9 but can choose to specialise in one, or both. These subjects will be studied on a 3:1 lesson split, having three lessons in the subject you have chosen to specialise in, and one in the other. The subject that you specialised in during Year 9 will be the one that you are expected to progress to at GCSE in Year 10.

You will also choose which **modern foreign language** you wish to specialise in for Year 9 and continue through to GCSE. Some students may decide to continue with both French and German in their Year 9 programme of study, with the intention of studying them both at GCSE in Year 10 and 11.

In addition to continuing with our core curriculum offer in your Year 9 programme of study, you will also be allocated **two subjects** in which to specialise (from 3 preferences that you have submitted).

Why do we specialise in Year 9?

At Blue Coat all students study a broad and balanced curriculum, and due to the breadth of the curriculum offer, they will all sit between 10 and 12 GCSE examinations.

Allowing students to shape their own individual Year 9 programme of study allows you to specialise in the subjects you will wish to continue at GCSE in Year 10 and 11. As the majority of pupils will follow our core EBacc curriculum offer plus RS, there are actually no big decisions to make.

When will I start to study GSCE content?

In all courses GCSE content will not start before February half term of 2022 and for the vast majority of courses it will not start until Year 10.

Science

All students study science. In Year 9, students spend nine hours in science. During year 9 the curriculum focuses on bridging topics linking Key Stage 3 to GCSE (natural selection, metals and acids, and light).

At the end of Year 9, you will be guided towards your Year 10 science courses. Most students study double award science in Year 10, in which you will study biology, chemistry and physics and are awarded two GCSEs (each GCSE is a combination of the three science subjects).

A smaller cohort of around 60 students (those who perform consistently well on all of their science assessments) will be invited to follow the triple science pathway. These students also study biology, chemistry and physics but in greater depth and are awarded three GCSEs.

Making good choices for you

There are lots of things to consider when making choices about your future.

Ask yourself:

- Will I **enjoy** this subject? – This is the most important consideration. Choices week and the ‘taster’ lessons and staff videos will help you to understand if the content of course is something which excites you.
- What will I **achieve** in this subject? - What subjects will I get the best grades in? Grades matter when applying for sixth form, college, university, apprenticeships, and jobs throughout your life. Your teachers will be able to help you understand the sorts of grades that students go on to achieve from the progress you have currently made in Year 8. Use your flightpaths to help you look at potential outcomes. Remember though, if you are enjoying a subject already and are committed to working hard then you will achieve well.
- Will this subject allow me to **progress**? - Will this choice lead to the A levels, college courses apprenticeships and university courses that I am interested in? We have already designed a core curriculum that will allow you to make progress. You might however want to ask specific questions during Choices Week in terms of what future careers these subjects can help you with.

Seeking further information, advice and guidance

1) Choices Week

The week beginning Monday 1st March will be Choices Week for Year 8 students. There will be lots of exciting events during this week:

Monday 1st March

- **Year Group Assembly:** Mrs Ash (Deputy Headteacher) will launch the week alongside your Directors of Learning, Miss Robinson and Mr Reece.
- **Wellbeing Lesson:** Your form tutor will explain the Choices process and take you through all the pieces of information you need to ensure you are clear on what you need to do and look at.

- **Parent Information Briefing 5.30pm – 6.00pm:** This will help your parents/carers understand the choices process and support you throughout the weeks that follow before you submit your choices form.

Tuesday 2nd March – Friday 5th March

- **Subject Taster Lessons:** Your timetable for these 4 days will be collapsed and you will have 35 minute taster lessons on all of the subjects that you have available to choose from. You will also get the opportunity to ask any questions for 15 minutes at the end. **Attendance is compulsory** at these sessions even if you think you don't want to choose a subject you get a valuable insight in terms of what the subject is about and it will enrich your understanding.

2) Subject Videos

All subjects have produced a 2/3 minute video that students and parents can watch for further information about the course. All key information will be covered. These videos can be accessed from the school website and will go live on **Monday 1st March**. Further information on accessing these videos will be shared with you during year group assembly and the Wellbeing lesson.

3) Choices Booklet

This booklet contains key information about the process in making your choices and also course descriptors. Use this booklet along with the taster lessons, subject videos to help inform your decisions.

4) Subject teachers and form tutors

Students should approach their subject teachers or form tutors with any specific individual queries they may have.

5) Careers advice

We have a specialist careers advisor in school who can provide up to date and accurate information.

Positive Steps provide our careers education service. Mr Larkin is our careers advisor and is based in the Undercroft (the Year 10 social area) and will gladly see/speak to anyone who needs advice. To book an appointment with Mr Larkin contact your form tutor.

The National Careers Service website also provides lots of information to assist young people in making decisions: <https://nationalcareersservice.direct.gov.uk/home>

What do I need to do now?

Please complete the '**Choices Form**' at the back of this booklet and return to your form tutor. The deadline for all choices to be submitted is **Tuesday 16th March 2021**.

What happens after I have submitted my preferences?

Ms Ash (Deputy Headteacher), Miss Robinson and Mr Reece (Directors of Learning: Year 8) and Mr Bourne (Assistant Headteacher - Achievement for All) then review all the student preferences to check that students are making suitable choices. If we have any concern about the suitability of choices, we will be in touch with students and parents to discuss this.

We work to give students their preferred subjects or their reserve but unfortunately this is not always possible.

Students will be informed about their confirmed Year 9 curriculum during the **summer term** once all timetabling arrangements have been made across the school.

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OPTION 1

Geography

OR

History

GEOGRAPHY

Year 9 Overview

Students will study a variety of contemporary geographical issues from a global perspective including: the sustainable development goal, water scarcity, the frequency of tropical storms and contested borders and the geography of power. Through studying these topics students will continue to work towards being able to answer the key geographical questions of the present day:

- Why is the climate changing and what can we do about it?
- Why is the world so unfair and what can we do about it?
- How are we affecting the oceans and what can we do about it?
- Why are ecosystems important and why should we conserve them?
- Why is there so much conflict in the world and what can we do about it?
- How does water affect our lives?
- Are there too many people living on the earth?
- Why are people vulnerable to natural hazards and what can we do about it?
- How are we connected to the rest of the world?

There is an emphasis on 'what can we do about it' within many of these key questions, our intent being to prepare students to play an active role in 21st century global issues and to develop a cultural understanding of places that are unfamiliar and often overlooked.

Title of qualification	GCSE Geography
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9 - 1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Who should consider this course?	The course is an exciting course for anyone who has an interest in the world around them and is keen to deepen their understanding of global issues. Geographers are good decision-makers, and many go on to work in the professions, business and management. People who study geography are very employable as it is a qualification that universities and employers' value.

HISTORY

Year 9 Overview

All students in Year 9 will study history. Those that choose to specialise in history will study units that build on the knowledge developed in Years 7 and 8 through a study on Conflict in the Middle East as well as the causes and consequences of World War Two. This will enable students to continue to build up the picture of Britain's place in the modern world as well as learn about some of the biggest conflicts across the 20th and 21st centuries.

The study of these topics will provide key opportunities to develop a broader range of analytical skills involving extended writing, source analysis, and the critical consideration of historical interpretations.

Those students who choose to specialise in geography in Year 9 will continue to study history one lesson per fortnight and will build upon the knowledge and skills developed in Years 7 and 8 through a historical study on Conflict in the Middle East as well as the causes and consequences of World War Two.

Title of qualification	GCSE History
Examination board & specification	EDEXCEL History
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grade 9 - 1
Course overview	You will study four units over the 2 years: <ol style="list-style-type: none"> 1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city 2. Henry VIII and his ministers, 1509–40 3. Superpower relations and the Cold War, 1941–91 4. Weimar and Nazi Germany, 1918-1939
Who should consider this course?	The course is a challenging but exciting course for anyone who enjoyed history at KS3. Historians are independent thinkers and enquirers, who are skilled at learning, developing and weighing up factual evidence. History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as history, politics, law or international relations at university and are found in a wide range of careers including the professions, business and management.
Expectations of students who study this course	Students will need to commit to wider reading, understanding and learning historical evidence. Students will apply content and skills to a variety of exam questions in which some require extended writing based on the use of sources and/or their own knowledge. Students are also required to regularly edit and improve their work to ensure they create “best answers” which can then be used for revision and also help to continue develop the necessary skills.

OPTION 2

French

OR

German

FRENCH

Year 9 Overview

In French, we study festivals and celebrations, free time and leisure including cinema, music and how to describe/arrange outings with friends. We learn how to talk about and give our opinion on digital technology and the internet and we also learn how to describe relationships with friends and family. Towards the end of year 9 we revisit school in more detail including describing buildings, rules and achievements. We revisit past, present and near future tenses and develop understanding of grammar in more detail.

Title of qualification	GCSE French
Examination board & specification	Eduqas (2016)
Assessment	<p>All examined at the end of the course in Year 11:</p> <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%)
Examination entry	<p>Higher Tier – Grade 4 - 9 Foundation Tier – Grade 1 - 5</p> <p>Students are entered at either Foundation or Higher Tier for all 4 examinations</p>
Course overview	<p>You will study three broad areas of content over the course:</p> <p>Theme 1: Identity & culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy French in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GERMAN

Year 9 Overview

In German, we revisit home and local area in the first half term and move on to learning about different types of holidaying in German speaking countries. We develop and extend knowledge about various leisure activities including films and music and introduce the use of social media/technology. Finally, we study relationships with friends and family. Throughout the year, we revisit and consolidate past tense (both perfect and imperfect), present and future tenses and develop understanding of grammar in more detail.

Title of qualification	GCSE German
Examination board & specification	Eduqas (2016)
Assessment	<p>All examined at the end of the course in Year 11:</p> <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%)
Examination entry	<p>Higher Tier – Grade 4 - 9 Foundation Tier – Grade 1 - 5</p> <p>Students are entered at either Foundation or Higher Tier for all 4 examinations</p>
Course overview	<p>You will study three broad areas of content over the course:</p> <p>Theme 1: Identity & culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy German in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

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ART AND DESIGN (FINE ART)

Year 9 Overview

Through themes chosen by the department, students will study and be inspired by the work of a range of artists, craftspeople and designers to develop personal, original work in a range of materials. They will use sketchbooks or digital portfolios to research depending on their choice of specialism from Fine Art, Textiles or Photography and use a range of techniques, media and processes alongside the production of larger scale work that will be inspired by their chosen artists. The aim is to develop knowledge of artists, skills and techniques and to design and produce original work with increasing proficiency. There is a strong emphasis on skills building and sketchbook/portfolio development across all three subjects which builds on prior learning from Year 7 and 8.

Title of qualification	GCSE Art and Design (Fine Art)
Examination board & specification	AQA Art and Design Fine Art
Assessment	60% Coursework 40% Examination
Examination entry	Grade 9 - 1
Course overview	<p>Training unit: During the first term students learn how to observe, record, present sketchbooks and develop skills, exploring a range of different media, processes or techniques. We ensure that there is something suitable for all interests. Workshop based lessons. Students will study the work of other artists, learn how to record accurately in a range of ways, how to experiment with materials and produce final outcomes in a range of media.</p> <p><u>Component 1: Portfolio</u> Man Made Vs Nature Studying man-made and natural forms Critical Studies – Choice of themes: Portraits or Everyday Objects A Sense of Place – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Component 2: Externally Set Task</u> Externally set task – A choice of themes provided by the exam board as the starting point for the exam.</p>
Controlled assessment	10 hour examination carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys art and want to develop their creativity. Also those who aspire to a future career in art or design based disciplines or any creative industry.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.

ART AND DESIGN (PHOTOGRAPHY)

Year 9 Overview

Through themes chosen by the department, students will study and be inspired by the work of a range of artists, craftspeople and designers to develop personal, original work in a range of materials. They will use sketchbooks or digital portfolios to research depending on their choice of specialism from Fine Art, Textiles or Photography and use a range of techniques, media and processes alongside the production of larger scale work that will be inspired by their chosen artists. The aim is to develop knowledge of artists, skills and techniques and to design and produce original work with increasing proficiency. There is a strong emphasis on skills building and sketchbook/portfolio development across all three subjects which builds on prior learning from Year 7 and 8.

Title of qualification	GCSE Art and Design Photography
Examination board & specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grade 9 - 1
Course overview	<p>Training Unit: During the first term students learn how to observe & record, including learning about camera craft, presentation styles in portfolios and photo editing software - essentially Photoshop. Students explore a range of approaches, processes & techniques. They are encouraged to think and work independently and creatively. Workshop based lessons.</p> <p><u>Unit 1</u> Contemporary Portraiture – Students explore experimental, studio and on location photography. Dazed: Magazine Project – Developing editorial techniques, Photo journalism and layout design. A Sense of Place – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Unit 2</u> Externally set task – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit.</p>
Controlled assessment	10 hour controlled assessment (exam) carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys art or photography or who wishes to work creatively and independently. Also those who aspire to future careers in art or design based disciplines or creative industries.
Expectations of students who study this course	Students are prepared to think for themselves, to plan and take photographs wherever & whenever they have to - including weekends, to present their work to a high standard and to learn new skills.
Additional information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.

ART AND DESIGN (TEXTILES)

Year 9 Overview

Through themes chosen by the department, students will study and be inspired by the work of a range of artists, craftspeople and designers to develop personal, original work in a range of materials. They will use sketchbooks or digital portfolios to research depending on their choice of specialism from Fine Art, Textiles or Photography and use a range of techniques, media and processes alongside the production of larger scale work that will be inspired by their chosen artists. The aim is to develop knowledge of artists, skills and techniques and to design and produce original work with increasing proficiency. There is a strong emphasis on skills building and sketchbook/portfolio development across all three subjects which builds on prior learning from Year 7 and 8.

Title of Qualification	GCSE Art and Design Textiles
Examination board and specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grade 9 - 1
Course Overview	<p>Training Unit: During the first term students learn how to observe & record, including learning about fabric manipulation and presentation styles. Students explore a range of approaches, processes & techniques. They are encouraged to think and work independently and creatively. Lessons are workshop based.</p> <p><u>Unit 1</u></p> <p>Critical Studies – Students develop a unit of work from a choice of themes. Where I Belong – Studying the idea of identity in the arts, fashion and textiles.</p> <p><u>Unit 2</u></p> <p>Externally set task – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit.</p>
Controlled Assessment	10 hour controlled assessment (exam) carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys textiles or art, or who wishes to work creatively and independently. People who enjoy working practically and problem solving, as well as those who aspire to future careers in art or design based disciplines or creative industries.
Expectations of students who study this course	Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and to learn new skills.
Additional Information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.

BUSINESS STUDIES

Year 9 Overview

In Year 9 you will develop an understanding of what businesses are and why they exist. This will involve two practical exercises where you will work in a small group to attempt to make as much profit as possible. Break even analysis is our next topic and builds on the concepts of profit and loss. This is a cross curricular topic: you will draw charts using skills developed in your math lessons. We will then move on to investigate different business forms ranging from sole traders to public limited companies. London Stock Exchange data will help us identify the factors that influence the share price of publicly quoted companies like Burberry and Sports Direct. Once completed we will move on to find out more about how businesses such as JLR make their products. Location decisions, the impact business has on different groups in society and recruitment and selection are the final topics we cover in the year.

Title of qualification	GCSE Business Studies
Examination board & specification	AQA, Business (8132)
Assessment	Two examination papers test the entirety of the subject content. Paper 1 focuses on business operations and human resources, whilst paper 2 covers marketing and finance. Both papers are 105 minutes long.
Examination entry	Grade 9 - 1
Course overview	<p>You will study the key functions of a business:</p> <ul style="list-style-type: none">• Operations: What is made? How is it made? How much does it cost to make? Which suppliers to use?• Marketing: What do customers want? How can they be persuaded to buy the product? What price should be charged? Where will the product be sold?• Finance: Is the business making a profit? How healthy is its cash flow?• Human resources: Are additional employees required? What skills do they require? How are we going to attract new recruits to our business? What role do trade unions play in the organisation?
Controlled assessment	There is no controlled assessment.
Who should consider this course?	The exciting subject will appeal to anyone who has an interest in learning about the way businesses work. Whether you ultimately work for a business or own your own business, this course covers the key concepts.
Expectations of students who study this course	Students need to be good all-rounders for this course: some mathematical skill is required, as is the ability to produce extended pieces of written work.

CAMBRIDGE NATIONALS IN CREATIVE iMEDIA

Year 9 Overview

In Year 9 you will look at the various planning phases that are undertaken when carrying out a media project before starting work on the final product. The techniques and tools used are wide and varied: a core component of the year is to analyse existing sample material to gain an understanding of what is required before moving on to create planning documents of your own. You will continue with HTML coding, started in Year 8, which will help further on in the course. You will also learn more about digital graphics including file formats, sizes and properties.

Title of qualification	Cambridge Nationals in Creative iMedia
Examination board & specification	OCR (J834)
Assessment	40% Examination: Creative iMedia in the media industry – 90 minutes 60% Non-Examination Assessment
Examination entry	One paper - Level 1 Pass, Merit and Distinction / Level 2 Pass, Merit, Distinction and Distinction*
Course overview	<p>You will learn a range of skills including:</p> <ul style="list-style-type: none"> • Creative iMedia in the Media industry (MANDATORY R093) <ul style="list-style-type: none"> ○ You will learn about the media industry, digital products, how they are planned and the media codes which are used to convey meaning, create impact and engage audiences. • Visual identity and digital graphics (MANDATORY R094) <ul style="list-style-type: none"> ○ You will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences <p>At the end of Year 9 a decision will be made on which, single, optional module you will complete, selected from the options below, to suit the interests of the group. Everyone will complete the same 2 modules</p> <ul style="list-style-type: none"> • R095 – Characters and comics • R096 – Animation with Audio • R097 – Interactive digital media • R098 – Visual imaging • R099 – Digital games
Controlled assessment	Approximately 30 hours of controlled assessment work worth 75% of the overall qualification.
Who should consider this course?	The course is ideal for anyone who has an interest in learning about the way creative digital media products are made and how they work.
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use various new software packages.

CHILD DEVELOPMENT

Year 9 Overview

In Year 9 child development, students learn about all aspects of how a child develops and the importance of parental responsibility, from conception to five years. They will be introduced to the process from thinking and planning to have a child, to the conception and delivery of a child. They will also be given the chance to research and learn about the different conditions / genetic illnesses that influence the development of a child, both positively and negatively. Once they understand the fundamentals of child development, they begin to research more specifically health professionals and how they help during pregnancy, pain relief options, delivery options to understand the different situations individuals might be faced with when deciding to have a baby.

Title of qualification	Child Development Level 1/2 Certificate
Examination board & specification	Level 1/2 OCR Cambridge Nationals Technical Award Children's Learning and Development (This qualification is 120 Guided Learning Hours and is equivalent to a GCSE in both size and in rigour).
Assessment	Written examination: <ul style="list-style-type: none"> • Development of the child from pre-conception to 10 years 1 hour 15 minute paper (120 UMS) 50% • R019: Understand the equipment and nutritional needs of children from birth to five years. (Internally assessed) (60 UMS) 25% • R020: Understand the development of a child from birth to five years (Internally assessed) (60 UMS) 25%
Examination entry	Distinction* at L2 – Pass at L1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • Factors influencing developments of pre-conception, Antenatal and afterbirth • Communication and language development, Child health and safety • Learning and play • Comparisons of most suitable pieces of equipment for a nursery.
Controlled assessment	2 controlled assessments (worth 25% each of the final qualification). There are some practical aspects to the portfolios, in which students will be expected to carry out some additional research and practical investigations into a child's development and health needs.
Who should consider this course?	The course covers all aspects of the developing child. Students learn about how a child develops not only physically, and the biological changes that take place from birth to 10 years, but psychologically – including language development and attachment issues with primary carers.
Expectations of students who study this course	Students will be expected to carry out lots of independent research as part of both controlled assessments and should be able to work to deadlines.

CONSTRUCTION

Year 9 Overview

The Year 9 Construction course is designed to ensure that students can work safely and accurately in a workshop or external environment. The course includes projects which cover joinery (woodworking) skills, wood joints, the applications of paints and dyes, the use of chisels, and the application and use of hinges. Production planning and the reading of technical drawings features throughout. The production of risk assessments helps students to understand the potential hazards they could encounter, and how these risks can be minimised.

Title of qualification	Construction - Level 1 / 2 Constructing the Built Environment (GCSE equivalent)
Examination board & specification	WJEC
Assessment	<ul style="list-style-type: none"> • Unit 1: Safety and security in construction (external exam) - 25% of the final grade • Unit 2: Developing construction projects (practical tasks) - 50% of the final grade • Unit 3: Planning construction projects (external exam) - 25% of the final grade
Examination entry	Level 2
Course overview	<p>Constructing the built environment course will be an exciting and diverse learning experience with a focus of acquisition of practical skills in joinery, painting and decorating and brickwork. You will work through mini practical projects and have the opportunity to develop your understanding of the construction industry so that you build the skills needed.</p> <p>You will study five units over the 2 years:</p> <ol style="list-style-type: none"> 1. Carpentry (coursework) 2. Brickwork (coursework) 3. Painting and decorating (coursework) 4. Planning a construction task (exam) 5. Safety and security in the workplace (exam)
Controlled assessment	Controlled assessment is ongoing through the two years of the course.
Who should consider this course?	This course is aimed at students who enjoy practical learning and who are interested in developing careers in the construction industry from skilled tradesperson to surveying and managing construction projects.
Expectations of students who study this course	Must enjoy practical activities / learning and are willing to work outdoors in the Summer months on the bricklaying units.

DRAMA

Year 9 Overview

In this transition year you will focus on context/interpretation/aims/ intention. You will develop acting skills looking at a range of playwrights from Classic to Contemporary. You will explore the language of evaluation and analysis of own and others work. You will begin work on deconstruction of text and performance and develop an understanding of production values. You will explore Technical Theatre and elements of design skills. You will explore Practitioners and Theatre Groups with a focus on devising and writing about their own practice.

Title of qualification	GCSE Drama
Examination board & specification	AQA GCSE Drama (8621)
Assessment	40% Practical coursework, 20% practical examination 40% written examination <ul style="list-style-type: none"> • Component 1: Written exam – Set text and live performance seen • Component 2: Devised drama actor/designer and rehearsal log • Component 3: 2 extracts from same Scripted play
Examination entry	Grade 9 - 1
Course overview	You will study the following over the GCSE: Creating theatre, both devised and scripted. Looking at the whole process of page to stage. Drama GCSE is much more than reading from a script and putting on a play. It involves, acting skills, costume, mask, set, sound, lighting and properties design. It is a fully practical hands on course; the written element is about your practical work. You will watch a variety of performances -compulsory element, participate in workshops led by professionals and your teachers, and learn how to design/operate lighting, sound, costume and make-up for the theatre.
Controlled assessment	You will work in small groups to create a devised performance creating your own drama performance from a teacher given stimulus. You will be able to be assessed as an actor or designer. You will keep a performance log of the process and the skills and submit a completed version, written or recorded.
Who should consider this course?	The course is an exciting course for anyone who enjoyed drama in Years 7/8, with a creative flair or an interest in acting or designing for theatre. It will build on confidence, discipline and team work. Giving a real insight into the machinations of the 'world of theatre'.
Expectations of students who study this course	Students will need to commit to taking part in occasional activities, rehearsals and trips (at least one will be compulsory).

ENGINEERING

Year 9 Overview

Engineering in Year 9 is an exciting year during which students develop their skills across a range of activities. The year begins with the completion of a series of technical drawings, which run alongside practical projects where you will manufacture an aluminium try-square, a polymer door sign and a mobile phone model. Year 9 also contains a series of both 2D and 3D CAD (Computer-Aided-Design) units which incorporates the use of the laser cutter.

The main project in Year 9 is the research, design, modelling and manufacture of a working speaker.

Title of qualification	GCSE Design Technology - Engineering
Examination board & specification	AQA Specification Design Technology: Engineering
Assessment	50% Controlled Assessment 50% Written Examination
Examination entry	Grade 9 - 1
Course overview	You will study the many different facets of engineering, including metal and polymer product manufacturing, industry-standard 3D CAD design software, technical drawing and laser cutting.
Controlled assessment	Controlled assessment is started towards the end of Year 10 and takes students through until Year 11. The assessment covers the research, design and manufacture of a working product, and makes use of the skills obtained in the early projects. The context for the product is provided by the exam board, and in the past has seen students manufacture radios and mobile phone speakers.
Who should consider this course?	The course is an interesting and exciting course aimed at students who enjoy design or practical subjects, and are looking to progress into fields including architecture, automotive and aeronautical design, mechanical engineering and game design. The course also serves as an introduction to apprenticeship schemes, and the Blue Coat product design A-level course. Students who pick this course cannot do product design.
Expectations of students who study this course	Students will need to be engaged in their controlled assessment work, and meet the deadlines set by the department. Students will want to work to a high quality in all aspects of their work.
Additional information	Did you know: engineering companies are projected to need approximately 87,000 people with degree qualifications per year. Currently the UK produces only 46,000 engineering graduates each year.

FOOD PREPARATION AND NUTRITION

Year 9 Overview

Food in Year 9 has a large focus on the nutritional aspect of food and ensuring that students understand what makes up a balanced and healthy diet. To achieve this, students cover a wide range of activities during which they complete a series of practical tasks, including breadmaking, portioning and cooking chicken, then varying use of pastry, and foods from different cultures. Students also gain a fantastic understanding of food safety, and food provenance, providing students with an understanding of where food and ingredients are derived from.

Title of qualification	GCSE Food Preparation and Nutrition
Examination board & specification	AQA Specification: 8585
Assessment	<p><u>50% Examination 1 hour 45 minutes (100 marks)</u> Theoretical knowledge of specification subject content.</p> <ul style="list-style-type: none"> • Section A: Multiple choice questions (20 marks) • Section B: contains five questions varying in styles (80 marks) <p><u>50% non-exam assessment (NEA).</u> NEA consists of one food investigation and one food preparation assessment.</p> <p>Food investigation (15%) Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p>Food preparation assessment (35%) Students will plan, prepare, cook and present a three course menu within 3 hours. They will produce a concise portfolio that demonstrates their application of technical skills and their practical outcomes, explain how they planned and carried out the preparation, cooking and presentation of their three final dishes and include an evaluation of cost, the sensory properties and nutritional characteristics of each dish.</p>
Examination entry	No tiers examination paper. Grade 9 - 1.
Course overview	The course will focus on the development and building of practical and theoretical skills. You will be working on more advanced and diverse practical making tasks and experience using equipment to GCSE level in a hands-on learning environment. You will investigate the reasons why ingredients react as they do during food preparation, as well as looking at the nutritional needs of certain groups in society, special diets and ways in which food can be adapted. It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.
Controlled assessment	The NEA tasks will be released on 1 st September (10 hour investigation task) and 1 st November (20 hour food preparation assessment) of the academic year in which it is submitted (the beginning of Year 11). Pupils will have a choice of design tasks and contexts set by the exam board.
Who should consider this course?	The course is aimed at students who enjoy practical learning and working with food and who are interested in careers in catering or nutrition.
Expectations of students who study this course	Students will need to commit to taking part in regular and challenging timed practical work throughout Year 10 and 11 as this is a statutory assessed requirement of the course.

FRENCH

Year 9 Overview

In French, we study festivals and celebrations, free time and leisure including cinema, music and how to describe/arrange outings with friends. We learn how to talk about and give our opinion on digital technology and the internet and we also learn how to describe relationships with friends and family. Towards the end of year 9 we revisit school in more detail including describing buildings, rules and achievements. We revisit past, present and near future tenses and develop understanding of grammar in more detail.

Title of qualification	GCSE French
Examination board & specification	Eduqas (2016)
Assessment	<p>All examined at the end of the course in Year 11:</p> <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%)
Examination entry	<p>Higher Tier – Grade 4 - 9 Foundation Tier – Grade 1 - 5</p> <p>Students are entered at either Foundation or Higher Tier for all 4 examinations</p>
Course overview	<p>You will study three broad areas of content over the course:</p> <p>Theme 1: Identity & culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy French in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GERMAN

Year 9 Overview

In German, we revisit home and local area in the first half term and move on to learning about different types of holidaying in German speaking countries. We develop and extend knowledge about various leisure activities including films and music and introduce the use of social media/technology. Finally, we study relationships with friends and family. Throughout the year, we revisit and consolidate past tense (both perfect and imperfect), present and future tenses and develop understanding of grammar in more detail.

Title of qualification	GCSE German
Examination board & specification	Eduqas (2016)
Assessment	<p>All examined at the end of the course in Year 11:</p> <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%)
Examination entry	<p>Higher Tier – Grade 4 - 9 Foundation Tier – Grade 1 - 5</p> <p>Students are entered at either Foundation or Higher Tier for all 4 examinations</p>
Course overview	<p>You will study three broad areas of content over the course:</p> <p>Theme 1: Identity & culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy German in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GEOGRAPHY

Year 9 Overview

Students will study a variety of contemporary geographical issues from a global perspective including: the sustainable development goal, water scarcity, the frequency of tropical storms and contested borders and the geography of power. Through studying these topics students will continue to work towards being able to answer the key geographical questions of the present day:

- Why is the climate changing and what can we do about it?
- Why is the world so unfair and what can we do about it?
- How are we affecting the oceans and what can we do about it?
- Why are ecosystems important and why should we conserve them?
- Why is there so much conflict in the world and what can we do about it?
- How does water affect our lives?
- Are there too many people living on the earth?
- Why are people vulnerable to natural hazards and what can we do about it?
- How are we connected to the rest of the world?

There is an emphasis on 'what can we do about it' within many of these key questions, our intent being to prepare students to play an active role in 21st century global issues and to develop a cultural understanding of places that are unfamiliar and often overlooked.

Title of qualification	GCSE Geography
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9 - 1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Who should consider this course?	The course is an exciting course for anyone who has an interest in the world around them and is keen to deepen their understanding of global issues. Geographers are good decision-makers, and many go on to work in the professions, business and management. People who study geography are very employable as it is a qualification that universities and employers' value.

HISTORY

Year 9 Overview

All students in Year 9 will study history. Those that choose to specialise in history will study units that build on the knowledge developed in Years 7 and 8 through a study on Conflict in the Middle East as well as the causes and consequences of World War Two. This will enable students to continue to build up the picture of Britain's place in the modern world as well as learn about some of the biggest conflicts across the 20th and 21st centuries.

The study of these topics will provide key opportunities to develop a broader range of analytical skills involving extended writing, source analysis, and the critical consideration of historical interpretations

Those students who choose to specialise in geography in Year 9 will continue to study history one lesson per fortnight and will build upon the knowledge and skills developed in Years 7 and 8 through a historical study on Conflict in the Middle East as well as the causes and consequences of World War Two.

Title of qualification	GCSE History
Examination board & specification	EDEXCEL History
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grade 9 - 1
Course overview	You will study four units over the 2 years: <ol style="list-style-type: none"> 1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city 2. Henry VIII and his ministers, 1509–40 3. Superpower relations and the Cold War, 1941–91 4. Weimar and Nazi Germany, 1918-1939
Who should consider this course?	The course is a challenging but exciting course for anyone who enjoyed history at KS3. Historians are independent thinkers and enquirers, who are skilled at learning, developing and weighing up factual evidence. History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as history, politics, law or international relations at university and are found in a wide range of careers including the professions, business and management.
Expectations of students who study this course	Students will need to commit to wider reading, understanding and learning historical evidence. Students will apply content and skills to a variety of exam questions in which some require extended writing based on the use of sources and/or their own knowledge. Students are also required to regularly edit and improve their work to ensure they create “best answers” which can then be used for revision and also help to continue develop the necessary skills.

ICT - COMPUTER SCIENCE

Year 9 Overview

In Year 9 the main focus will be programming. You will learn, step by step, the fundamentals of the Python language, reinforcing and building on what you learnt in Year 8. This deeper understanding of how to design, create and debug code and programs will enable to code efficiently whilst conforming to industry standards of code layout. Culminating in the creation of your very own adventure game, the course also covers the key elements of computer hardware and will introduce new topics such as computer networks, cyber security, and the legal, social and ethical impacts of computing in society today.

Title of qualification	GCSE Computer Science
Examination board & specification	AQA Computer Science (8525)
Assessment	100% Examination Paper 1: Computational Thinking (Programming) – 120 minutes - 50% of GCSE Paper 2: Theoretical Content – 105 minutes - 50% of GCSE
Examination entry	Two Papers, grading 9 - 1
Course overview	You will learn a range of skills including: <ul style="list-style-type: none"> • How to write practical code through practice and exercises using Python programming language • How computers store and process data • Computer networks • Computer hardware and software • Importance of algorithms in computer science • Basics of Cyber Security • Relational databases and structured query language • Use of computer technology in society • Ethical, Legal and Social Issues
Controlled assessment	N/A
Who should consider this course?	The course is an exciting course for anyone who enjoys problem-solving and logic puzzles. You will be interested in creating your own programs to solve problems.
Expectations of students who study this course	Students will need to practice programming skills as part of homework tasks to develop the confidence and knowledge needed for the controlled assessment tasks.
Additional information	Programming accounts for 50% of the course. Therefore, on average, every one out of two lessons you will be practicing programming using the Python Language. The software used at school is currently Python3 and IDLE. Both are free to download and there are versions for PC, Mac and Linux machines.

MEDIA STUDIES

Year 9 Overview

Media Studies is a discipline and field of study that deals with the content, history, and effects of various media; in particular the mass media. The course Year 9 involves the close analysis of images, sounds and text that we experience through the media. We do this through the study of individual media texts such as films, television shows, music videos, magazines, newspapers, video games and advertisements. The Year 9 course also involves practical work, where you will learn the techniques involved for the production of your own media text. During the Year 9 course you will create a radio advert, film promotional material (print and moving image) and a website using Wix.

Title of qualification	GCSE Media Studies
Examination board & specification	AQA
Assessment	70% Examination 30% Controlled Assessment
Examination entry	Grade 9 - 1
Course overview	<p>GCSE media studies uses four major concepts that form the basis of the subject content:</p> <ul style="list-style-type: none"> • Media language: forms and conventions • Institutions • Audience • Representation <p>Underpinning the key concepts, the subject content is classified according to the following media forms/ platforms:</p> <ul style="list-style-type: none"> • Print and electronic publishing including newspapers, comics, magazines • Moving image: television, film and video • Radio including commercial, network, public broadcasting, community • Web-based technologies/new media including internet, web design, social networking, weblogs, blogs, podcasts, gaming
Controlled assessment	30% Controlled assessment. Practical production project.
Who should consider this course?	The course is an exciting course for anyone who has an interest in learning about the way media products are made and work.
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use the Apple Mac computers.

MUSIC

Year 9 Overview

Our Year 9 cohort will incorporate their understanding of their work undertaken in Year 7 and Year 8, by developing their knowledge of the Musical elements through a variety of different genres. The musical genres shall be visited through the skills of Performing, Composing, Improvising, Critical Engagement and Vocal work. Students shall also look at the contextual development of each genre and incorporate ideas, along with pathways in which individuals can benefit from the understanding of each genre, analysing aspects of SMSC. The Genres chosen to be studied will include a variety of different styles from all periods of Musical History, including Classical, Romantic and 20th Century. Examples of genres are Solo Instrumental Performance, Rock Music, Music within the Cultural Media, Latin American Music, The Western Classical Tradition and Music from the British Isles.

Title of qualification	GCSE Music
Examination board & specification	AQA Specification
Assessment	Component 1: 1 hour 30 minutes listening examination worth 40% of the total marks. NEA (Non-exam assessment): 60% of total marks from two components. Component 2: Performing non-exam assessment worth 30% of the total marks. Component 3: Composing non-exam assessment worth 30% of the total marks.
Examination entry	Grading 9 - 1
Course overview	<ul style="list-style-type: none"> •Understanding music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language. •Performing music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation. •Composing music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions.
Controlled assessment	There is no controlled assessment element in this specification
Who should consider this course?	<p>This GCSE course has been designed to provide structured opportunities for candidates to develop their musical understanding through the interrelated activities of performing, composing, listening and appraising. The flexible assessment structure can be tailored to the needs of candidates whatever their musical background.</p> <p>The areas of study include a range of music from the past and present, including popular, western classical and music from other world cultures. The composing, listening and appraising elements of the course are taught entirely within the classroom. The course is exciting for anyone with an interest in music performance, composing and aural appreciation. Commitment to meeting deadlines and the ability to work independently are essential qualities in successful students who achieve high grades in music.</p>
Expectations of students who study this course	You will be expected to perform on an instrument or through voice to a good standard to take this course. If you don't have instrumental music lessons, you should consider starting as soon as possible, as performance is a very large part of the course.

PHYSICAL EDUCATION

There are two different PE qualifications available:

- Level 1/2 Cambridge National Certificate in Sport Studies
- Level 1/2 Cambridge National Certificate in Sport Science

Both qualifications are equivalent to GCSE.

All students study the same course in Year 9 and then students will specialise in either Sport Studies or Sport Science in Year 10.

Students should just write **physical education** on their options sheet they do not need to indicate which specific course is their preference at this stage.

The following information applies to both physical education courses

Who should consider this course?	This is an exciting course for anyone who has a passion for sport. It will benefit those seeking a career in areas such as PE teaching, coaching, personal training, sports management, sports science and many more!
Expectations of students who study this course	Due to the practical nature of the sport studies course, practical performance is continually assessed throughout the duration of the course. The sport science course also has a practical element within the coursework, therefore, it is vital that you are willing and able to participate in all practical lessons. For the sport studies course, it is also advantageous to be involved in sport outside of school.

PHYSICAL EDUCATION (SPORTS STUDIES)

Year 9 Overview

In Year 9, pupils will continue to develop and master their skills in a range of sports and activities where they will also continue to evaluate and improve performance. They will explore the positive effects that exercise can have on their physical, mental and social wellbeing. They will undertake a fitness project where they will learn about principles of training, training methods and fitness testing. They will then apply their knowledge of these areas to develop and trial training programmes in a practical setting. Finally, pupils will explore how to access sport and sports news through the media and will compare coverage of different sporting events.

Title of qualification	Level 1/2 Cambridge National Certificate in Sport Studies
Examination board & specification	OCR J813
Assessment	25% Practical performance 25% Examination 50% Coursework (some of which is done in a practical setting)
Examination entry	Grading is Pass – Distinction*
Course overview	<p>For your practical performance, you will be assessed in a range of different sports as a participant and an official. Your grade will come from your best individual sport, best team sport and best officiating performance. As part of this unit, you will also be required to analyse your own performance, giving strengths, weaknesses and methods for improvement.</p> <p>You will also be practically assessed as a leader. You will develop the knowledge, understanding and practical skills required to be an effective leader in a range of sports for which you will plan, deliver and evaluate your sessions.</p> <p>The examination content covers a range of current issues such as:</p> <ul style="list-style-type: none"> - The reasons for differing participation levels for diverse groups of people - The popularity of sports and how the media and role models can affect this - The role of sport in promoting values such as fair play - The Olympic and Paralympic movement - The use of performance enhancing drugs in sport - The importance of hosting major sporting events - The role of National Governing Bodies in developing elite performers <p>The coursework covers the impact the media has on sport, how this has changed over the years and the effect on public interest and involvement.</p>

PHYSICAL EDUCATION (SPORTS SCIENCE)

Year 9 Overview

In Year 9, pupils will continue to develop and master their skills in a range of sports and activities where they will also continue to evaluate and improve performance. They will explore the positive effects that exercise can have on their physical, mental and social wellbeing. They will undertake a fitness project where they will learn about principles of training, training methods and fitness testing. They will then apply their knowledge of these areas to develop and trial training programmes in a practical setting. Finally, pupils will explore how to access sport and sports news through the media and will compare coverage of different sporting events.

Title of qualification	Level 1/2 Cambridge National Certificate in Sport Science
Examination board & specification	OCR J812
Assessment	25% Examination 75% Coursework (some of which is done in a practical setting)
Examination entry	Grading is Pass – Distinction*
Course overview	<p>The examination content is all about reducing the risk of sporting injuries:</p> <ul style="list-style-type: none"> • Internal and external factors that can increase the risk of injury • Risk assessments • Warm up and cool down • Acute and chronic injuries • How to respond to injuries and medical conditions in a sporting context <p>There are 3 elements of the coursework:</p> <p>Applying the principles of training to a sporting situation (in a practical setting)</p> <ul style="list-style-type: none"> • The principles of training in a sporting context • How training methods target different fitness components • Conducting fitness tests and interpreting the data • Developing fitness training programmes <p>The body's response to physical activity</p> <ul style="list-style-type: none"> • The key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles • The importance of the musculo-skeletal and cardio-respiratory systems in health and fitness • The short and long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems <p>Sports nutrition</p> <ul style="list-style-type: none"> • The nutrients required for a healthy balanced diet • The importance of sports nutrition • The effects of poor diet on sporting performance and participation • Developing diet plans for performers

PRODUCT DESIGN

Year 9 Overview

Product Design in Year 9 consists of several interesting projects and activities designed to develop your skills and knowledge whilst testing your abilities. The initial projects are based around the design and manufacture of a polymer product, using technical drawings, the use of 2D CAD (Computer-Aided-Design) and the laser cutter. The use of rendered concept sketches, card and foam modelling and a wide variety of prototyping methods are covered.

The main project in Year 9 is the research, design, modelling and manufacture of a working USB-powered lamp.

Title of qualification	GCSE Product Design
Examination board & specification	AQA Specification Design and Technology: Product Design
Assessment	50% Examination. The paper has two sections; Section A relates to the design context and section B relates to the research context and general course specification. 50% Controlled Assessment. This is in the form of an extended design and make project. It will evidence your research, design and practical work.
Examination entry	Grading 9 - 1
Course overview	The product design course is an exciting course where you will develop your designing and practical skills for success at GCSE level. You will learn to use 2D design software and programme the laser cutter to manufacture your work and develop your Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills. We will work to develop your creativity and innovation by completing a series of hands on design and manufacturing projects as well your ability to work independently in all aspects of your work. You will study a range of design topics over the 2 years including: <ul style="list-style-type: none"> • Understanding materials and processes • Product evolution and development • Design development and communication skills including CAD, laser cutting • Working with a range of materials to produce products
Controlled assessment	Controlled assessment starts at the end of Year 10 and will be completed by Easter of Year 11. It takes place in lessons under the supervision and guidance of the class teacher. Pupils will have a choice of design tasks and contexts set by the exam board for this controlled assessment project.
Who should consider this course?	This course is suited to students who enjoy being creative and developing their own designs. It is the ideal preparation for the product design A level in our 6th form and can lead to a wide range of design based degrees at university including; product design, interior design, architecture, furniture design, jewellery design and many more exciting career pathways. Students who pick this course cannot do engineering.
Expectations of students who study this course	Students will need to commit to their controlled assessment project fully, meet all the deadlines set and be able to work hard to produce work of the highest quality they can.
Additional information	GCSE product design leads onto A level product design at Blue Coat. There are lots of university courses that lead to creative careers, including product design, car design, architecture, interior design to name a few.

SOCIOLOGY

Year 9 Overview

In Year 9 sociology, students are introduced to the important social variables such as ethnicity, gender, age and class. They learn how societies are affected by social issues, structures and processes, and begin to research the basics of different sociological perspectives. Students learn about socialisation and why we behave the way we do, as well as concepts such as globalisation and cultural diversity. These are the foundations of sociology and help students understand the underpinning principles of the subject. Once they understand the basics, they study research methods to understand the practical work of sociologists, practicing several of the methods themselves.

Title of qualification	GCSE Sociology
Examination board & specification	AQA Specification GCSE Sociology
Assessment	100% Examination Unit 1: Family, Education and Research Methods (50%) Unit 2: Crime and Deviance, Inequality and Research Methods (50%)
Examination entry	Grade 9 - 1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • How families and gender roles have changed in society today • Why educational differences exist between children of different class, gender and ethnic backgrounds • How sociologists research topic areas in society and the problems with researching human behavior in this way • How and why levels of inequality exist and what factors can cause it to continue • How and why people may commit crime or become deviant in society
Who should consider this course?	Sociology is a thought provoking and insightful course into real life issues and why they occur. Many students that study sociology continue on into A level and can eventually pursue careers in social work, politics, teaching and legal professions. This course is brilliant for those students that want to expand their minds and consider why things happen the way they do in society.
Expectations of students who study this course	Students will need to fully commit to learning the material, for example the sociological theories and concepts. As well as this they should try to become more actively engaged in the news and current affairs- taking a keener interest in what is going on in society.

FURTHER INFORMATION

Page No.	Title of qualification	Further Information
7	GCSE Geography	AQA website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035
8	GCSE History	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
10	GCSE French	Eduqas website: https://www.eduqas.co.uk/qualifications/french/gcse/
11	GCSE German	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html
13	GCSE Art and Design (Fine Art)	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/artcraftsdesign.aspx
14	GCSE Art and Design Photography	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
15	GCSE Art & Design Textiles	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
16	GCSE Business Studies	AQA website: https://www.aqa.org.uk/subjects/business/gcse/business-8132
17	Cambridge Nationals Creative iMedia	OCR Website: https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/
18	Child Development	OCR website: https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/
19	Construction Level 1/2 Planning and Maintaining the Built Environment	Eduqas Website: https://www.eduqas.co.uk/qualifications/constructing-the-built-environment/
20	GCSE Drama	AQA website: https://www.aqa.org.uk/subjects/drama/gcse/drama-8261
21	GCSE Design Technology: Engineering	AQA website: http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552

22	GCSE Food Preparation and Nutrition	AQA website: http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585
23	GCSE French	Eduqas website: https://www.eduqas.co.uk/qualifications/french/gcse/
24	GCSE German	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html
25	GCSE Geography	AQA website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035
26	GCSE History	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
27	GCSE ICT - Computer Science	AQA website: https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525
28	GCSE Media Studies	AQA website: http://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572
29	GCSE Music	AQA website: http://www.aqa.org.uk/subjects/music/gcse/music-8271
30-32	Physical Education (Sports Science and Sports Studies)	OCR website: http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813/
33	GCSE Design Technology: Product Design	AQA website: http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552
34	GCSE Sociology	AQA website: http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192

Please complete the 'Choices Form' on the opposite page. This should then be handed to your form tutor when you return to school following the lifting of the lockdown restrictions.

Please note only the completed form needs to be returned and not the whole booklet.



The deadline for all choices to be submitted is Tuesday 16th March 2021.

YEAR 9 CHOICES 2021

Surname: First name:

Form:

Option 1 Humanities	History (specialism)	
	Geography (specialism)	
Option 2 Languages	French	
	German	
<p>Please select three free choices below in order of preference.</p> <p>We cannot guarantee that you will be awarded options 3 & 4. In the vast majority of cases, students will be given two choices from the three below.</p>		
Option 3		
Option 4		
Option 5		

I have agreed the options choices of my son / daughter and understand that any two of the three choices (options 3-5) may be allocated for study next year. The school will make every effort to ensure that the overwhelming majority of students will receive two of their three choices.

Signed: (Student)

Signed: (Parent/Guardian/Carer)

38 PLEASE RETURN THIS FORM (not the whole booklet) TO YOUR FORM TUTOR BY

TUESDAY 16TH MARCH 2021