



# Year 9 Options 2022



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## Introduction

This booklet aims to describe the elements of the curriculum that **students who are currently in Year 9 will study during Years 10 and 11 (September 2022 to June 2024)**.

A large part of the curriculum is compulsory for all students but there is also an element of choice which means that students can shape their own learning programme in KS4 according to their interests and future education and career aspirations. The procedure for selecting option subjects is explained in these pages. GCSE, BTEC, OCR National and Technical qualification are available; the style of each of these courses is very different. Please spend some time reading this information to help your son/daughter make the best choices.

The “option procedure” begins in the Spring Term and during the Summer Term the academy works very hard to make student choices possible. At The Vale Academy we are keen to make the decision making process as easy as possible and to ensure that the right decisions are made.

The Government introduced the “English Baccalaureate” (Ebacc for short) in 2010. This groups together five subjects. The students deemed to have achieved the “English Baccalaureate” will be those students who achieve GCSE grade 5 or above in English, Mathematics, Science (x2), a Modern Foreign Language, Geography or History. In the future this may be considered as an additional factor by employers and higher education establishments. We have adapted our option system to reflect this national change. This reinforces our recommendation that The Vale Academy students have a broad and balanced curriculum.

Whatever courses students eventually follow, the staff, with the help of parents/ carers, will encourage each individual to achieve his or her best with academic excellence and suitable progression rates into the Sixth Form or further education/ training being the ultimate aim. The Vale Academy has an excellent record of examination success which we will strive to maintain.

## Qualifications

***Key Stage 4 is the name given to the period of education during Years 10 and 11. A range of qualifications is available to ensure students achieve the best possible grades to match individual levels of ability and aptitude***

### Qualifications in Key Stage 4

- ***General Certificate of Secondary Education (GCSE)*** Key Stage 4 of the National Curriculum is usually assessed in terms of GCSEs. GCSEs are linear, which means that students are assessed through terminal examinations taken at the end of the course. The majority of courses offered will be of this type.

- *National Council for Further Education (NCFE), Cambridge National and British Technology and Education Council (BTEC)* these are Level 2 qualifications, which means that they are equivalent to GCSE at grade 4 or above and they offer on-going assessment of academic achievement. These courses predominantly are examined through assignments at regular intervals with an examination at some point throughout the course. They are more vocational in nature. A BTEC, Cambridge National or NCFE 'Pass' is equivalent to one GCSE at grade 4.

### The English Baccalaureate

- The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where students have secured a grade 5 or better across five core academic subjects – English, mathematics, history or geography, the sciences and a language.

The subjects included are designed to enable all students to have the opportunity to study a broad range of subjects, ensuring that doors are not closed off to them in terms of future progression. These are the subjects most likely to be required or preferred for entry to degree courses. For these reasons, the English Baccalaureate route is highly recommended for, although not exclusive to, an identified group of students.

### Progress and Attainment 8 Measures

- The Progress 8 and Attainment 8 measures are the Key Performance Measures for secondary schools. The “8” relates to the number and type of qualification students must achieve at the end of Year 11. Two of the qualifications must be GCSE English and GCSE Maths. Three further qualifications must come from GCSEs in the Sciences (including Computer Science), MFL or Humanities. The final three other qualifications can come from any other GCSE or approved Level 2 qualification.

### Raising of the Participation Age

- Changes in government legislation mean that your daughter/son must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until her/his 18th birthday.

## Commitment to study and Controlled Conditions

A commitment to study is essential to success.

This means hard work in school and at home. Students can expect an increased homework load during these important years. All courses have substantial elements of preparation work to be done at home too.

Employers and institutions of further and higher education will be impressed by **good grades**. They are keen to recruit people who have demonstrated the ability to work hard,

who are reliable and trustworthy and who can contribute to the society in which they live and work. We therefore regard it as important that students continue to participate in extra-curricular activities (although it may be necessary to curtail these at times approaching examinations).

Good attendance at school is also vital to this success. It is also something that employers ask about in a reference.

## **Non-Examined Assessment**

### **What is non-examined assessment (NEA)?**

Non-examined assessment is a form of internal assessment of the work of some of the course.

Very few GCSEs now contain non-examined assessments, however they still apply to the practical elements of some courses.

The percentage of non-examined assessment depends on the range of skills to be assessed and the most effective way of assessing them. Further details about non-examined assessment are outlined as part of the information provided by each curriculum area.

## How much choice is there?

### Core Subjects

These are subjects that are compulsory and must be taken by all students. The core subjects are:

- English Language **and** English Literature
- Mathematics
- Science Trilogy
- Spanish / Numeracy / literacy intervention
- Core Physical Education (non-examination)

The format, type of assessment and qualification to be awarded in each subject will depend on the learning preferences of students. Details can be found on the individual curriculum area pages.

### The importance of the core subjects

Society and the Government have increasingly put more emphasis on literacy, numeracy and the core subjects of English, maths and science. Admissions tutors in Further and Higher Education, as well as Personnel Officers in the world of work, want to know first and foremost how many GCSEs a student achieved including English and Maths. The levels attained in Science quickly follow. Whilst we obviously want potential to be fully realised in each subject studied, a top priority must be to ensure every student gets the highest grade attainable in these core subjects.

In order to meet the Government's desire for a broad and balanced curriculum one of the options must be an Ebacc subject, either; history, geography, French or computer science.

Students will receive a minimum of 16 hours teaching per week on the Core subjects throughout Key Stage 4.

## Where can I get further information about options?

In order to make sound choices, students must be well informed.

INFORMATION can be obtained from a variety of sources:

1. Careers Inc – an independent careers advisor comes into the academy each Tuesday to speak with students if they wish. If you would like an appointment, please see Mr West / Mrs Noon and they will organise this for you.
2. Subject staff are happy to tell students as much as they need to know about KS4 courses in their departments. Curriculum Leaders and other key staff will be able to advise at the Options Evening.
3. Form Tutors and Learning Managers are always willing to discuss plans and any problems an individual may be experiencing.
4. Start Profile - available online at [www.startprofile.com](http://www.startprofile.com) will give advice on option choices and career paths. All Year 9 students will be issued with login details and information about how to use the website.



## Careers Education Information Advice and Guidance (CEIAG)



The Prospects Quality Award is nationally validated by the Quality in Careers Standard (QICS)



Independent Careers

## **Advice and Guidance**

The academy has an independent careers advisor from Careers Inc. The careers advisors will be available at parents' evenings. Careers Inc provide a careers service to offer a 1:1 appointment for all students as they select their post-16 options.

## **EPC Programme**

Each year group has a number of careers related activities and assemblies built into their EPC programme to help students understand their options and support them to make choices in later life. The focus of the Year 9 EPC programme for this half term is on career choices and what you need to do to achieve them.

## **Careers Area of the Vale Academy website**

The careers section of the Vale Academy website has been further developed this year to assist all year groups to carry out independent research on colleges, careers and apprenticeships. There are lots of useful links to further education colleges, organisation websites such as the ECITB, Law Society, NHS etc., links to the government independent careers advice, advice on universities and much more. For students wanting to research apprenticeships, there are also links to the national apprenticeship site and organisations such as the ECITB etc. There is also a documents section where advice on interviews, creating CVs, completing applications etc. is available. Please encourage your child to use this area throughout their time at the academy as a source of information. It can be accessed by going to the Vale Academy website Homepage – Careers. We would encourage you to use this resource with your child.

## **Careers Team**

All Year 9 students will be added to the TVA careers Portal in Microsoft Teams, where they will receive up to date information on further and higher education providers, employers and apprenticeship opportunities throughout Key Stage 4. This will help them consider what they are working towards Post 16 and to be aware of what grades and personal skills/qualities they will need in order to get to where they want to be.

## **Industry and College Events**

Usually we have a number of events organised that will help students make their choices. These can be industry based such as visits to local industry, visits to careers fairs, guest speakers within college etc. Obviously, these have not taken place during the Pandemic. We are now organising these visits again and are hoping to visit local universities and colleges later in the year.

## Calendar of key dates

| <i>Calendar of Key Dates</i>                   |  |
|--|--|
| <b>Week beginning Monday 7<br/>March 2022</b>  | Year 9 Options Process starts                    |
| <b>Week beginning Monday 14<br/>March 2022</b> | Year 9 assemblies to start.                      |
| <b>Tuesday 19 April 2022</b>                   | Deadline for handing in Options form.            |
| <b>Summer Term</b>                             | Students informed of their final option choices. |

## Core: English – GCSE English Language and GCSE English Literature

The English Faculty offers students the opportunity to study GCSE English Language and GCSE English Literature. We use the Eduqas exam board for both English Language and English Literature and students receive 2 GCSE grades.

**Exam Board: Eduqas**

**Website:** [www.eduqas.co.uk](http://www.eduqas.co.uk)

### Course Description

The English Language GCSE will enable students to read a range of high-quality literature and non-fiction texts from a range of genres and types. There is an emphasis on spelling, punctuation and grammar including the use of a wide range of vocabulary.

The English Literature GCSE will enable students to read a wide range of classic literature including, a 19th century novel, a play by Shakespeare, a selection of poetry and a piece of modern drama.

### Course Content

#### GCSE English Language

The course will be assessed by:

- **Component 1: Twentieth Century Literature Reading and Creative Prose Writing**  
Written examination: 1 hour 45 minutes

Reading of a twentieth century prose extract and a creative writing task.

- **Component 2: Nineteenth and Twenty First Century Non-Fiction Reading and Transactional/Persuasive Writing**  
Written examination: 2 hours

Reading of two non-fiction extracts and two non-fiction writing tasks

- **Component 3: Spoken Language**

Non- exam assessment

A presentation/ speech.

#### GCSE English Literature

The course will be assessed by:-

- **Component 1: Shakespeare and Poetry** Written examination: 2 hours

Students will study 'Macbeth' and a selection of poetry.

- **Component 2: Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry**  
Written examination: 2 hours 30 minutes

Students will study 'A Christmas Carol' and 'An Inspector Calls'.

### Possible Careers and Further Education

GCSE English Language and Literature are vital qualifications for equipping students with the necessary reading, writing and communication skills they will need when progressing

into employment and/or higher education. Not only are these skills essential in many careers, but they also underpin successful study at all levels.

Therefore, English is invaluable for the future no matter what students are aiming for. A good command of the spoken and written word will help every day and will benefit all the other GCSEs too.

English is a must have subject for college, university and work and life!

English will help students to:

- work independently
- be creative
- think critically
- communicate ideas with confidence
- think logically

Brigg Sixth Form offers AS/A2 level English Literature, AS/A2 Level English Language and AS/A2 Level Media Studies all of which provide a natural progression for students who achieve highly in English.

GCSE English could help you land that dream job! Sports journalist, lawyer, film director, public relations executive, fashion journalist, author, newsreader, politician, actor... the list is endless.

**For further information please contact: -**

**Mr M O'Neill: Curriculum Leader English**

## Core: Maths - GCSE Mathematics

*In Maths, students follow either a Foundation or a Higher-level course, according to their ability.*

Exam Board: Edexcel

Website: [www.edexcel.com](http://www.edexcel.com)

### Course Description

The course aims to develop students' skills in number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. These are essential skills which will support students' learning across the curriculum.

In number, students will develop the ability to understand and manipulate numbers in context. They will develop skills of accuracy in number as well as working with percentages, fractions and decimal numbers. In algebra, students will develop skills such as notation, manipulating expressions, solving equations, graphs and sequences. Geometry and measures include construction, mensuration and vectors. With data handling, students will learn to analyse information and how it relates to different situations.

### Assessment Format

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. The first paper is a non-calculator paper whilst a calculator is allowed for both the second and third papers. Each paper is 1 hour and 30 minutes long and has a maximum of 80 marks available.

### Possible Careers and Further Education

Achievement in Maths is essential for all career paths but particularly beneficial for careers in accountancy, architecture, business, banking, computing, dentistry, engineering and retail management. Brigg Sixth Form delivers courses in A Level Mathematics as well as Further Mathematics both of which provide appropriate progression for students who achieve highly in maths.

**For further information please contact:-**

**Mr J Teanby - Curriculum Leader Mathematics**

## Core: Combined Science - GCSE Combined Science: Trilogy

***GCSE Science Combined Science provides a Key Stage 4 science course for students of any ability, whether they intend to study science further or not. The specification presents biology, chemistry and physics in separate teaching and learning units with the practical aspects of science taught throughout and assessed in the final examinations.***

***This course provides a firm foundation for progression to AS and A-level Science. In GCSE Combined Science: Trilogy, biology, chemistry and physics can be taught separately by subject specialists, as the content is not integrated but is presented in discrete units. By following this course students will achieve two separate GCSE grades in science.***

Exam Board: AQA

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Course Description

Students studying Combined Science: Trilogy will cover the three science disciplines in the traditional fashion, covering aspects of biology, chemistry and physics. Combined Science: Trilogy takes a logical and coherent journey throughout the familiar and new content. Students will also be required to complete 16 key practical tasks which will be assessed as part of the final examination.

For selected students from Sets 1 and 2 there will be the opportunity to study separate GCSEs in Biology, Chemistry and Physics. Students considering undertaking science A Levels or science related degrees are highly recommended to choose the separate science option. This will be offered as one of the option subjects and anyone interested should speak to the Science department for more information and to discuss each individual's suitability for the course.

### Assessment Format

The examinations will test the content of units in Biology, Chemistry and Physics in equal weighting.

Trilogy will consist of six 1 hour 15 minute papers, two for each biology, chemistry and physics. Separate science will consist of six 1 hour 45 minute papers, two for each biology, chemistry and physics.

### Possible Careers and Further Education

Students who achieve a 6 grade or above in the sciences will be able to follow any of the A-Level science courses, all of which are delivered at Brigg Sixth Form. High achievement in this area could lead to employment in medicine, veterinary science, research and development, environmental science, astronomy, biochemistry, chemical engineering, genetics and microbiology to name but a few.

### For further information please contact :-

Mr M Court - Curriculum Leader Science

## Core: PE – Core PE

***All students continue to take part in Core Physical Education in Key Stage 4 alongside their option choices.***

In Year 9, students will build on the skills, tactics and strategies acquired previously and will be introduced to new activities such as volleyball, softball and handball.

During Years 10 and 11 students will continue to follow a curriculum that offers a wide variety of games, including both individual and team games with an options programme giving students an element of choice in order to encourage students to have lifelong participation in sport.

Students will also be encouraged to take on other roles within their lessons such as coach, official and leader and where timetabling allows they will have access to using the facilities at the Ancholme Leisure Centre and Brigg Recreational Ground.

A great deal of importance is also placed on educating the students in the need to take frequent physical exercise conducive to leading a healthy lifestyle, and in this respect they will take part in a health related fitness unit in all three years.

### Possible Careers and Further Education

Core physical education helps to develop the key social skills that employers are looking for as many activities take place within groups and have an element of competition. Developing leadership skills and subject knowledge will enable students to have the confidence and understanding to take part in sports coaching or officiating awards.

**For further information please contact :-**

**Mr M Neal - Curriculum Leader for PE**



## Core: Spanish – GCSE Spanish

*The Modern Foreign Languages Faculty is offering GCSE Spanish this year. In order to take GCSE Spanish, students must have studied it already in Years 7, 8 & 9. In addition, they must show a commitment and passion for studying languages and be independent learners when it comes to learning vocabulary and grammar.*

**Exam Board: AQA**

**Website: [www.aqa.org.uk](http://www.aqa.org.uk)**

### Course Description

The content of the new GCSE course is much more interesting and relevant for today's teenagers. The new AQA GCSE course will give equal emphasis on the four skills: reading, listening, speaking and writing. Students study 3 themes:

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

### Assessment Format

GCSE Spanish consists of 4 skill areas:

- Listening = worth 25%
- Reading = worth 25%
- Speaking = worth 25%
- Writing = worth 25%

Listening, Reading, Speaking and Writing will be assessed at the end of Year 11. Students will take 1 exam in each of the 4 skills and all 4 exams are marked by the exam board. There is no more controlled assessment so strong exam performance is going to be vital. Exams will be taken at either foundation or higher tier but students have to take all 4 exams at the same tier, it is not possible to do different exams at different tiers. Foundation exams go up to grade 5, higher tier exams go up to grade 9 and are more challenging.

### Possible Careers and Further Education

After GCSE, A level Spanish can be studied and following on from that, as a single or joint honours degree. Teaching, translating and the travel industry are the obvious career choices that spring to mind, however, technology has opened up the world! People might be based in Lincolnshire yet email offices in Madrid, Sevilla and South America! Any job done in the UK can be done abroad; the foreign language will simply be the means of communication. Spanish can be connected with many careers, law, accountancy, engineering etc. So your son/daughter could be an accountant in Barcelona, a physiotherapist for Real Madrid, an engineer for Seat, the possibilities are endless!

**For further information please contact:-**

**Mrs G Perseu – Curriculum Leader MFL**

## Ebacc subject / option: History – GCSE History

*The study of GCSE History at The Vale Academy inspires students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, prepares them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past also helps them to understand their own identity and significant aspects of the world in which they live, and provides them with the basis for further wider learning and study.*

**Exam Board: Edexcel**

**Website: [www.qualifications.pearson.com](http://www.qualifications.pearson.com)**

### Course Description

The Edexcel GCSE syllabus includes a thematic study, spanning medieval, early modern and modern history. Students also have the opportunity to study different eras in depth and analyse their historic environments through source evidence.

Questions encourage an issues-based and investigative approach to the content. The course gives candidates opportunities to investigate historical questions by evaluating sources and historical interpretations, using them to reach reasoned conclusions

### Content

**Students will study the following topics:**

|  |     |  |  |
|--|-----|--|--|
| Paper 1<br>Thematic study and historic environment | 30% | Thematic Study (20%) with Historic environment (10%) | Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. |
| Paper 2<br>Period study and British depths study   | 40% | British depth study (20%)<br><br>Period study (20%)  | Anglo-Saxon and Norman England, c1060-88<br><br>The American West, c1835–c1895   |
| Paper 3<br>Modern depth study                      | 30% | Modern depth study (30%)                             | Weimar and Nazi Germany, 1918-39   |

### Assessment Format

Students will be examined externally in three exam papers. All grades (1-9) are available to all students as these are not tiered exams.

### Possible Careers and Further Education

Gaining a good grade in this subject will enable students to follow the AS and A level courses in Brigg Sixth Form. History develops a number of skills, such as analysis, evaluation and discussion, which are useful in many careers. As a highly respected academic subject any of the major professions accept, if not encourage, students to study History, notably law, journalism and media.

**For further information please contact:- Mrs L Greaves Curriculum Leader**

## Ebacc subject / option: Geography – GCSE Geography

GCSE Geography focuses the minds of students on the geographical issues that are relevant to their generation. Students have the opportunity to consider stakeholder views on a variety of geographical issues and, in doing so, become knowledgeable, yet critical, geographers.

Are you interested in the world around you? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left the academy? There has never been a better time to study Geography. It leads to a qualification which links with many other subjects and is highly valued by employers.

**Exam Board: AQA Geography 1-9**

**Website: [www.aqa.co.uk](http://www.aqa.co.uk)**

### Course Description

The GCSE course will build on students' KS3 knowledge by:

- Broadening and deepening understanding of location
- Emphasising the importance of human-physical relationships
- Increasing involvement in planning and undertaking geographical investigations, including fieldwork.
- Enhancing competence in a range of intellectual and communication skills.

**The course will investigate three key areas:-**

| Living with the physical environment-  | Challenges in the human environment-  | Geographical Skills  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Challenges of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes in the UK</li> </ul> | <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management.</li> </ul> | <ul style="list-style-type: none"> <li>• Cartographic skills</li> <li>• Graphical skills</li> <li>• Numerical/ statistical skills</li> </ul> |

Students will study these topics over the course of three years. Examinations will take place at the end of Y11. Students will also be required to undertake **compulsory** fieldwork as part of the course requirements. There will also be opportunities for additional (optional) fieldwork across the country.

### Assessment Format

Students will be assessed at the end of the course (Y11) through a series exams. There will be three examinations in this course:-

**Paper 1** – Living with the physical environment (1 hour 30)

**Paper 2** – Challenges in the human environment (1 hour 30)

**Paper 3 – Geographical applications (1 hour 15)**

**Possible Careers and Further Education**

AS and A Level Geography may be studied at Brigg Sixth Form. Geography has links with many subjects both 'Arts' and 'Sciences' and is taken at A Level with a wide variety of subjects leading to diverse careers in such areas as business, marketing, leisure, environmental management, planning and civil engineering, pilots, GIS, Renewable energy.

**For further information please contact:-** Mrs L Greaves Curriculum Leader or Mrs E Turgoose Geography Lead



## Option Subject : Computer Science – GCSE Computer Science

The Computing Faculty offers OCR Computer Science GCSE

### Course Description

During this course you will develop your understanding of current and emerging technologies, look at the use of algorithms in computer programs and become independent and discerning users of IT.

Students will be expected to acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts as well as develop computer programs to solve problems.

You will be expected to evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Computer Science is a great way to develop critical thinking, analysis and problem solving skills, which can be transferred to further learning and to everyday life.

### Assessment Format

This course is currently assessed via two modules:-

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| <p><b>Computer Systems (COMP1) – Exam 50%</b></p> <p>This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.</p> | <p><b>Computational thinking, algorithms and programming (COMP2) Examination 50%</b></p> <p>This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.</p> <p>It is expected that learners will draw on this underpinning content when completing independent practical programming tasks</p> | <p><b>Practical Programming</b></p> <p>All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study.</p> <p>Students may draw on some of the content in both components when engaged in Practical Programming.</p> |
|---|---|--|

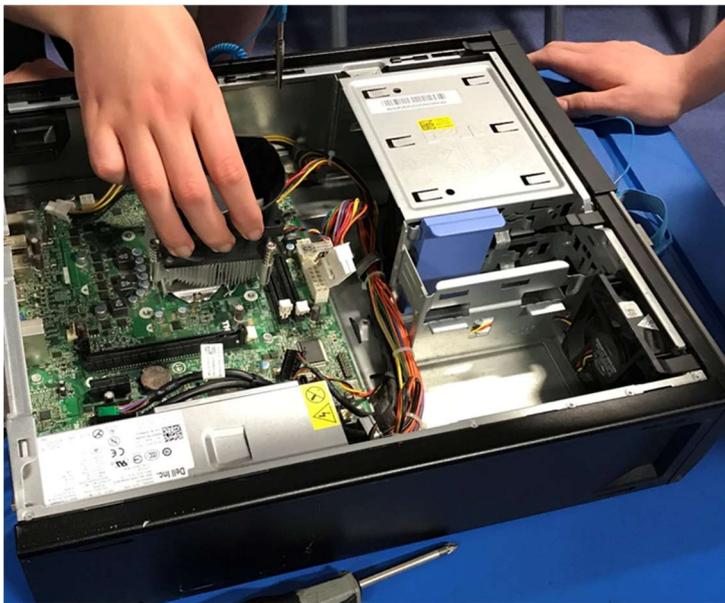
### **Possible Careers and Further Education**

GCSE qualifications are general qualifications which enable your son/daughter to progress either directly to employment, or to proceed to Brigg Sixth Form Level 3 qualifications such as A Level Computer Science.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved, however, your son/daughter may wish to take a vocational qualification e.g. CTEC Level 3 in IT with or without programming units which will support the work that has been covered during his/her GCSE.

### **For further information please contact:-**

**Mr D Burrin - Curriculum Leader Computer Science and ICT**



## Option Subject : IT – Cambridge National IT (Level 2)

The Computing Faculty offers OCR Cambridge National IT (Level 2)

### Course Description

Our Cambridge National in IT will encourage students to:

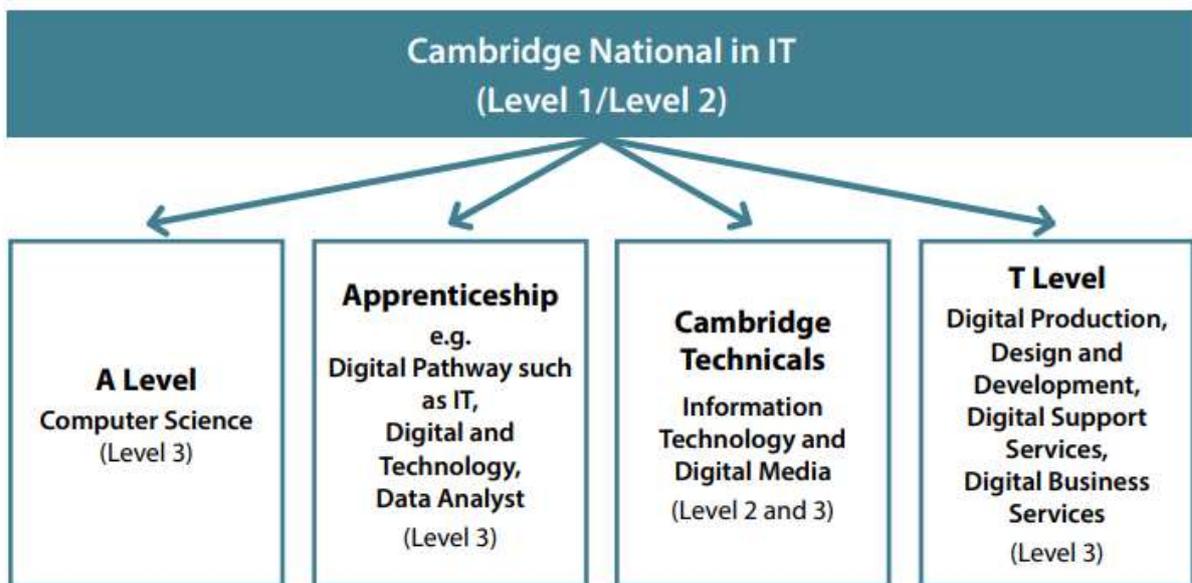
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| <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality</li> <li>• Understand, apply and use IT appropriately and effectively for the purpose and audience</li> <li>• Develop learning and practical skills that can be applied to real-life contexts and work situations</li> <li>• Think creatively, innovatively, analytically, logically and critically</li> </ul> | <ul style="list-style-type: none"> <li>• Develop independence and confidence in using skills that would be relevant to the IT sector and more widely</li> <li>• Plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience</li> <li>• understand the impacts of digital technologies on the individual, organisation and wider society</li> </ul> |
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### Assessment Format

|   |  |  |
|---|--|--|
| <p><b>This course is currently assessed via 3 Modules</b></p> <p><b>R050 IT in the Digital World (Exam 40%)</b><br/>In this unit you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products.</p> <p>You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.</p> | <p><b>R060 Data manipulation using Spreadsheets (NEA 30%)</b><br/>Data manipulation is an important part of many job roles, supporting development and growth in different sectors. Businesses in different sectors such as IT, finance, retail, hospitality, education and government all manipulate data for different purposes.</p> <p>Spreadsheet applications are commonly used to create input, processing and output solutions which manipulate data</p> <p>In this unit you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to</p> | <p><b>R070 Using Augmented Reality to present information (NEA 30%)</b><br/>Augmented Reality (AR) has made it possible to present information so that users can see more detail in items/ products with 2D or 3D images and can place the item digitally in their surroundings. AR provides increased engagement, interaction and a richer user experience.</p> <p>Businesses in different sectors such as IT, architecture, retail and hospitality, education and government are presenting information and/or products in a digital world using a range of digital devices.</p> <p>Augmented Reality software development kits (SDK) are used to create the AR product for different contexts</p> |
|---|--|--|

|  |  |   |
|--|--|---|
|  | <p>create a spreadsheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements.</p> | <p>In this unit you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information.</p> <p>You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices.</p> <p>You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.</p> |
|--|--|---|

**Possible Careers and Further Education**



**For further information please contact:-**

Mr D Burrin - Curriculum Leader Computer Science and ICT



## Option Subject: Food - GCSE Food Preparation and Nutrition

*In Key Stage 4 Food we offer opportunities for students to:*

- *learn about nutrition;*
- *learn about food commodities, food provenance and choice*
- *learn about cooking and food preparation*
- *learn about the science of cooking*

**Exam Board: EDUQAS**

**Website: [www.eduqas.co.uk](http://www.eduqas.co.uk)**

### Course Description

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Students will cover the following areas.

- |                               |                                  |                            |
|-------------------------------|----------------------------------|----------------------------|
| • Principles of nutrition     | • Food provenance and food waste | • Food commodities         |
| • Diet and good health        | • Technological developments     | • Practical cooking skills |
| • The science of cooking food | • Factors affecting food choice  |                            |
| • Food spoilage               |                                  |                            |

Students will also complete their Food Hygiene Certificate Level 2 over the three years. The course requires students to provide their own ingredients on a weekly basis. Students are assessed throughout the year and a grade is given at the end of each project.

### Assessment Format

|  |   |   |  |
|--|---|---|--|
| <p><b>Component 1: Principles of Food Preparation and Nutrition</b><br/>Written examination: 1 hour 45 minutes, 50% of qualification</p> | <p><b>Component 2: Food Preparation and Nutrition in Action</b><br/>Two pieces of controlled assessment, 50% of qualification</p> | <p><b>Assessment 1: The Food Investigation Assessment.</b> A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. :</p> | <p><b>Assessment 2: The Food Preparation Assessment.</b> Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> |
|--|---|---|--|

**Possible Careers & Further Education**

After students have completed this course they will be able to study further catering qualifications at colleges of Further education. There is no longer an A level food qualification. Achievement in food will support students' employment in hospitality and catering, as well as the food development industry, dietetics and teaching to name a few.

**For further information please contact:**

Mrs S Smith - Design and Technology



## Option Subject: Design & Technology - GCSE Design & Technology (Product Design, Textiles)

*GCSE Design and Technology is an inspiring and rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.*

*Students must show willing to gain knowledge and skills across a range of technological areas including; Product Design, Graphics and Textiles.*

**Exam Board: Currently AQA**

**Website: [www.aqa.org.uk](http://www.aqa.org.uk)**

### Course Description

This course is suitable for students who are interested in the design and manufacture of 3D consumer products. Designers use a wide range of materials including card, paper, timber, metal, plastics and textiles. Students opting for this course should be enthusiastic about both designing and making products. Students will be taught to design and realistically model a range of real life products, which will meet the needs and demands of 'real life clients'

The course will make use of the Design & Technology department's CAD/CAM facility, specifically the use of Google Sketchup, other modelling software, 2d designer, Google Sketchup and the laser cutter. Students must show a passion for manufacturing products using traditional methods in the workshop and textiles area as well as understanding that analysing and design products are a major aspect of the course.

The course involves students in activities that develop innovation and flair when designing products. Students who choose to study this course will develop their skills through working in a range of designing media, modelling and production materials and the use of ICT. Over the three year course students will develop a whole range of designing and making skills, technical knowledge and understanding such as; problem solving and time management. Parents will be asked to make a voluntary contribution of £10 towards the cost of materials.

### Assessment Format

50% Written Exam – Based on theoretical knowledge

50% Non-Examination Assessment (Detailed Portfolio and 3D Product)

Students will be assessed on the range of material areas. Therefore during year 10 Textiles, Graphics and Product Design will be studied. Students will be able to **specialise** in a preferred subject area for their portfolio. The option area for this will be Product Design and Textiles or a combination of all material areas.

The course includes links with Maths and Science, therefore students studying this course should have a good understanding of basic skills in these areas.

### Possible Careers & Further Education

A Level Product Design: Graphic Products or Art and Design: all of which are offered at Brigg Sixth Form. Students can also study any Design and Technology related course post-16 including practical apprenticeships.

Design and Technology students can also study one or more of the creative subjects including:

- A Level Art and Design, Media and/or Film
- BTEC National Diplomas in Art and Design or Media

Employers will value the GCSE in Design Technology as it develops creative, technical and vital transferable skills such as; the use of practical ICT packages including Microsoft office, windows movie maker, google sketch up and 2d design. They will also recognise the commitment that is needed to produce a detailed portfolio of work

The course offers a variety of opportunities within the creative industries. Some of these careers can include: becoming a Furniture Designer, Industrial Designer, Product Designer, Interior Designer, Engineer, Architect, Mechanic, Materials Engineer, Silversmith, Carpenter, Construction Worker, Set Designer, and Model Maker. Fashion Designer, Costumer Designer, Fashion Buyer, Machinist, Dress Maker and many more.

**For further information please contact:**

**Mrs Robbins – Curriculum leader Design & Technology**



## Option Subject: Graphic Design - Level 1 and 2 Technical award in Graphic Design

**Exam Board: NCFE**

**Website:** [www.ncfe.org.uk](http://www.ncfe.org.uk)

### Course Description

The course offers an opportunity for students to develop their knowledge and extend their skills within graphic design. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work. The course encourages the investigation and study of graphic design in a variety of contexts and uses a range of assessment techniques to enable the candidate to respond through practical and investigative work. This course is suitable for students who enjoy being creative when using art media, computer design or combining both skills.

Students will learn about the graphic design sector including; logo design, illustration, branding, packaging design, advertisement, publications and typography. Students will acquire and apply their knowledge of what make a successful piece of graphic design before manufacturing their own using media of their choice.

### What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of:

- components of graphic design
- the work of graphic designers
- requirements of a graphic design brief
- planning, development and experimentation
- graphic design production
- displaying, presenting and promoting graphic design work

Learners will develop the following skills which will inform future education and employment:

- decision making
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skills



### Assessment Format

40% Written Exam – Based on theoretical knowledge of graphic design

60% Non-Examination Assessment (Portfolio including a final graphics piece in a genre of your choice)

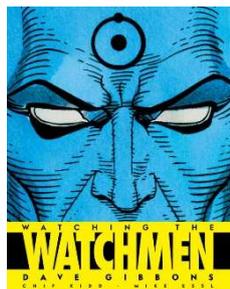
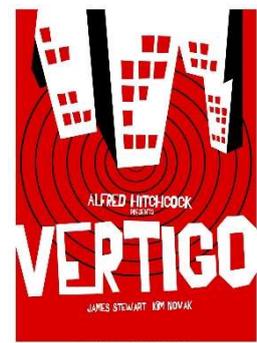
### Possible Careers & Further Education

A Level Product Design: Graphic Products or Art and Design: all of which are offered at Brigg Sixth Form. Students can also study any Graphic design or Design and Technology related course post-16 including practical apprenticeships.

Employers will value the Graphic Design course as it develops creative, technical and vital transferable skills such as; the use of practical ICT packages including Microsoft office, Photoplus and 2d design. They will also recognise the commitment that is needed to produce a detailed portfolio of work.

The course offers a variety of opportunities within the creative industries. Some of these careers can include:

- Publishing (book or magazine design)
- Branding
- Advertising
- Digital Moving Image
- Motion Graphics
- Packaging
- Television Graphics
- Exhibition Design
- Animation
- Photography
- Marketing Creative
- Studio Manager



Option

## Subject: Art & Design - GCSE Art & Design

*The course aims to provide students with the opportunity to plan, develop and create their own artwork using the skills and abilities that have already been acquired in Years 7, 8 & 9. Students will develop new skills and build on those they already have.*

**Exam Board: AQA**

**Website: [www.aqa.org.uk](http://www.aqa.org.uk)**

### Course Description

To be successful in this course each student does not have to be the best artist in their class but they do have to be interested and should already enjoy the experience of making their own artwork. The more enthusiastic they are as a learner, the better. Students will develop their drawing, painting and making skills in Art and Design. As these skills are developed during the first year of the course they will begin to make more independent decisions about the direction of their own work. Students will learn how to research the work of other artists and art from other countries and learn how and why they created their work. All students will use a sketchbook and design boards, which they will learn to present in interesting ways. Everyone will complete at least 2 coursework projects over the two years. Each of these projects will involve exploring and researching into artists, observational drawing, the development of ideas and the use of different materials as well as a completed final piece such as a painting, print, batik, textiles, clay model, 3D relief or a sculpture.

### Assessment Format

Students will be required to work independently and actively in sketchbooks, presentation books and design sheets.

Homework will take several forms including research, drawing and collecting and will be set regularly. This course also requires specialist media and sketchbooks. Work will be marked regularly and students are expected to respond to feedback, both written and verbal so that they make improvements to their work.

Throughout the course students will complete coursework and controlled assessments. The controlled coursework is worth 60% of the overall grade and the final controlled test is worth 40%. Students say the most challenging thing about this subject is 'Meeting deadlines as there is a lot of homework and getting it all completed to a good standard is important'.

### Possible Careers & Further Education

After students have completed this course they will be able to study A Level Art and Design at Brigg Sixth Form. At present, most students wishing to take art or design further may also go on to do a one year 'Foundation' course at an art college or college of further education before applying for degree courses in more specialist areas of art and design. Students may wish to do an art GCSE for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects.

Alternatively, students might wish to go into a job where it is useful to have had experience of art, craft and design, or where they will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media. The study of Art can also help students develop transferable skills that they can take into any career or job. Success in A Level Art requires determination and dedication. Achievement in Art and Design will support employment in the creative industries, advertising, illustration, graphic design, textile design, teaching and fashion.

**For further information please contact: Miss L Mather – Curriculum Leader for Art**

## Option Subject: Music - GCSE Music

This is an exciting GCSE which offers all students the opportunity to develop their musical skills in performing, composing and analysing distinctive styles of music. Students are offered free tuition on their chosen instrument or voice as part of the GCSE course. The use of music technology to develop composition skills, provides an exciting opportunity to develop complex pieces of music for a range of instruments.

Website: [www.ocr.com/qual](http://www.ocr.com/qual)

### Course Description

During the course there will be structured musical learning through five areas of study:

1. My Music
2. The Concerto Through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop Music

To be successful in this course, students need to be willing to explore creative approaches to music, enjoying performing both individually and with others. There will be opportunities for students to try out new ideas as well as composing in a range of styles and listening to and analysing different pieces of music. An ability to play a musical instrument or sing is not a requirement, however, a willingness to learn one is.

### Assessment Format

Students will be assessed in the following: -

1. **Performance/Composition** on the student's chosen instrument. Composition to a brief set by the learner. (30%).
2. **Ensemble Performance/Composition.** Performance as a duet or larger ensemble. Composition to a brief, set by the exam board. (30%)
3. **Listening Test.** A written paper, with CD. Questions are given on excerpts from music based on Areas of Study 2, 3, 4 and 5. (40%)

### Possible Careers & Further Education

Students may go on to study AS/A Level Music or the BTEC National Diploma at Brigg Sixth Form.

**For further information please contact:**

**Mrs J Keeler – Curriculum Leader for Music or Mrs S Stapley**



## Option Subject: Drama - GCSE Drama

*GCSE Drama is taught in a mixed ability group. The course is enriched through theatre trips where possible. Students have the opportunity to join in extra-curricular performances. This GCSE allows students both to perform and to explore the process of devising effective theatre. It combines elements of design, script writing and directing. Students learn to appreciate effective drama and are able to use the language of drama to evaluate it.*

**Exam Board: OCR**

**Website: [www.ocr.org.uk](http://www.ocr.org.uk)**

### Course Description

#### Unit 1 – Devising Drama

Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students can work as either performers or designers creating a written portfolio and a final performance.

#### Unit 2 – Presenting and Performing Texts

Students explore a text and perform two different scenes from it to a visiting examiner. Students can work as performers or designers completing a written pro forma and a final performance showcase.

#### Unit 3 – Performance and Response

This is a written exam based on a play the students studied practically from a list of five different texts set by the exam board. **Section A** contains questions based on the study of the full text and **Section B** is an extended response analysing and evaluating live theatre.

### Assessment Format

**Unit 1** is assessed by the teacher in three areas: planning, performing and evaluating. The devised performance is accompanied by an extended written portfolio.

**Unit 2** is assessed performance by a visiting examiner based on two extracts from a play. Students complete four questions to explain their process.

**Unit 3** is a written exam, assessed by external markers.

### Possible Careers & Further Education

Brigg Sixth Form has a successful AS/A Level Drama and Theatre Studies course. Drama develops many skills not only in acting but in communication, ICT, analysis, research, group work, team building, empathy, social skills, time management, problem solving and planning, organising and independent learning. These skills are both relevant, transferable and important in all jobs.

### For further information please contact:

Mrs J Weatherall – Curriculum Leader for Drama or  
Mrs R Carmichael



## Option Subject: Physical Education - GCSE Physical Education

**Exam Board: OCR**

**Website: [www.ocr.org.uk/physicaleducation](http://www.ocr.org.uk/physicaleducation)**

### Course Description

During the GCSE PE course, students will develop their knowledge and practical skills in a range of physical activities both as an individual and as a team player. Students will also analyse and evaluate their performance in sport.

In the theory element of the course students will examine the physical factors affecting performance and the socio-cultural issues and sports psychology.

To be successful in this course a student needs to be a strong performer in three sports and to take part in extra-curricular teams or clubs. If students perform a sport outside of the academy, in some cases, this can be used as one of their practical sports. It is essential that they have an excellent participation record.

### Assessment Format

Students will be assessed in all of their sports and the best three marks will form 30% of the final mark. The analysing and evaluating performance component is worth 10%.

The other 60% comes from two, one hour written exams taken at the end of the course.

### Possible Careers & Further Education

This course develops key skills that employers are looking for and can lead to Employment opportunities in recreational management, leisure activities, coaching, the fitness industry and the armed forces.

This course would provide a solid foundation for students who want to go on to study The OCR Technical at Level 3 or A Level PE at Brigg Sixth Form.



**For further information please contact: Mr M Neal – Curriculum Leader for PE**

## Option Subject: Sport Science – OCR National Sport Science - Level 2 Sport

**Exam Board: OCR**

**Website: [www.ocr.org.uk](http://www.ocr.org.uk)**

### Course Description

On this course you will complete a range of practical and written assessments alongside an exam unit. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles. The written assignments will support your preparation for the practical elements. You will be able to take part in several practical activities that are based around fitness training for a particular sport.

### Assessment Format

Written/Practical Assessment:

Core Unit RO41: Reducing the risk of sports injuries (External Assessment—1hr exam).

Core Unit RO42: Applying the principles of training (Internal assessment—assignments).

Optional Unit RO43: The body's response to physical activity (Internal Assessment—assignments).

This course is worth 1 GCSE and incorporates a wide range of skills and techniques. The course is modular and so allows for students to move through units at different times, completing a number of assignments. The course requires students to develop and then demonstrate their theoretical knowledge and practical performance, as well as evaluating and improving their own and others performances

### Possible Careers & Further Education

This course would provide a solid foundation for students who want to go on to study The OCR Technical at Level 3 at Brigg Sixth Form. Additionally, the course has strong links with English, where students will be required to formulate coherent assignments. Furthermore, some aspects of the course link with First Aid and training methods, with particular focus on the role that different training methods can impact on the different components of fitness.



**For further information please contact: Mr M Neal – Curriculum Leader for PE**