

YEAR 8 OPTIONS

2021 - 2024



NAME:

FORM:

Tupton Hall School
REDHILL ACADEMY TRUST



Contents



	Page
Inside this booklet	3
Making the right decisions	4 - 5
Advice for parents and students	6 - 7
Your courses	8 - 9
How to pick your options	10 - 11
Core Subjects	12 - 18
Options subjects	20 - 47
Important dates / Contact details	48

This booklet is yours - don't lose it!



It is important, and if used properly will help you make some difficult but very important decisions over the next few months. **This year is more difficult with you having been at home so much—the information in here is EVEN more important!!**

Inside you will find:

- Information about the courses in Years 9, 10 and 11
- Information about what you have to do
- Guidance on how to do it

This is your chance to get advice and information and to make wise choices for Years 9, 10 and 11. These decisions are important because they will shape what you go on to do at the end of Year 11.

Changing subjects once you have started them is very difficult.

Giving 3 years to study GCSEs will, we think, give students an even greater chance of success.

**PLEASE KEEP THE BOOKLET HANDY DURING
THE OPTIONS PROCESS AND
IN THE TEAMS OPTIONS MEETING
ON 16 MARCH!**

Making the right decisions



Be informed

Making decisions about the subjects you will study in Years 9, 10 and 11 is the first step in starting to study your GCSEs.

Making the right decisions is really important if you are to be successful.

To make the right decisions you need to know as much as possible about what the different subjects involve, how they are examined and what level of qualification you can gain.

See pages 8 and 9 for a full list of subjects.

Make sure you:

- Read the subject information in this booklet
- Talk to your subject teachers about this information
- Talk to older students who study those subjects
- Look at your Year 8 report, your levels of attainment and your test results



Making the right decisions



The information in this booklet will be relevant for the majority of students. Some students will be invited to consider different pathways and choices but you will be contacted individually if this is the case.

Remember...

Don't select a subject just because your friend is doing it, because your parents have told you to or because your older brother or sister did well in it.

Think about the commitment you are making. You will have to live with these decisions for a long time.

The right decision...

...is personal to you.

...is a subject that you think you can do well in.

...will keep your options for future study or job opportunities as open as possible.

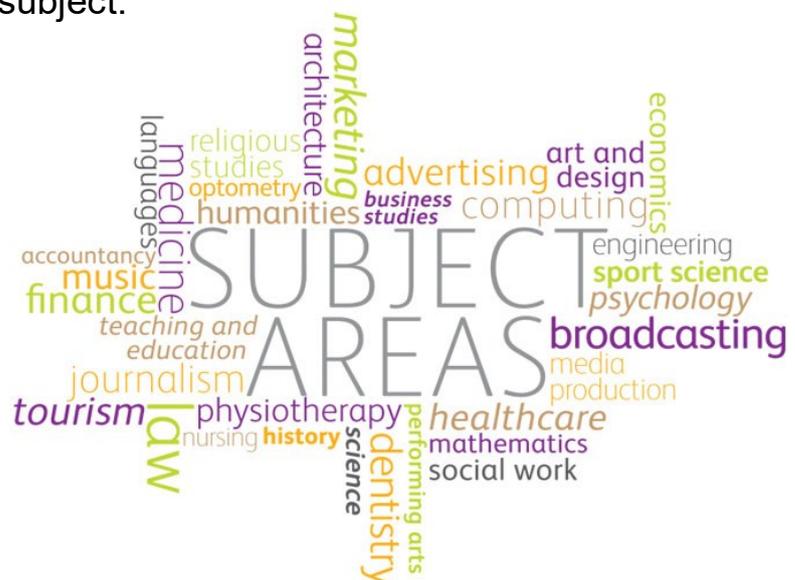
...is a subject that you will want to study for the next two years. Changing course once you get in to Year 9 is very difficult.

...is a subject that you enjoy. Liking something makes it easier to work hard at it.

Think about...

...what you have enjoyed this year - because of the subject, not the teacher.

...the skills you will need in each subject.





Considering further and higher education?

The entry criteria for our **Sixth Form** (and most others) is 5 GCSEs at grades 4+ with ideally a grade 5 at English or Maths.

Only one GCSE equivalent subject (e.g. BTEC) will be accepted in the total of five.

Some subject departments will have higher entry requested. This is to ensure that students are able to cope with the demands of A Level study in particular subjects. You should check these criteria with teaching staff in that department.

If you are thinking of going to **university**, keep your option choices open. If you have a specific career pathway or degree in mind you need to check whether there are specific GCSE requirements for that course on the UCAS website. See:



www.ucas.com

Students can fulfil the requirements of the **English Baccalaureate (EBacc)** certificate through our options system.

The EBacc is not a qualification in itself but recognises where pupils have secured a Grade 4/5 or higher in English and mathematics, history or geography, the sciences and a foreign language.



National Careers Service

Helping you take the next step

Do you know what job you want to do?

If so, make sure you know the entry requirements and routes into the occupation. You may have to take particular subjects or qualifications now in order to gain entry to higher education or employment at a later date.

Details of entry requirements and routes-in to particular careers are available in the Job Profiles section of the National Careers Service website:

nationalcareersservice.direct.gov.uk

University not for you?

If you would like to look at other options available to you at age 18, like apprenticeships and traineeships, check out www.notgoingtouni.co.uk

The website offers a range of information on apprenticeships including higher apprenticeship vacancies, training courses and gap year opportunities.



Courses



Courses

The following pages will tell you all about the **core** and **option** subjects available at Tupton Hall School.

If you need more information or advice on any course, speak to the subject staff in that department.

Year 8 students and their parents are also encouraged to attend the Virtual

Year 8 Options Evening
Tuesday 16th March 2021 at 6pm

where you can find out more about the process and speak to subject staff.

The deadline for choosing your options is **Friday 2nd April 2021**.

Core Subjects

English
Maths
Science
Physical Education
Personal, Social, Health and Economic Education



Courses



You must then choose:

- (MOST of you) - a **language**, the one you are studying in Year 8
- At least one from: **history** and **geography**
- **Two (or three) other subjects** from the following list.

(Three if you are not doing a language)

Option Subjects

Art and Design
Business
Computer Science
Design and Technology
Drama
Dance
Ethics and Philosophy
Geography
History
Hospitality and Catering
Modern Foreign Languages
(French, German, Spanish)
Music
Physical Education
Triple Science
Sociology

How to pick your options



Options Online

Students will receive an **email invitation** to Options Online:

Tupton Hall School is inviting you to join SIMS Online Services, their new online portal. You can register for the following services:

- SIMS Student
- SIMS Options

To join, simply [click this link](#). The link is valid for the next 90 days.

You can register to sign in with your existing credentials with any of the below account providers:

- Microsoft/Office 365
- Twitter
- Facebook
- Google

Follow the link then complete the registration security questions below using your full school email address when asked.

E.g. 19smiha@tuptonhall.derbyshire.sch.uk or 15smiha@tuptonhall.org.uk

Once complete, you will be able to log on to the Options Online system - **see next page!**



Registration

You will have received a new service invite code from either Capita SIMS or from your school administrator.

Please enter the code below and tap or click Register.

Name	<input type="text"/>	(not you?)
Signed in with	Microsoft	
Invitation Code	5xyESLBxUXy <input type="text"/> xHlaxgyi8qIhsRe	
<input type="button" value="Register"/>		

Registration - Answer Security Questions

You are required to provide a second piece of information to confirm your identity.

What is your date of birth? (dd/mm/yyyy)

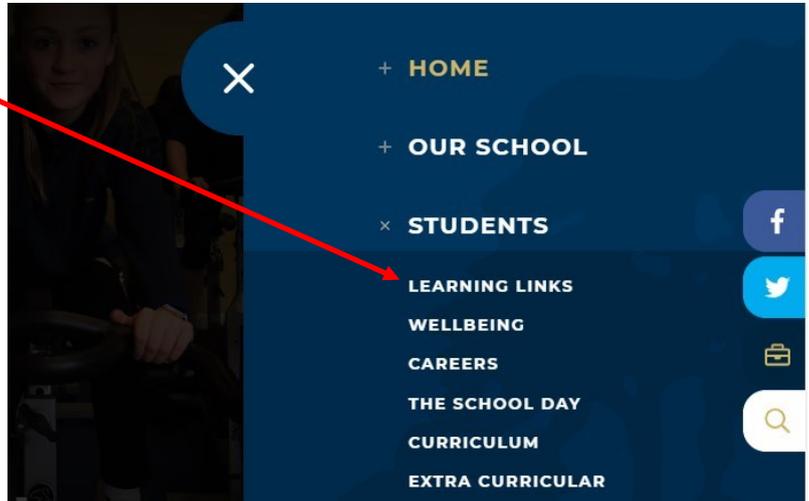
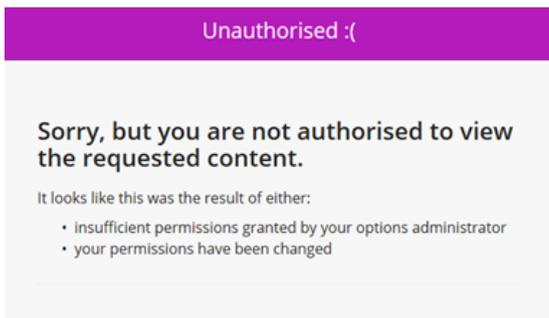
How to pick your options



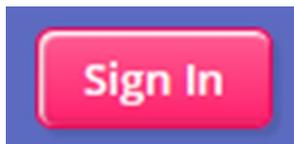
Logging in to Options Online

On the school website homepage www.tuptonhall.org.uk click **STUDENTS**, then click on **LEARNING LINKS**, then **STUDENT OPTIONS**.

If you see, this message...



please click:



Then, on this screen, click **Office 365**, and log in with your **full school email address** plus your **normal school computer password**.



Sign in to SIMS Options



Capita SIMS

Capita Hosted Services: [Check Service Status](#)

You can then choose your subject options and a reserve option (as in the picture below.)

The screenshot shows the SIMS Options interface with the following sections:

- Languages:** You have chosen 1 of 1 courses from this list. Selected: German GCSE 9 - 1 Full Course.
- Humanities:** You have chosen 1 of 1 courses from this list. Selected: History GCSE 9 - 1 Full Course.
- Options:** You have chosen 2 of 2 courses and 1 of 1 reserves from this list. Selected: Drama GCSE 9 - 1 Full Course and Sociology GCSE 9 - 1 Full Course. Reserves include: Art, Business Single, Biology, Computer Science, Dance, French, Geography, German, History, Catering & Hospitality, Health And Social Care S, Music, Physical Education, and Materials Tech.
- My Choices in Order of Preference (Total Choices: 4):** 1 Drama, 2 German, 3 History, 4 Health And Social Care S.
- My Reserves in Order of Preference (Total Reserves: 1):** 1 Sociology.

Core Subject: English



Course Title: English Language (AQA)

COURSE CONTENT

You will study the new AQA GCSE specification. This course tests your core reading and writing skills. Most students will take this course alongside GCSE English Literature.

SKILLS INVOLVED

You will learn to read accurately and analytically, studying non-fiction and literary non-fiction texts from the 19th, 20th and 21st centuries. You will also learn to write for a range of purposes and in a variety of styles. At the same time, you will learn how to express yourself clearly and effectively using spoken English.

NATURE OF HOMEWORK

You will be expected to complete a certain amount of work at home. Homework might involve close or wider reading, technical exercises, or preparatory work for tasks to be completed in school time.

HOW THE COURSE IS ASSESSED

Unlike in previous years, there is now no controlled assessment or coursework. Instead, the course is 100% assessed by examination at the end of the course in Year 11. These exams are both 1 hour and 45 minutes long and are worth 50% of the GCSE.

For both exams, you will need to read and respond to previously unseen non-fiction texts, followed by the completion of a written task. To ensure you are well prepared for the final examinations, there will be interim assessments completed in exam conditions throughout the course. It is important that you prepare for these appropriately, using them as an opportunity to practise the skills you have learned in the pressurised situation of the exam room.

You will also complete a speaking and listening task as part of the course, and a presentation, although this will not contribute towards your final grade.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

All jobs require the skills covered in this course, be it keeping accurate records as the owner of your own business, confidently articulating your ideas in a meeting, or writing an email applying for a promotion! This is a course that will give you real life skills that will support you throughout your life.



Core Subject: English



Course Title: English Literature (AQA)

COURSE CONTENT

You will study the new AQA GCSE specification. This course tests your ability to respond to a range of literary texts, including novels, plays and poetry.

SKILLS INVOLVED

You will learn to read accurately and analytically, looking at the way writers craft their writing using linguistic, structural and dramatic devices. You will also consider the effect of context on our understanding of a text. You will also be taught how to shape your ideas into coherent written responses.

NATURE OF HOMEWORK

You will be expected to complete a certain amount of work at home. Homework might involve close or wider reading, research tasks, or preparatory work for tasks to be completed in school time.

HOW THE COURSE IS ASSESSED

Unlike in previous years, there is now no controlled assessment or coursework. Instead, the course is 100% assessed by examination at the end of the course in Year 11. Both exams are 'closed book' which will mean you will be required to have an excellent understanding of the texts you have studied. This will include learning key quotations to support your ideas about the texts.

For Paper 1 you will need to answer two questions based on texts you have studied; one question will be based on a play by William Shakespeare and the other on a 19th century novel. This exam is 1 hour and 45 minutes long.



For Paper 2 you will be required to respond to a more modern text that you have previously studied, a poetry anthology and two previously unseen poems. This exam is 2 hours and 15 minutes long.

To ensure you are well prepared for the final examinations, there will be interim assessments completed in exam conditions throughout the course. It is important that you prepare for these appropriately, using them as an opportunity to practise the skills you have learned in the pressurised situation of the exam room.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Journalism, advertising, teaching, librarianship, theatre work, television, legal work, marketing, civil service, business management, local government etc.

Core Subject: Science



Course Title: GCSE Science (AQA Trilogy)

COURSE CONTENT

In Year 9 students have 3 lessons per week and in Years 10 and 11 students have five Science lessons per week, and will normally have two teachers. Students will follow the new science GCSE course leading to two science GCSE qualifications.

Over the two year course you will study:

Biology

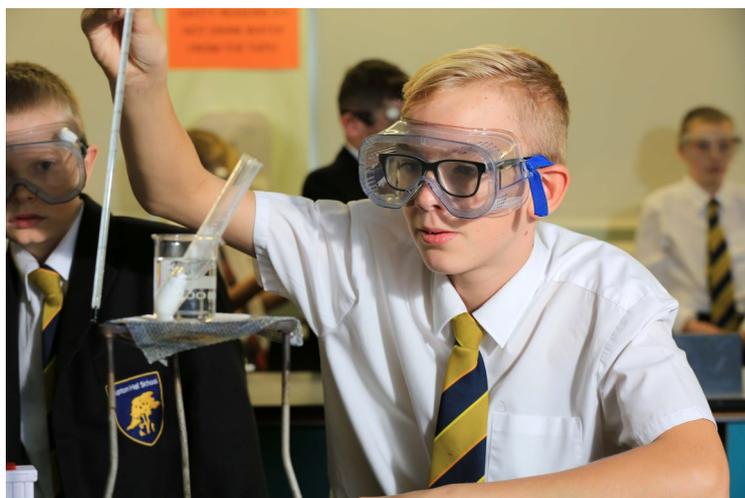
- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

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

Physics

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



Core Subject: Science



HOW IS THE COURSE ASSESSED?

Students will complete six external exams in the summer of Year 11 - two papers in each of the disciplines; Biology, Chemistry and Physics.

	Paper 1	Paper 2
Biology	Topics 1-4 70 Marks 16.7% of Course	Topics 5-7 70 Marks 16.7% of course
Chemistry	Topics 8-12 70 Marks 16.7% of Course	Topics 13-18 70 Marks 16.7% of Course
Physics	Topics 20-23 70 Marks 16.7% of Course	Topics 24-26 70 Marks 16.7% of Course

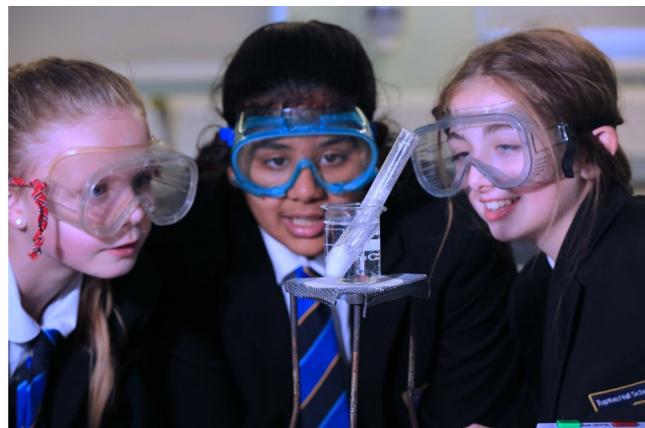
Each paper will include:
Multiple choice, structured, closed short answer, and open response.

The course no longer has coursework. However, students are required to carry out practical activities during lessons in order to gain the skills and knowledge which are assessed in the exams.

Students will also complete regular assessments in class time, based on the course content.

NATURE OF HOMEWORK

Students will be set homework regularly. There will be a range of independent activities looking at pupils' research skills, learning and recall skills, literacy and numeracy.



CAREERS USING SCIENCE

- Medicine
- Veterinary science
- Dentistry
- Nursing
- Midwifery
- Biomedical science
- Paramedic
- Engineering
- Meteorologist
- Teacher
- Pharmacist
- Astrophysics
- Electrician
- Forensic science
- Pilot
- Zoologist
- Physiotherapist



Core Subject: Physical Education

COURSE CONTENT

“We intend to ignite the passion for lifelong engagement in physical activity and sport in order to support young people to be the best they can be!”

All students in Y9-11 will benefit from 2 hours of Core PE Curriculum time each week. Students will be provided with a ‘pathway’ that is intended to challenge but also provide support according to their interests and ability.



			
Physical ME <i>Development of physical and performance skills in a range of activities</i>	Social ME <i>Development of working well with others and leadership</i>	Thinking ME <i>How to make effective decisions and evaluations</i>	Personal ME <i>Development of personal behaviours, values and engagement in PA</i>
Fundamental movement skills Technique and fluency of movement, ABC	Communication Listening, active listener, verbal and non verbal, encouragement, no ‘opt’ out	Decision making Knowledge and application of skills, techniques, tactics & strategies in a range of activities and situations, transfer of knowledge, creativity	Behaviours Resilience, Self motivation, Self management, Responsibility, ATL (kit, B4L), teamwork, supportive of others, determination, , control of feelings (winning/losing)
Performance skills Tactics and strategies, isolation, conditioned, game real, flair and originality, compositional ideas	Leadership Planning, organisation, self managing, empathy, motivating, influencing, volunteering, officiating, uses initiative, confidence	Performance analysis Evaluation of self and others (WWW & EBI), comparison of performance,	Emotional well-being Engagement in well-being programme, 10,000 steps, involvement in inter-house, PE challenges, This boy/girl can
Sport related fitness Impact on performance	Respect ATL, subject, staff, each other, school, facilities, equipment, co-operation, follows rules, fair play, sportsmanship	Goal setting Unit by unit action plan, assessing progress, responds to feedback	Physical health and fitness Participation levels

NATURE OF HOMEWORK

Students will be encouraged to engage in a wealth of opportunities to further develop their Wellbeing through physical activity and life skills through Leadership and Volunteering both within school and in their communities.



Core Subject: Physical Education



HOW IS THE COURSE ASSESSED?

Internal assessments will take place after each unit of work on the following Me in PE themes.

			
Physical ME <i>Development of physical and performance skills in a range of activities</i>	Social ME <i>Development of working well with others and leadership</i>	Thinking ME <i>How to make effective decisions and evaluations</i>	Personal ME <i>Development of personal behaviours, values and engagement in PA</i>

Wellbeing Curriculum
Extra-Curricular
School Sport
Inter House Events

Leadership and Volunteering

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS.

Core PE develops many transferable key skills that employers are looking for across a wide range of job roles e.g. a key understanding of the benefits of physical activity on our health and wellbeing, importance of goal setting, self-reflection, leadership, self-management, reliability, drive, resilience and understanding the importance of teamwork.

Typical routes to employment: teacher, recreational management, working in the leisure industry, sports coaching, sports officiating and working in the armed forces.

Core Subject: Maths



Course Title: GCSE Mathematics (AQA)

COURSE CONTENT

The Mathematics courses from year 7 are designed in such a way as to fully prepare students to be fluent in the core skills, have a variety of opportunities to explore mathematics and ultimately prepare students for the rigours of assessment at GCSE and beyond. The examination body used in year 11 is AQA.

The mathematics courses run at 3 different tiers until the end of year 9 before narrowing to Foundation and Higher tiers in year 10. Students are carefully selected into the right tier to enable each student to gain their highest possible attainment and progress. Rich tasks and problem solving elements of the course are delivered thoughtfully, once the core concepts have been fully grasped.



SKILLS INVOLVED

The courses will help you to develop oral, written and practical skills; develop a feel for number; apply Mathematics in everyday situations; solve problems and interpret results; appreciate patterns and relationships in Mathematics; acquire knowledge to apply Mathematics in other subjects; understand systems of measurement in everyday use; and use mathematical instruments including a calculator (all students will need to continue to provide a set of simple drawing instruments and an appropriate calculator).

NATURE OF HOMEWORK

Students in Year 9 and beyond should expect an hour of homework per week. This will be in the form of written homework, designed to consolidate the skills learned in lessons. Students in years 10 and year 11 begin to do more examinations question based homework to prepare and practise these skills too.

HOW THE COURSE IS ASSESSED

Internal assessments will take place at regular intervals throughout the course.

External assessment will be by a linear exam at the end of Year 11.

Level of Entry	GCSE Grades Targeted
----------------	----------------------

Higher	9 8 7 6 5
Foundation	5 4 3 2 1

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Most careers and courses demand Mathematical competencies, so success in this field is vital.

OPTION SUBJECTS



- Art and Design
- Business
- Computer Science
- Design and Technology
- Drama
- Dance
- Ethics and Philosophy
- Geography
- History
- Hospitality and Catering
- Modern Foreign Languages
(French, German, Spanish)
- Music
- Physical Education
- Triple Science
- Sociology

Option: Art and Design



Course Title: GCSE Art and Design (OCR)

COURSE CONTENT

The Art course enables students to work with a wide range of materials and media including: drawing and painting, photography, digital image manipulation, printmaking, mixed media, textiles, sculpture using a variety of materials, ceramics, 3D card construction, wire, plaster and papier mâché. It is designed to encourage students to develop knowledge, skills, and understanding along with creativity and imagination. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style.



In Year 9 students will be given the opportunity to explore and experiment with a wide range of art techniques and media through themed projects. They will improve and develop their technical art skills and be guided how to meet the GCSE assessment objectives in preparation for embarking on the first assessed component (**portfolio**) at the start of Year 10.

Students will be assessed on 2 components: a **portfolio** and an **externally set task**.

Component 01: Portfolio

The **portfolio** is a body of practical work developed from a theme and resulting in a final piece. It forms **60%** of the overall GCSE mark and is produced in Years 10 and 11. Themes for the portfolio are individual and chosen through discussion with your Art teacher. All selected work produced for the component, including the research, planning and development work produced in the preparatory period must be submitted for assessment.

Component 02: Externally set task

The **externally set task** forms **40%** of the overall GCSE mark. The task will be issued on 2 January in Year 11 and will give students a choice of five themes, each with a choice of visual starting points or stimuli. From this paper, students are expected to choose one option. Students will be given a preparatory period during which they will research, plan and develop ideas for their own response to the option they have chosen. They will then produce a final outcome within a 10-hour supervised time period. All selected work produced for the component, including the research, planning and development work produced in the preparatory period must be submitted for assessment.



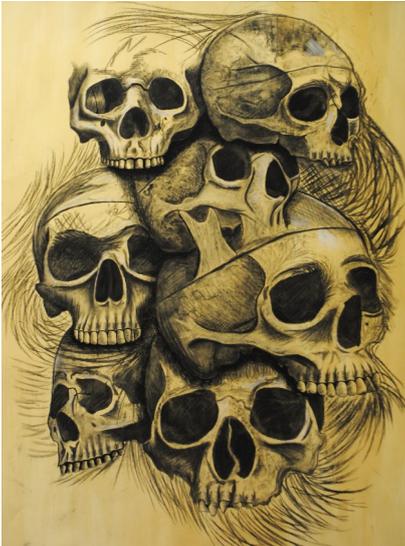
SKILLS INVOLVED

- Working from direct observation and experience.
- Exploring the qualities of materials, processes and techniques.
- Developing a theme in a personal and/or imaginative way.
- Relating to the work of artists, designers or craftspeople.

Option: Art and Design



NATURE OF HOMEWORK



Homework is set on a regular basis and is varied. We expect you to spend a minimum of 1 hour in Y9 (increasing to 2 hours in Y10) outside of lesson time each week on your artwork. It includes: research, sketchbook work, developing ideas and work on final pieces. Individual homework is often set for students depending on the nature and direction of their work. There are art classes available at lunchtime and after school where students can receive extra help and gain access to art materials they may not have at home.

The majority of work must be produced in school under informal supervision from your teacher to conform to the examination board's guidelines. This is to ensure that the work you submit is your own unaided work. We therefore recommend that all students attend the available sessions held at lunchtime and after school within the Art Department to continue with their art work.

HOW THE COURSE IS ASSESSED

60% Portfolio

40% Externally Set Task

The course is taught and assessed in line with the OCR exam board specification. The **portfolio** and the **externally set task** are assessed internally and moderated by an external examiner.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Art and Design provides many varied and different career opportunities. Some of our students go on to take A Level Art and then apply to do Art and Design related degrees at university.

Possible careers include:

Architecture; art historian; ceramicist; graphic designer; product designer; gallery or museum work; interior designer; illustrator; photographer; teacher; costume designer; fashion designer; practising artist; theatre set designer; web design.

You will also learn lots of other skills, which can help you in all kinds of careers:

- | | |
|-------------------|--------------|
| Creative thinking | Planning |
| Independence | Organisation |
| Flexibility | Team work |



Option: Business



Course Title: Business (Pearson)

COURSE CONTENT

GCSE Business is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and becoming a global business (Theme 2).

Theme 1

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business



Theme 2

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making product decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decision

Skills involved

Theme 1 enables students the gain skills in finance and marketing and an understanding of the nature of setting up small businesses, engaging students with real and relevant local, business enterprise examples.

Theme 2 develops on the skills gained in Theme 1, looking deeper into the financial aspects of businesses, how to manage people and how to market and grow the business globally. Students will look at the issues and decisions businesses need to make when growing a business, and how the wider world impacts on the business as it grows.

Students will gain the ability to extract information from case studies and use the information to confidently analyse and make judgements on business situations.

Nature of homework

Students will be given exam questions throughout the course to build their confidence and understanding to work independently and in groups to research businesses theories and concepts as well as understand and carry out financial analysis.

Option: Business



HOW THE COURSE IS ASSESSED

The course is assessed through two exam papers (Theme 1 and Theme 2). Students will complete the two exam papers at the end of Y11.

Throughout the course students are assessed on topics they cover.



HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Students studying GCSE Business are able to go on to study a range of subjects having gained written and mathematical skills to support them in a wide range of subjects and future careers. A level Business and the Certificate in Financial Studies builds on the skills and knowledge students have gained through this course.

GCSE Business enables students to enter a number of roles in the world of work with confidence, by giving them an understanding of how businesses work.



Option: Computer Science



Course Title: GCSE Computer Science (OCR)

COURSE CONTENT

This exciting and challenging course contains two theory units along with some practical programming, which are taught according to the OCR exam board J277 specification, which can be found on their website.

Units covered are:

1. J277/01: Computer systems
2. J277/02: Computational Thinking, Algorithms and Programming



This qualification will suit students who want to know how computer systems work, who want to explore future trends in technology and apply creative and technical skills using programming of computers.

TOPICS COVERED

J277/01:

- System Architecture.
- Memory.
- Storage.
- Computer Networks, Connections and Protocols.
- Network Security.
- System Software.
- Ethical Legal, Cultural and Environmental Impact.



J277/02:

- Algorithms
- Programming Fundamentals
- Producing Robust Programs
- Computational Logic
- Programming Languages and Integrated Development Environments.



Please contact Mr Dixon or Ms Said should you wish to find out more about this EBacc course.

Option: Computer Science



HOW THE COURSE IS ASSESSED

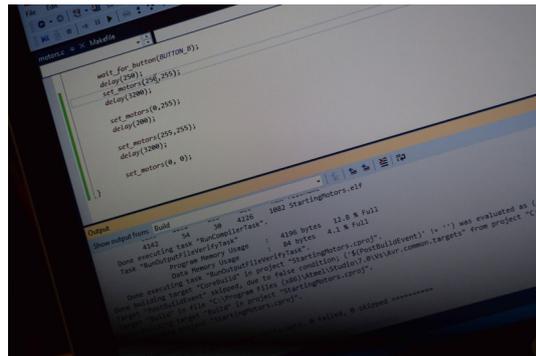
- J277/01: Computer Systems (50%) (Exam)
- J277/02: Computational thinking, algorithms and programming (50%) (Exam)

All theory work will be accessible whenever you need it through OneNote with teacher led support videos and interactive online content to support your learning journey. The expectation is to conduct programming as much as you can outside of the classroom in order to support your knowledge inside of the classroom. End of topic assessment will take place at the end of each taught theory topic in order for you to see your progress overtime.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

The world is becoming increasingly dominated by the use of computer systems, which influence every aspect of our everyday lives. Modern citizens need to be equipped with knowledge and skills to enable them to participate in a technical society. This qualification will be the foundation towards any career in computing, software engineering or ICT.

This qualification can also lead on to the A-level Computer Science which is successfully established at Tupton Hall School.



Option: Dance



Course Title: GCSE Dance (AQA)

COURSE CONTENT

Performance

Set phrases through a solo performance

Duo / trio performance

Choreography

Solo and group tasks based on different stimuli.

Appreciation

Written exam based on the syllabus content and critical appreciation of 6 different professional dance works.



SKILLS INVOLVED

An interest in dance from Key Stage 3.

Knowledge and appreciation of a variety of dance forms / styles.

The ability to perform in front of an audience in a solo or a group.

NATURE OF HOMEWORK

1 hour per week - planning, rehearsal, research, background reading, video analysis, etc.

HOW THE COURSE IS ASSESSED

The course follows the AQA exam board specification.

Component 1: Performance and Choreography - 60%

Component 2: Dance Appreciation - 40%

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

- Teaching and coaching in dance
- Primary / secondary education
- Post 16 – A Level Dance / PE / Sports Studies

Option: Design and Technology



Course Title: Design and Technology GCSE (AQA)

COURSE CONTENT

Every product you use in your daily routines will have been through a rigorous design process. The chairs we sit on, much of the food that we eat and the clothes we wear have all been carefully designed by designers.

A design and technologist wants to design things that people will want and enjoy, and most of all that will improve the quality of people's lives. We come into contact with thousands of designed products every day. Very often, we take design so much for granted, we don't even notice it! It is only when things don't work or are uncomfortable that that we begin to notice the problem. The door handle that is stiff, the shirt that itches, the chair that is uncomfortable – all these make us question their design. In fact, things that don't work properly are often the start of good practical design. Redesigning a product that already exists is part of the iterative design process.



Design and Technology GCSE is all about looking at the manufactured world around you and being able to understand how/why things have been designed in a particular way.

Design and Technology is made up of **50% Non Examined Work** consisting of a rigorous portfolio and a manufactured item. **The remaining 50% is a written examination** consisting of short and long answer questions.

SKILLS INVOLVED

There are many styles that will be used during the three years to help you develop your skills as an independent learner such as:

Individual and group research, focused practical tasks to develop your drawing, communication and ICT (including 3D and 2D computer aided design) skills along with practical work to develop your modelling and making/manufacturing skills and knowledge.

The Design and Technology course requires a good understanding of Mathematics and Science as these form many of the principles involved within the subject.



Potential Careers: Product Designer, Interior designer, Architect, Railway Engineer, Electrician, Carpenter/Joiner, Mechanical Engineer, Site Manager, Quantity Surveyor, Welder, Plumber.

Option: Design and Technology



HOW THE COURSE IS ASSESSED

Design and Technology is taught from the AQA examination board specification. The Design and Technology assessment takes the form of two distinct parts:

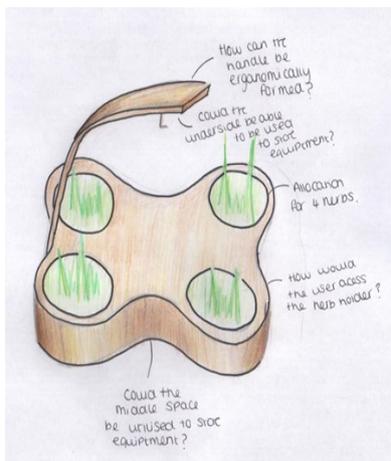
- A Non-Examined unit which is worth 50% of the overall mark.
- A written examination which contains the remaining 50% of the overall mark.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

This GCSE course forms a very good foundation for students wishing to continue with DT Product Design at AS and A2 Level.

The skills learned in Product Design also feature in a range of career areas such as: marketing; printing; product development; town planning; education; architecture; apprenticeships; engineering design.

If you need more information please see Mr Dixon, Mr Trigg or Mr Harries.



Option: Drama



Course Title: GCSE Drama (AQA)

COURSE CONTENT

We follow the new specification set by the AQA exam board. You will explore a variety of genres, plays, issues and practitioners. Components 2 and 3 require students to participate in two performances and complete a piece of written coursework. Component 1 is a written exam based on the practical exploration of a set text and a theatre evaluation. Students have the option to be assessed on acting, lighting, sound design, set design, puppets or costume design.

SKILLS INVOLVED

Performing	Boosting confidence and speaking and listening skills.
Communication	Teamwork is essential in any career. In Drama you will develop your communication skills in a variety of ways.
Analysis	Learning how to empathise and developing evaluation and analysis skills - vital skills that are needed in any subject.
Improvisation	Role-play, exploration and development of characters and situation, acting and use of explorative strategies.
Design skills	If you are not the world's best actor, there is a chance to do design skills, set, lighting, props, costume and make-up.
Interpersonal and Group working skills	Essential in the modern workplace. Drama teaches us about history, humanity and culture as well as developing our ability to empathise and the ability to reason.
Creative skills	Drama develops creativity and creative thinking skills, which are vital in times of financial difficulties, where markets are competitive and people are required to be innovative.

Text - Practical exploration of play scripts and other stimulus material.



Option: Drama



NATURE OF HOMEWORK

Homework will consist of rehearsals, written evaluations, exam questions research and line learning.

Over the three years students are required to complete rehearsals at lunchtime and after school at different stages of the course.

There will also be several theatre trips throughout Years 9, 10 & 11.

HOW THE COURSE IS ASSESSED

Component 1 - Understanding Drama (40% of final mark)

Students will complete a written exam based on the exploration of a set text and evaluation of a live theatre performance.

Component 2 - Devising Drama (40% of final mark)

Students will create and develop a devised performance from a stimulus. Part of the assessment will be analysing and evaluating the process and final performance. This can be completed through a written portfolio or recorded verbal evidence.

Component 3 - Texts in Practice (20% of final mark)

Students will interpret and explore two key extracts from a chosen performance text and perform to an external examiner.

GCSE Drama teaches a variety of transferrable skills which will help toward further education and employment endeavours:

Confidence, communication, creativity, co-operation.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Acting

PR

Marketing

Journalism

Teaching

Broadcasting and Television

Therapist

Youth work

Stage Management

Directing

Management

- A Level Drama & Theatre
- Degree in Dramatic Arts



Option: Ethics and Philosophy



Course Title: Ethics and Philosophy (AQA)

At GCSE, Ethics and Philosophy allows pupils to reflect on world views, controversial ethical issues and to become highly analytical thinkers. The range of topics covered in the subject encourages pupils to become aware of our increasingly diverse and global community in order to appreciate how and why people act in the way they do. We live in a society where a knowledge and understanding of our shared history, evolving culture and politics is incredibly important.

OUR AIMS

- ⇒ To investigate beliefs of both religious and *secular* communities in the UK and around the world.
- ⇒ To become expert analytical thinkers.
- ⇒ We look at *why* people act the way they do and consider ethical and philosophical issues and the 'big questions'.



SKILLS INVOLVED

It gives you key skills that are useful at GCSE, A Level and university.

For example:

- Being able to create balanced, persuasive and expertly reasoned arguments.
- Being confident in debates and being able to 'hold your own'.
- Ensures you are up to date on current events.
- Supports other 'essay based' subjects.

It can also help you understand and have access to a lot of jobs because it helps you understand people and why society is the way it is!

For example it could help with jobs in:

Journalism
Politics
Law
Medicine
Teaching

Youth and Communities Work
Charity work/NGOs
Research for TV/Film.
Police/Armed Forces
Criminology, Social Work



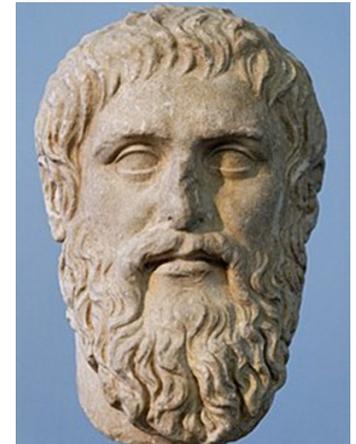
Option: Ethics and Philosophy



COURSE CONTENT

We follow the AQA syllabus 'Religious Studies A'. It includes modules on Christianity, Islam and 'themes' on Philosophical and Ethical issues.

Pupils study the role and impact of religion - both positive and negative. They are challenged to think independently to evaluate and justify their own ethical viewpoints and those commonly held within the Christian and Muslim faith, as well as secular and atheist viewpoints such as Humanism.



HOW IS THE COURSE ASSESSED?

Paper 1: Religious Perspectives - 1 hr 45 mins

Four sections are completed based on the beliefs and practices of the two biggest world religions:

Christian Beliefs and Practices (including the significance and effect they have on Christians and society today).

Islamic Beliefs and Practices (including the significance and effect they have on Muslims and society today).

Paper 2: Philosophical and Ethical 'Themes' - 1 hr 45 mins

Students investigate and reflect on 5 themes over the 3 year course:

Theme 1 – Crime and Punishment (corporal punishment; the death penalty; forgiveness)

Theme 2 – War and Peace (just war theory, pacifism, victims of war, weapons of mass destruction, peace and reconciliation)

Theme 3 – 'Life Issues' (euthanasia; abortion; animal rights; prejudice and discrimination).

Theme 4 – The Existence of God (ancient Greek philosophy; arguments for the existence of God; atheist arguments; immortality and the soul).

Theme 5— Human Rights and Social Justice (attitudes to sexism, homophobia, racism and ableism, plus investigating the divide between those in poverty and the super-rich).

The course is assessed in two exams lasting 1 hour 45 minutes each. These will be taken at the end of Year 11. Each exam counts for 50% of the pupil's overall grade and there are no modular exams or coursework. There will be a single tier of assessment covering grades 9 – 1.

If you have any more questions about the Ethics and Philosophy GCSE, please contact Miss Adair.



Option: Geography



Course Title: GCSE Geography (AQA)

COURSE CONTENT

Students follow the AQA GCSE Specification for Geography.

Paper 1: Living with the physical environment. The three topics of study include natural hazards, physical landscapes in the UK (coasts and rivers) and the living world.

Paper 2: Challenges in the human environment. The three topics of study include urban issues and challenges, the changing economic world and the challenge of resource management.

Paper 3: Geographical applications. This unit requires students to evaluate a geographical issue and conduct a fieldwork investigation (possible locations include the East Coast, Chesterfield or Sheffield. There is also an optional residential fieldtrip to Italy or Iceland).

SKILLS INVOLVED

- Critical thinking and problem solving
- Map reading, analysis and mathematical skills
- Drawing maps, sketches and graphs
- Field work - collecting information
- Extended writing
- ICT and communication skills
- **This subject requires detailed, well-structured written responses.**



NATURE OF HOMEWORK

Homework will be set once per week and may include:

- Completing examination questions
- Analysing fieldwork data
- Conducting research of geographical events



HOW THE COURSE IS ASSESSED

35%	Paper 1: Living with the physical environment	1 hour and 30 minutes. Written exam. Answer questions from three sections. Question types: multiple-choice, short answer, levels of response, extended prose
35%	Paper 2: Challenges in the human environment	1 hour and 30 minutes. Written exam. Answer questions from three sections. Question types: multiple-choice, short answer, levels of response, extended prose
30%	Paper 3: Geographical applications	1 hour and 15 minutes written exam. Pre-release resources made available from March in the year of the exam. Questions based on fieldwork carried out during the course.

Option: Geography



HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

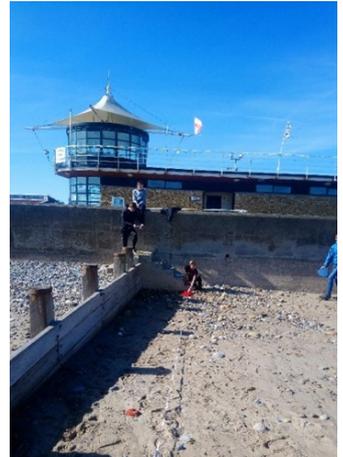
Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data.

Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

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

Where can geography take you?



Geography is described as a 'facilitating subject'. This means that it is one of a number of subjects most commonly required for entry to degree courses at leading universities.

'Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me Geography is a great adventure with a purpose.'
- Michael Palin

Option: History



Course Title: GCSE History (Pearson)

COURSE CONTENT

Students will study:

- Medicine in Britain 1250-present
- Medicine on the Western Front 1914-1918
- The American West 1835-1895
- Germany 1918-1939
- Early Elizabethan England 1558-1588



SPECIFIC CONTENT

Medicine Britain 1250-Present

- The reasons for and results of key medical discoveries during these dates.
- How treatments have changed over these years in addition to our understanding of the causes of illness.

“Some people make headlines while others make history”
– Philip Elmer-DeWitt

Medicine on the Western front

- The trench system and types of wounds facing medical teams at this time.
- The positive and negative impact war had on the development of medicine.

The American West

- The lifestyle of the Plains Indians and the reason for conflict between them and White Americans.
- The development of cattle ranching, law and order and the experiences of Homesteaders.

Germany 1918-1939

- Post war Germany including the Treaty of Versailles,
- German economic recovery and the 'Golden Years' of the 1920s
- Hitler's rise to power and rule.
- Hitler's policies towards the young, women and minority groups

Elizabethan England

- Elizabethan life and social policy including leisure time, education and the treatment of the poor
- Elizabethan foreign policy including relations with France and Scotland and war with Spain.
- World exploration and trade during this period

“Those who cannot remember the past are condemned to repeat it”
– George Santayana

Option: History



ASSESSMENT

Students take 3 exams at the end of Year 11

Paper 1 - 1 hour 15 minutes

Paper 2 - 1 hour 45 minutes

Paper 3 - 1 hour 20 minutes

NATURE OF HOMEWORK

Homework will be of a variety of types over the year but students will mainly prepare for their lessons in advance by using topic designed knowledge organisers and online tools such as Seneca Learning.

Homework will, in general, be set weekly. **Students will be expected to read their class notes regularly even when specific homework is not set.**

SKILLS INVOLVED

The course gives students the ability to:

- Investigate historical events, changes, people and issues.
- Understand how the past has been represented and interpreted.
- Use historical sources critically.
- Draw conclusions and reassess other historical conclusions.
- Analyse interpretation of people and events.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

A qualification in History shows an employer that a student has developed certain skills which can be used in a variety of jobs and tasks. These skills include the ability to:

Observe - Pick out the important elements of information from a variety of formats.

Describe - Communicate observations both orally and in writing.

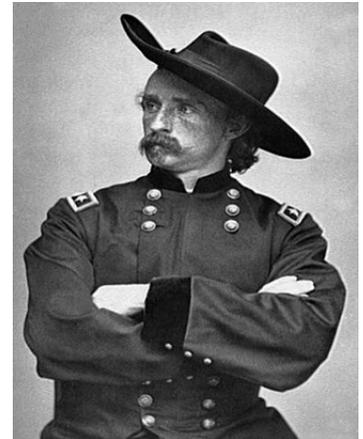
Question - Clarify and provide more detailed observations.

Analyse - Carefully consider observations.

Evaluate - Make a judgement based on investigations.

Many careers demand these skills. A very small selection is: accountancy administration, the armed forces, business management, journalism, law, local government, the media, police, tourism, teaching as well as many, many others.

History A Level is also one of the 'facilitating subjects' for the esteemed Russell Group of universities.



Sitting Bull



Option: Hospitality & Catering



Course Title: Level 1 / 2 in Hospitality and Catering (WJEC)

COURSE CONTENT

Our Level 2 Hospitality and Catering qualification is suited to students who want to learn about the vocational sector and the career / further study opportunities it can provide.

The qualification provides learners with in-depth knowledge and skills to support progression into employment, further learning and apprentices. It is equivalent to one GCSE and can lead to many Level 3 courses in the hospitality and catering industry, or food science and nutrition.

During the course, you will be expected to make a range of foods and develop lots of skills in food preparation, including expanding your knowledge of food hygiene and food presentation. You will also use your technical and practical skills to ensure that food meets customer needs, their preferences and that it is appropriate for the establishment.

These qualifications support the development of essential employability skills that are valued by employers, further and higher education, as this sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, cafes, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals, schools, arenas and sports venues.



Unit 1: The Hospitality and Catering Industry (externally assessed)

You will use your knowledge and understanding of the hospitality and catering industry in order to propose a new hospitality and catering provision to meet a particular target group. This unit will be broken up into 5 achievable steps where you will demonstrate how a hospitality and catering establishment operates safely to meet specific requirements: through an externally set exam paper. These are;

- Understand the environment in which hospitality and catering providers operate.
- Understand how hospitality and catering provision operates.
- Understand how hospitality and catering provision meets health and safety requirements.
- Know how food can cause ill health.
- Be able to propose a hospitality and catering provision to meet specific requirements.



Option: Hospitality & Catering



SKILLS INVOLVED

Unit 2: Hospitality and Catering In Action (internally assessed)

You will develop a range of practical skills which will be internally assessed towards the end of the course. This unit will require you to prepare, cook and present two dishes for an appropriate target group and establishment. You will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation and cooking skills and the finishing expertise required to produce nutritional dishes.

- Food safety and hygiene
- Compare nutritional needs of specific groups
- Developing a range of food preparation skills
- Developing time plans
- Understand menu planning
- Using a range of equipment
- Sequencing and Independently cook dishes
- Presenting dishes



NATURE OF HOMEWORK

Homework tasks will be provided and will range from research tasks to exam based questions.

HOW THE COURSE IS ASSESSED

Internal assessment 60%
External assessment 40%



HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

- | | |
|---------------------|----------------------|
| Catering/chef | Advertising |
| Education | Marketing |
| Food technician | Environmental health |
| Product development | Hotel industry |
| Restaurant work | Tourism |



Option: Modern Languages



Course Title: GCSE Modern Languages - French, German, Spanish (AQA)

COURSE CONTENT

GCSE Modern Foreign Language courses each follow the AQA exam board specification.

There are 3 main themes for each language:

Theme 1: Identity and culture

Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Technology in everyday life

- Social media
- Mobile technology

Free time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Customs and festivals in European speaking countries & communities

Theme 2: Local, national, international and global areas of interest

Home, town, neighbourhood and region

Social issues

- Charity/voluntary work
- Healthy/unhealthy living

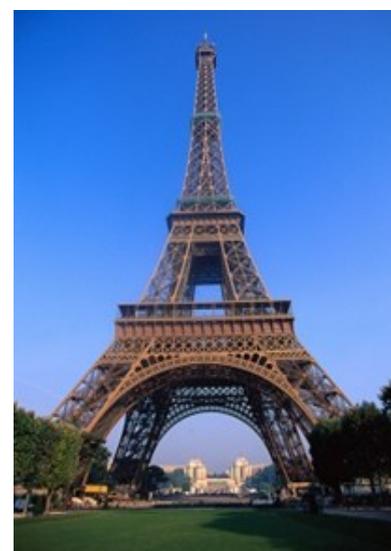
Global issues

- The environment
- Poverty/homelessness

Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16



Option: Modern Languages



SKILLS INVOLVED

Students get the chance to develop the following skills: listening, reading, speaking, writing.

NATURE OF HOMEWORK

Students will be set a learning or writing homework every week. Much of the homework will focus on preparation for the exams. The more time a student spends on homework, the better prepared they will be. Students will be entered for either Foundation or Higher Level in Year 11.

HOW THE COURSE IS ASSESSED

Exams - June of Year 11

- Paper 1 - Listening exam, 35 or 45 mins (25%)
- Paper 2 - Speaking exam, 7-9 or 10-12 mins (25%)
- Paper 3 - Reading exam, 45 or 60 mins (25%)
- Paper 4 - Writing exam, 60 or 75 mins (25%)



HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

A GCSE in a language shows an employer that a student has developed certain transferrable skills that would be useful in a variety of jobs. These skills enable students to:

- Communicate effectively and with greater confidence.
- Express and justify opinions.
- Listen for gist and detail.
- Develop a greater understanding of grammar and how a language works.
- Structure their written work logically, using a wide range of vocabulary and expressions.

Careers with languages: the tourism industry; teaching; journalism; civil service; armed forces; engineering; law; sciences and many more.

A GCSE in a language can help you to achieve the EBacc which is well-respected amongst universities and employers

You will stand out from the crowd and be more competitive in the world of work with a language.



Option: Music



Course Title: GCSE Music (Eduqas)

COURSE CONTENT AND ASSESSMENT

The course is taught and assessed according to the Eduqas exam board specification.

Component 1: Performing (30%)

Students will develop their performance skills both as a soloist and as a member of a group during the course. They will be assessed on this during the final year of the course.



Students can perform on an instrument, or voice. The ensemble performance must be at least one minute. Total duration of performances must be **4-6** minutes.

Component 2: Composing (30%)

Students will learn how to develop musical ideas and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2). The combined duration of the compositions must be **3-6** minutes.

Component 3: Appraising (40%)

Students will sit a 1 hour 15 minute exam, listening to extracts of music and answering questions about them. There are four areas of study which will be tested in the appraising exam.

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music

Two of these areas of study will be studied in more detail with specific set works and longer answer questions.



SKILLS INVOLVED

Demonstrate the skills required for performance.

Develop a basic understanding of music theory, including reading musical notation.

Develop ideas musically to produce composition work.

Recognise and describe accurately different elements and details heard in extracts of music, and use key words appropriately.

Develop key skills in communication, IT and working with others.

Option: Music



NATURE OF HOMEWORK

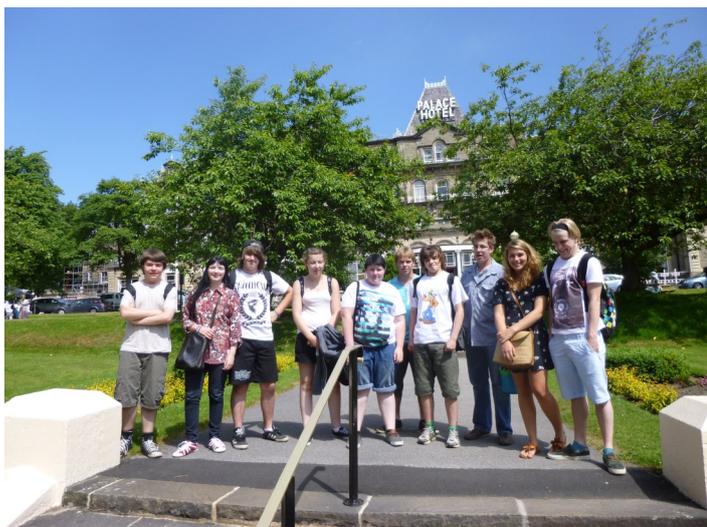
This will be set on a regular basis and will involve research or theory work, some composition tasks and solo performance preparation.

HOW MUSIC CAN HELP WITH CAREERS

GCSE music is a good preparation for further musical study, whether AS or A Level Music or Music Technology or a BTEC National Diploma in Music or the Performing Arts.

It can help lead to a career in:

- Music Industry - publishing, recording
- Entertainment Industry
- Teaching - in school, as a peripatetic or privately
- Arts Administration in orchestral, operatic or ballet companies
- Sales in music shop or company
- Journalism reviewing concerts CDs etc.
- Music therapy
- Developing music websites



Option: Physical Education



Course Title: GCSE Physical Education (Pearson)

COURSE CONTENT

Theoretical Assessment (60%)

Paper 1 Topics

Applied Anatomy and Physiology: Students will develop knowledge and understanding of the factors underpinning physical activity and sport performance.

Movement Analysis: Students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

Physical Training: Students will develop knowledge and understanding of the principles of training and training methods in order to plan, undertake, monitor and evaluate PEPs and training programmes.

Use of data: Students will develop knowledge and understanding of data analysis (quantitative and qualitative) in relation to key areas of physical activity and sport.



Paper 2 Topics

Health fitness and well being: Students will develop knowledge and understanding of participating in physical activity and sport to health fitness and well being.

Sport psychology: Students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity & sport.

Socio cultural influences: Students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport.

These are classroom based lessons usually 2/3 lessons.

Practical Assessment (30%)

Students will be required to perform in 3 different activities in the role of player/performer. For each activity students will be required to demonstrate their skills in isolation /unopposed situation and demonstrate their skills in a competitive/formal scenario.

Personal Exercise Programme (10%)

- Design, evaluate and undertake a training programme
- Analyse and evaluate their performance



Option: Physical Education



NATURE OF HOMEWORK

One hour per week - embedding knowledge and understanding in order to apply to practical context. This must include background reading and research.

HOW THE COURSE IS ASSESSED

We follow the Edexcel exam board course specification.

Component 1 Fitness and Body Systems	36% of the qualification Written examination 1h 45m
Component 2 Health and Performance	24% of the qualification Written examination 1h 15m
Component 3 Practical Performance	30% of qualification Candidates will be assessed in 3 activities (team and individual)
Component 4 Personal Exercise Programme	10% of qualification Production of a PEP and will require analysis and evaluation of performance. (Non Examined Assessment)

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

As well as being the ideal preparation for the A Level Physical Education course, GCSE Physical Education allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in areas such as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the civil service.

SKILLS INVOLVED

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle.

You should have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

You will be happy working in both a practical and classroom based environment.

The theory content will suit students who enjoy science based subjects and now has the greatest weighting in the qualification of 60%.



Option: Science



Course Title: GCSE Biology, GCSE Chemistry, GCSE Physics (AQA)

COURSE CONTENT

Students will follow the AQA Triple Science course leading to three separate Science GCSE qualifications in Biology, Chemistry and Physics.

GCSE Biology Course Content

Paper 1:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

Paper 2:

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



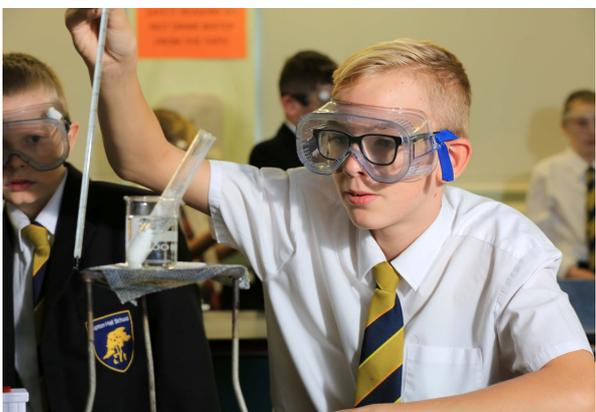
GCSE Chemistry Course Content

Paper 1:

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

Paper 2:

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources from the earth



Option: Science



GCSE Physics Course Content

Paper 1:

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Paper 2:

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics



NATURE OF HOMEWORK

Students will be set homework regularly, and will be a range of independent activities, looking at pupils' research skills, learning and recall skills, literacy and numeracy.

HOW THE COURSE IS ASSESSED

These are two year courses and will be examined through two equally weighted externally marked examinations, per qualification at the end of the two years. Students have to undertake required practical's, throughout the course, which are assessed during the examinations. In-house assessments are carried out every half term, and mirror the course content.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Medicine; veterinary science; dentistry; nursing; midwifery; biomedical science; engineering; pharmacist; astrophysics; paramedic; meteorologist; teacher; electrician; forensic science; pilot; zoologist; physiotherapist.



Option: Sociology



Course Title: GCSE Sociology (WJEC Eduqas)



COURSE CONTENT

“The study of human society and social behaviour - why do people do the things they do?”

Year 9/10 Topics

In Year 9 we will briefly cover all of the topics below and you will be taught skills to help develop your written work. In year 10 the same topics will be taught in more depth, with an emphasis on exam technique.

Key concepts and processes of cultural transmission – look at how we gain our identity and what processes occur to make up an individual's 'self'.

Sociological research methods - understand how sociologists conduct research about society by completing your own research whilst learning about the different ways research is conducted by sociologists.

Families – families are changing in modern society and new family forms are emerging. Sociologists have very different opinions regarding elements of family life, including divorce and marriage.

Education – everyone experiences school at some time in their life. Sociologists have tried to explain why things such as differential achievement between social classes, genders and ethnicities occur, as well as looking at what the role of education is in a modern, changing society.

In Year 10 the same topics will be taught in more depth with an emphasis on exam technique.

Year 11 Topics

Crime and Deviance – this topic debates why people commit crime, whether crime is increasing, what the patterns of crime are and how social order is kept in society. Functionalists, Marxists and Feminists all offer their very different views on these issues.

Social differentiation and stratification – some of the most important issues facing the UK in the 21st century are studied here including issues of inequality and poverty. This topic examines the debates about power, wealth and life-chances.

Option: Sociology



SKILLS INVOLVED

- Strong communication skills (verbal and written)
- Collection of information for different purposes
- Interpreting and analysing data
- Applying knowledge to society
- Evaluating research

In order to study Sociology you should ensure that you have good written skills as your assessments will require you to write some long mini essay style answers. It would also be useful if you are someone who is able to express an opinion about the world we live in.

NATURE OF HOMEWORK

Homework is set, usually once a week, and may include written tasks, reading or doing research.

HOW THE COURSE IS ASSESSED

The course is taught and assessed according to the WJEC Eduqas exam board specification. Students are assessed via two separate exam papers, which are examined at the end of Year 11. Both papers are 1 hour 45 mins in length and are worth 50% each.

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

Sociology is useful for any career or further studies involving people and how society works. The subject gives you a general appreciation of the society we live in so is beneficial to a whole range of future options. Sociology is available to study at A Level in our Sixth Form.

Sociology could help lead to a number of careers including:

Probation Officer	
Nursing	Occupational Therapy
Media	Counselling
Personnel	Social Work
Market Research	Social Service
Journalism	Prison Service
	Teaching

IMPORTANT DATES!



Year 8 Options Evening
Tuesday 16th March 2021
6pm online

Please remember to keep this booklet handy - online or downloaded!



Options Deadline
Friday 2nd April 2021

When students must have made their course selections.

CONTACT DETAILS

Tupton Hall School
REDHILL ACADEMY TRUST



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