

# Key Stage Four Courses

2022–2024



“There must be a few times in life when you stand at a precipice of a decision. When you know there will forever be a before and an after...”

**Justina Chen Headley**

March 2022



## Introduction

As you know, you are about to make one of the most important decisions of your life – the selection of subjects for study to **GCSE** level. Increasingly, you need to see this as a step taking you to your destination at the age of 18 or even 21. There are some things you should remember:

- a) Your working life will go far beyond the present economic climate – so think long term!
- b) Be realistic and ambitious – do not settle for being less than you are capable of.
- c) The greater the qualifications you have the more you are likely to earn over your lifetime and the greater your freedom to choose your own pathway.

Open Academy has always aimed to offer a wide range of subjects to students. Please choose carefully. Once begun, it is usually impossible to change courses.

Students with special educational needs will have the same choice as all others and will enjoy continuing support. Where we feel that the burden of a full range of **GCSEs** would not be appropriate for a student, we shall discuss alternative routes. Giving further advice for individual students will be an integral part of the process of setting up next year's curriculum.

With such a wide degree of opportunity a great deal of careful and informed thought is needed before making final choices and we are here to give you as much help, information and support as we can.

If you have a question related to a particular subject, please ask your teachers. Some helpful people to ask are highlighted below. If the question is to do with the range of choices available to you please see Mr Ward.

English and Drama	Mrs Roberts and Mrs Ormosi
Mathematics	Mr Fisher
Science including Triple Science	Mr Murray
PE	Mr Richardson
DT Food and DT	Miss Luter and Mrs Reynolds
Art and Photography	Mr Walters and Mr Thurston
Music	Miss Lines
Health and Social Care	Mrs Smith
Business Studies	Mrs Wicks
Computer Science	Mr Thompson
RE GCSE	Mrs Thoppil
MFL/German	Ms Stickland

## What You Need to Think About

We aim to offer the widest degree of choice to meet individuals' needs and interests. We must meet other important needs, too, of course. These are just as important to your son or daughter's education as the degree of choice they have, and include:

1. The need to satisfy the legal requirements of the **National Curriculum**.
2. The importance of all students keeping future options open by following, at this stage, a broad and balanced curriculum.
3. The practicalities of ensuring all courses can be adequately staffed and equipped.

There are, therefore, some subjects which every student will study. These are the **National Curriculum "Core" Subjects** of **English, Mathematics and Science**, together with **Languages, History or Geography, Physical Education, Skills for Life (PSHEE, Careers and Citizenship)** and **Religious Education**.



There are many things to think about. Remember the choices you make now will not determine your entire life. All students will complete a core of subjects that will enable them to take any subject at **Key Stage 5** at **Open Academy Sixth Form** or at **City College**.

## EBACC – The English Baccalaureate

The EBacc requires students to achieve grade ‘4’ or above in **GCSE Mathematics**, **English**, **Science**, a **Humanities** (defined by the government as **History** or **Geography**) and a **Modern Foreign Language (German)**. The government now expects almost all children to follow the EBacc. This has been policy for the past decade. They believe that those who achieve EBacc will find it much easier to apply for **Sixth Form**, college, and later university places in the future.

Last parliament the government changed all **GCSE** courses. They have made them harder and more traditional and more academic. The information in this booklet is correct for courses currently available. As exam boards publish updates we will inform students exactly how their courses will be affected. If there is a change at this point there is usually very little change in content. The recent changes are reflected in examinations and a reduction in the range of qualifications that schools are allowed to teach. There have been big changes to some specifications and the way they are examined due to **Covid-19** restrictions. These are not expected to continue for students in the 2021 – 2023 cohort.

The purpose of the **GCSE** reform was to increase challenge and rigour. However, at Open Academy we recognise that some students (**KS2** scores of 90 or below) may struggle and those students may be invited to do something else. It will either be work with the **SEN** team or extend their core offer in citizenship and **PSHEE**. Some students may want to take **Religious Studies GCSE**. Due to timetable constraints this is likely to be at the same time as **German**.

You will need to remember, too, that the following points apply to all courses followed in **KS4**:

1. Our expectations of you are very high – we expect all students to work hard from the very beginning of the course until its end.
2. Homework will be an important and normal requirement – you cannot cover all the necessary work without it. Homework will be set on **TEAMS**.
3. Your personal organisation must be of the highest standard – attendance and punctuality, completing work fully and on time, ensuring all necessary equipment is with you when needed will all influence your final results.
4. Students who are struggling with homework demands will be timetabled in **HUB**. These sessions are mandatory.
5. Students need to be prepared to do extra study. Currently Year 11 do an average of 4 hours study most weeks.

Nearly all courses lead to public examinations, usually **GCSE**. Your results will greatly affect your future educational, training and career opportunities. You should choose **COMBINATIONS** of subjects which keep your future options as wide as possible.

Each subject will be deeper, more specialised and more demanding than in Years 7, 8 and 9.

You have an opportunity now to select subjects in which you are strongest and which you enjoy most. Can you say which will be most suitable for you?

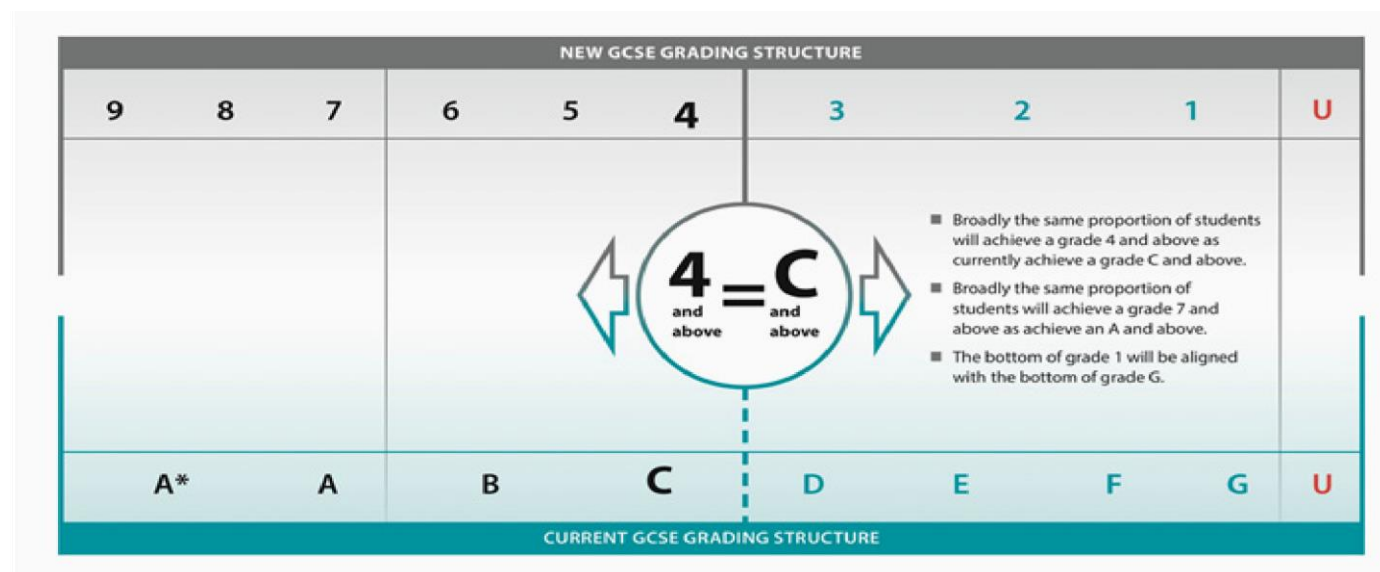
## After Year 11

Throughout Key Stage 4 all students will receive advice and guidance about careers and options for courses at Open Academy Sixth Form as well as other local colleges. This will help you to achieve success over the next 4 years. Consider Post-16 courses when choosing options at KS4 and discuss any queries with members of staff. For more information on OA6 ask Mrs Molloy.

Open Academy has strong links with local industries, businesses, colleges and universities. We will use these links to enrich the curriculum, approve work experience placements and deliver enterprises events for students where appropriate.

## The GCSE Grades

The government has changed **GCSE** grading. The chart below shows how the new grades will link with the old ones. Exam boards are beginning to publish the new specifications and as details emerge in individual subjects we will inform students and parents.



Current Government guidance is that only 3 vocational courses will be counted towards their final points score. The quality and difficulty of vocational qualifications has improved over the past few years. As a result, vocational qualifications should not be considered easy options. However, some involve the completion of controlled assessments (CA) which is work formally assessed under examination conditions and which counts towards the final grade. This allows students to lay a sound foundation for success and to be assessed in aspects of work not easily tested in formal examinations. It is extremely important that a student does well in their controlled assessment and this requires good personal organisation and self-discipline.

Attendance at controlled assessment is vitally important if you are to get the best grade possible. Failure to attend controlled assessment sessions risks losing up to 40% of the final grade.

## New Assessment for GCSE subjects

All **GCSE** qualifications are assessed at the end of the course of study. That means students take their exams at the end of Year 11. There are usually 3 exam papers per subject.

## Differentiation

The **GCSE** examination is intended for around 90% of all young people in Years 10 and 11 which means the examinations are designed to differentiate between stronger and weaker candidates. In a minority of subjects, candidates will be entered for a “tier” of **GCSE** paper which gives them access to a particular range of grades. These arrangements are explained in the subject descriptions in the following sections. Most new **GCSEs** are now un-tiered. Therefore, all students can achieve grades 1–9.

## Equality of Opportunity

It is important you select your courses carefully. Avoid thinking that any particular subject is for girls or for boys – that idea is now thoroughly out-dated and the academy is committed to enabling all students, regardless of their gender, ability or cultural heritage, to achieve the highest levels of attainment and excellence of which they are capable. Keep all your future options as open as possible. The country is desperately short of scientists, mathematicians, linguists and engineers, male or female.

## Subject Information

As part of the requirements of the **National Curriculum** all students in **KS4** must study:

- English
- Mathematics
- Science

All of these are to **GCSE** level.

In addition, all students are required to follow courses in

- Physical Education
- PSHEE and Citizenship
- RE

To meet the needs of the **National Curriculum** all students will have 4 hours a week studying English and mathematics. Most students will then take English, English Literature, mathematics and some years the most able also take possibly statistics or further maths **GCSEs** during **KS4**. Most students will take 2 **GCSEs** in science. Some students will want to study triple science. They will have to complete double science work in normal science lessons and have an extra 5 lessons in options time to top up their knowledge to make 3 **GCSEs** in science rather than 2.

There is a preference form to be completed. It clearly shows which sort of course is on offer however not all courses can run. Further to that there is lots of information on each subject in this booklet.



## Art & Design



During Key Stage 4 you will have more say over what you do in Art than ever before.

Although you will have to cover a range of skills, set out by the examining board, we want the work to be **yours**, not just something we have set.

You must take **responsibility** to meet objectives as these will ensure you get **good grades** when completed successfully.

This is particularly important in year 11 where you will **choose** how you tackle the themes we give you and what art materials you use.

To be a better artist and get high grades you need to use your sketchbook at all times.

It is the most important piece of work you produce and it must include all the experiments and techniques you have done over the 2-year **GCSE** course.

Studying Art at **GCSE** can be very rewarding encouraging you to use parts of your brain that other subjects don't. It develops creative thinking skills which are becoming ever more important in the jobs market, indeed the **Creative Industries** is one of the largest and fastest growing employment sectors in the **UK**.

The **GCSE** is assessed using the new grading system 9-1.

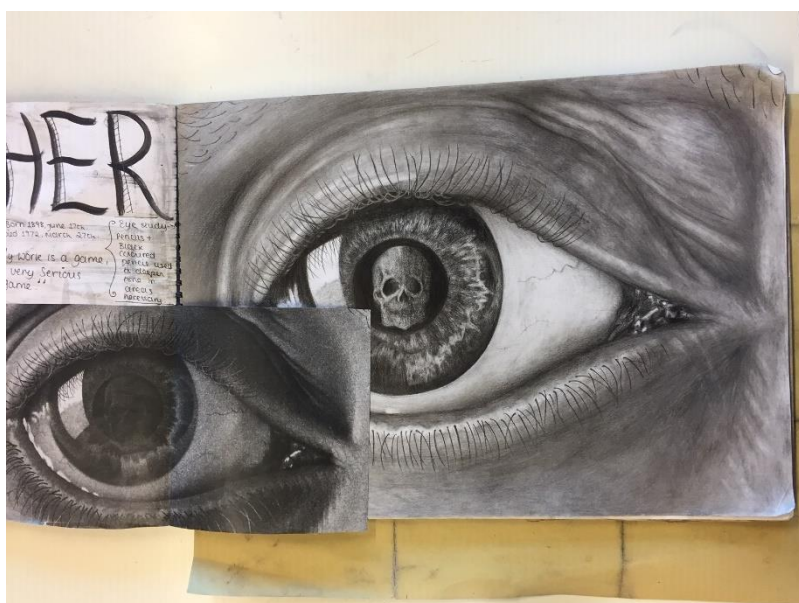
The course is split into two components: The Coursework unit (worth 60%)

The Exam unit (worth 40%)

It is important to note that Art is one of the few subjects that still retains a coursework element. Art at **GCSE** leads to Art and Photography at **OA6**.

Careers in Art include:

Advertising director, fashion or graphic designer, illustrator, printmaker, art therapist, curator, multimedia specialist, school teacher, computer games designer, photographer, architect, web designer, creative director...





## Photography

“To me, photography is an art of observation. It’s about finding something interesting in an ordinary place... I’ve found it has little to do with the things you see and everything to do with the way you see them.”

– Elliott Erwitt

Through photography we see the unseen and develop a better understanding of the world we live in. The fascination with imagery has captivated humans from the earliest times and continues to be a source of intrigue and wonder. This desire to create images and record the world around us defines us as a species. We read, respond to and creatively use visual language in our daily experiences.

At the Open Academy the photography department engages the students with a broad range of themes that will inform their understanding of what makes a good photograph and how to create compelling images. Their practical work is complimented with contextual studies which influences the final work the students create.

At higher levels the students work develops beyond the creation of imagery and takes on a deeper meaning. Students work is independently developed with greater emphasis on the interests of the students themselves. It is also at this stage that the students’ work moves beyond just class work and develops into refined photography, demonstrating a clear understanding of photographic techniques and a deep contextual awareness, culminating into original and individual final images.

Open Academy offers **GCSE** and **A Level** photography and are both delivered by a dedicated photography teacher from within the art department. The photography department includes a large photography classroom complete with **PC’s** with the use of **Photo Shop CC**. The department also has a darkroom for film photography and a studio complete with professional lighting.

The photography rooms are open during lunchtime and afterschool for photography students to continue their studies or develop their exam preparation work. Students are encouraged to complete their own photoshoots during their free time and visit photography exhibitions throughout the course.

#### Key stage 4

Students who choose Photography at this key stage will follow the **AQA GCSE Photography Course**. This is divided into two units

- Unit 1: Portfolio of Work which accounts for 60% of the final grade
- Unit 2: Externally Set Task, which accounts for 40% of the final grade

Students will learn the basics of how to use the camera and will be shown how to manipulate their work with Photo Shop CC. The students will work through different projects with set themes and will have the opportunity to take part in photography trips. Year 10 will culminate with an exam with a pre-set theme. The students will be required to develop their work, based on a theme and create final images in exam conditions.

Year 11 will be divided between the mock exam and the final **GCSE** exam. The mock exam is used as excellent practice for the students to prepare for their final exams, with the work they create added to their coursework portfolios. It is important that students remember that the **GCSE** photography course still expects coursework and as such the mock exam work is added to the student's final photography portfolio. The final section of the course is used for preparation time for the final exam. Students will be expected to begin their work from a starting point selected by the exam board. Students will then have a ten-hour exam period to complete final images for their portfolios'.

#### Beyond GCSE

After completing the **GCSE** course students will be able to develop their photography skills further by completing **A Level Photography** and eventually may even wish to complete a degree in photography. Students would then be able to consider careers such as, **Graphic designer, Magazine features editor, Medical illustrator, Photographer, Press photographer, Television camera operator or wedding photographer** and many others.

The course is assessed in four areas, as follows:

- A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise.



Our GCSE allows you to study core technical and designing and making principles, including a broad range of design processes, material techniques and equipment. You will also have the opportunity to study specialist technical principles in greater depth.

Component 1: Principles of design and technology, 2-hour exam. (50%)

This includes both the ‘core’ principles that all students must know, and ‘in-depth’ principles that are more specific to the materials or systems you will have deeper practical and design experience of:

- Analyse existing products

- Demonstrate applied mathematical skills

- Demonstrate their ‘core’ design and technical knowledge and understanding

- Demonstrate and apply their in-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques.

For a number of these principles, mathematical and/or scientific knowledge is also required.

## Component 2: Iterative design challenge (Coursework, 50%)

Central to this non-examined assessment is the requirement for learners to understand and apply processes of iterative designing in their design and technology practice: exploring needs, creating solutions and evaluating how well the needs have been met. This component does not limit the range of materials or processes a learner uses when developing their design solutions.

You will produce a chronological portfolio and final prototype(s). This demonstrates their understanding and independent management of and skills in iterative designing, in particular:

- The interrelated nature of the processes used to identify needs and requirements (explore)

- Creating solutions to meet those needs (create)

- Evaluating whether the needs have been met (evaluate)

Careers: Architecture, product design, graphic design, most areas of engineering, telecommunications, electronic industries, manufacturing industries, business and commerce, education, research and development.

Design qualifications help support learning in sciences and arts at OA6.

Modern life is influenced by IT. It is almost impossible to go through a single day without using an app or website that makes use of it. Our society relies on it to function correctly. Studying the **BTEC in Digital Information Technology** will teach students digital design principles and how data is gathered, analysed, communicated. Students will also learn about the software, hardware and techniques used in industry projects. This course might be offered to students who want an IT qualification but may struggle with **Computer Science**. If you are interested please choose computer science and we will look at the composition of the group to see if this course is more suitable.

This course is suitable for all creative students that have used a mobile phone or played a game and wondered how it has been designed.

The qualification is equivalent to a **GCSE** with grading as follows;

Level 2 Distinction\* (**GCSE** grade 9), Level 2 Distinction (**GCSE** grade 7), Level 2 Merit (**GCSE** grade 6), Level 2 Pass (**GCSE** grade 4) Level 1 (**GCSE** grade 2).

There are 3 units of study,

- 1 Designing a user interface
- 2 Analysing data
- 3 Working practices



This subject can lead to further study in Art, Business, **Computer Science**, IT and Photography which we deliver at OA6. This qualification is relevant for students who are open to the idea of future studies, or a career in one of the largest and fastest growing employment sectors in the UK.

## Cambridge Nationals in Enterprise and Marketing (Business Studies)

The OCR Cambridge Nationals in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business by developing a product to meet a customer's needs.

There are three units for the course...



Unit R064: Enterprise and marketing concepts – This unit is an exam worth 50% of the overall marks. Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. The exam is 1 ½ hours long with a mix of multiple choice, short and long answer questions based on a case study. There are 6 learning outcomes which are studied using real-life examples.

Unit R065: Design a business proposal – Students are presented with a business challenge from which they create a researched and costed business proposal. The current challenge is to design a pizza! They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals.

In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit R066: Market and pitch a business proposal – Students prepare for and pitch the business proposal that they developed in the previous unit. In a similar vein to Dragons Den, they develop a brand identity and investigate how best to promote their product and then plan, practice and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to presentation.

### Assessment Structure:

There are 3 units (1 exam, and 2 pieces of coursework)

R064: Enterprise and marketing concepts. Exam – 1 hour 30 mins – 80 marks

R065: Design a business proposal – Centre-assessed task (assignment) – 60 marks

R066: Market and pitch a business proposal – Centre-assessed task (assignment) – 60 marks

### Grading

Cambridge Nationals	D2•		D2	M2		P2	D1	M1	
							P1		
9–1 Equivalent	9	8	7	6	5	4	3	2	1
A*– G Equivalent	A•		A	B		C	D	E	F

### Where Business Studies Will Take You?

There are many career areas to explore in the world of business which include; Accounting, Finance, Management, Human Resources, Retail, Marketing, Product Management, Self-Employment, Market Research, Advertising and Public Relations, Operations Management.

### Where does this lead?

This subject leads to Cambridge Technicals in Business which we successfully deliver at OA6.



## GCSE Food Preparation and Nutrition

**Please note:** There is a weekly demand to undertake practical work. **Students select their own recipes for cooking.**

### What You Will Learn?

This exciting course teaches you an understanding of ingredients, cooking processes, nutrition and health life styles. You will be able to build up your skills in the food preparation section, the science behind cooking and how important different nutrients are for your well-being.



The department has a range of specialist KS4 equipment including deep fat fryers, spiralisers, ice-cream machines and pasta machines.

The exciting **GCSE Food Preparation and Nutrition** specification equips students with an array of culinary techniques. This course includes lots of practical work, planning, making and serving food. They will learn a range of important cooking skills, use new equipment and serve dishes to a high standard.

Alongside the practicals, the course covers 5 main topics. They will have an in depth knowledge of nutrition, food science, food provenance, food choice and kitchen safety

### Assessment Structure:

#### Written exam

1 hour and 45 minutes, 100 marks, 50% of **GCSE**. Questions: multiple choice questions (20 marks) and 5 questions with sub-questions (80 marks).

#### Non-exam assessment

Task 1: Food investigation (30 marks). 1500–2000 words including photographic evidence of practicals

Task 2: Food preparation assessment (70 marks). Portfolio including photographic evidence. Evidence of 3 final dishes must be included.

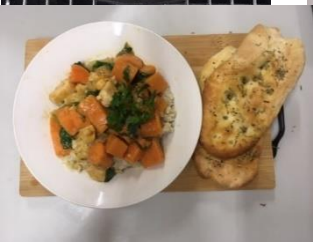
### Where GCSE Catering Will Take You

This course is suitable for anyone who is interested in cooking or considering pursuing a career in the Catering industry. This course gives you the option to continue with A-Level 'Food Science and Nutrition' which opens the door to the A Bachelor of science Degree in University in Human Nutrition and other University options.

You should consider this option if you want to develop further in:

- Sport (coaching, dietician, professional sports)
- Nursing
- Childcare
- Working in the Catering Industry

Example dishes by students on this course:





We teach the RSL Level 1/2 certificate in Acting for Performing Arts Practitioners.

The course is made up of three components and is marked as a pass, merit, distinction or distinction\*.

**Component PAP01: Performing Arts Knowledge is worth 30% and internally assessed.**

Within this unit learners will explore two contrasting genres for example physical theatre and melodrama, studying the context, key characteristics and practitioners associated with each style. Assessment of learning will be through either a written or verbal presentation which compares and contrasts the styles explored. Learners will then study one genre in closer detail, producing a written review of a piece of theatre and a short performance within that style.

**Component PAP02: Skills development is worth 30% and internally assessed.**

This unit fully explores the role of the performer and the skills needed. Learners will be required to complete an objective audit of their performance skills and then come up with a reflective development plan of how to improve these skills. Through a series of workshops, learners will develop their ability to set targets and review progress in a systematic and focused manner. Evidence for this unit will be through a progress journal and/or video diaries.

**Component PAP03 – A: Live Performance – Acting is worth 40% and externally assessed.**

This unit is considered the cherry on the cake! It aims to showcase the skills developed in the 2 previous units and asks for learners to research, plan, and rehearse a performance in response to a brief set by the exam board. This live performance to an audience is marked and assessed by the exam board and is evidenced through a video of the performance. Following on from the performance, learners are required to complete an evaluation reflecting on the successes and areas for improvement of their final piece.

(There is an option to certificate in dance or musical theatre for those who study this outside of school, but the taught content will be in acting).

**Should I take this course?**

RSL in Performing Arts helps you to develop a range of valuable life skills such as: Communication skills, essay writing, presenting information, responding positively to tutor comments and evaluations, giving feedback and responding to feedback from peers. IT skills such as using the internet for research, using word processing software, image software or presentation software. As well employability skills such as target setting, time management, problem solving, decision making, striving for excellence and personal skills assessment.

This course is ideal if you want to study a subject that is both practical and creative. It builds on the skills and techniques which you have explored at KS3 and can lead into further study at KS5 or employment. Past students who have completed a level 2 qualification in Performing Arts have gone into varied careers ranging from being performers, to hairdressers, from the military, to teachers.

You must be able to work well as part of a team as the course involves a lot of group work. You also need to be willing to put as much effort into your written work as into the performances. Lunchtime and after school rehearsals are an important part of the course so commitment is crucial.

## English Language & English Literature

You will study English Language and English Literature following the AQA syllabus. You will read a range of literacy texts including Shakespeare, pre-1914, poems and modern texts. You will learn how to interpret and analyse media and non-fiction texts.

Studying English Language will help you to develop your analytical and reasoning skills, as well as speaking, listening, reading and writing skills. These are life skills and are essential for every career. They are also skills that are key to maintaining successful personal and professional relationships.

The English Language course comprise sessions based on reading skills such as the identification of actual and inferred meaning of a text, how language has been used for effect and the comparison of texts. The reading material includes both fiction and non-fiction texts. In addition you will learn how to create a narrative with believable characters and how to write using language effectively to persuade.

The study of this course will provide you with the basis for life in understanding how people and society work and their motivations. During the course you will study a Shakespeare play, a pre- 1900 prose text, a more modern play and poetry from a range of eras. You will be expected to be able to quote from these texts and analyse how the author has used language, structure and form to impact the reader and how the context is demonstrated and influences the text.



The study of Literature will help you to develop analytical skills, write concisely to inform and also develop the skills needed to pass the English Language exam.

There is an Accelerated Group studying at a more challenging level and 3 mixed ability groups in Year 10 and 11. There is also one support group in Year 10 and 11.



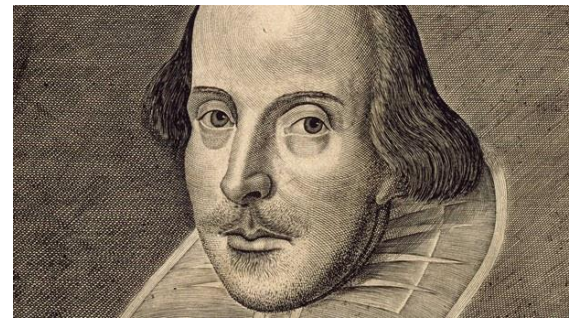


	Attainment Targets	Examination
English Language	External Assessment  Internal Assessment	Paper 1 – 50 % Paper 2 – 50 % Speaking and Listening assessment that endorses the qualification.
English Literature	External Assessment	Paper 1 – 40% Paper 2– 60%
English Literature	In addition there is a speaking and listening endorsement which is assessed in school	

### Where English Will Take You?

After **GCSE**, you will be able to continue your study of English Literature at **A Level**. English at grade 4 or above is usually required if you wish to attend College or University courses

Employers seek high levels of communication and if you pass **GCSE** English and English Literature you are proving that you have the ability to use the written and spoken word accurately. You are also demonstrating that you can use analytical skills in exploring the human condition with insight and imagination.



English Literature can lead to the following careers: – journalism, librarian, teacher, author, editor, copywriter and many more.



English Literature is also considered to be a sound academic ‘A’ level by all universities for admission to courses such as Law.

This subject leads to A level English Literature (and supports all essay-based Sixth Form subjects) at OA6.

Can you identify the four authors from their pictures?

## Modern Foreign Languages (MFL)

### German



The qualification consists of 4 skill areas: listening, speaking, reading and writing. You will be entered for one tier only – either foundation tier (1–5) or higher tier (5–9) for all skills.

**Listening:** is assessed by a paper taken in the Summer term of Year 11. Foundation is 35 minutes/ higher is 45 minutes and you will be expected to answer questions in English/German.

**Speaking:** is conducted as an internal exam. This involves a role-play, a photo card and then a general conversation based on topics covered during the course. The exam is in total 7–9 minutes for foundation tier, and 10–12 minutes for higher tier.

**Reading:** is assessed by a paper taken in the Summer term of Year 11. Foundation is 45 minutes/ higher is 60 minutes and you will be expected to answer questions in English/German. In addition to this, you will complete a translation task from German to English.

**Writing:** is assessed by a paper taken in the Summer term of Year 11

**Foundation tier tasks:** writing a short message in German, a short response to 4 bullet points, a translation from English to the target language.

Higher tier is a structured writing task of 90 words in German, an open ended writing task of 150 words in German and a translation from English to the target language

#### Themes studied:

1. Identity and culture (family, friends, technology, free-time activities).
2. Local, national, international and global areas of interest (home/town and region, social and global issues, travel and tourism).
3. Current and future study and employment (my studies, life at school, education post 16 and job, career choices and ambitions).

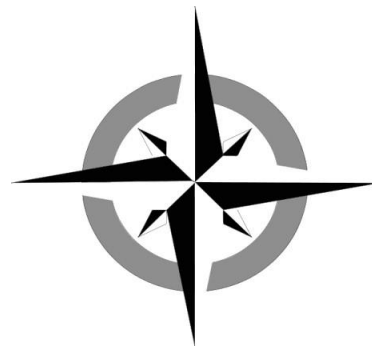
#### Where A Language GCSE Will Take You?

It will leave you in a more advantageous position to gain employment or be accepted on apprenticeships with a wide range of companies. Recent statistics have shown that students with a qualification in MFL are 30% more likely to be offered a job. Some universities require you to take a foundation language course in your first year if you do not have one.

The Modern Foreign Languages faculty is currently offering GCSE in German which will enable you to prepare for 'A' Level or take a vocational language qualification at Level 3 (KS5) and Level 4 (Degree).



*“See the world; see your future.”*



### Why Choose Geography?

This exciting course enables students to explore the world, the challenges it faces and their own place in it. The course investigates the physical and human environment, the challenges that affect it and the way they interact.

You will travel the world from your classroom, exploring case studies at different levels of development from a variety of local, regional, national and international locations. From solving the challenges of slums in **Mexico City**, identifying how we can meet our future energy needs and how we measure beach processes shaping the **North Norfolk Coast**. The course is very varied and relevant to modern life.

### The Course and Assessment

The **GCSE** specification gives the students the opportunity to understand more about the world, the challenges it faces and their place within it. Geography enables young people to become globally and environmentally informed and thoughtful enquiring citizens.

**Unit 1: Physical Landscapes (37.5%)**

**Unit 2: Human Environment (37.5%)**

**Unit 3: Geographical Investigations (25%)**

### Where Geography Will Take You?

The compulsory and optional topic content provides the opportunity to lay foundations of knowledge and understanding that can be further developed at **A-level**.

### Career Paths Include:

• Travel writer • Expedition leader • Cultural arts officer • Aid worker • Diplomat • Geologist • Retail management • Coastal engineer • Teacher • Military **GIS** specialist • Aerial surveyor • Pollution analyst • Conservation officer etc...

## Health and Social Care

Health and Social Care sees many of our core values at the heart of the subject. If you intend to pursue a career in any of the caring professions from childcare to nursing to care for the elderly then this course could be for you.



Health and social care is one of the biggest employment sectors in the UK with the NHS, and independent providers. This course introduces you to the vocational sector where you can develop transferable skills such as communication and teamwork.

You will apply your learning to real life scenarios in three different components, with each one building on the next one. This will give you a confidence and understanding in your learning.

The three components are:

1. Human lifespan and development
2. Health and social care services and values
3. Health and wellbeing

In component 1 you will understand how we develop and grow throughout our lives, exploring how individuals develop physically, intellectually, emotionally and socially over time. You will also investigate the various events that can impact someone's life and how they adapt to life's changes. This component is worth 30% and is internally assessed.

In component 2 you will learn which services are available in this sector and identify why people may need to access them. You will research the providers of these services and explore the barriers to accessing them. The law and national policies will also be discovered. This component is worth 30% and is internally assessed.

Finally, in component 3 you will identify what it means to be healthy and explore different factors that may influence health and wellbeing. You will identify key health indicators and use knowledge to create a health and wellbeing plan in external assessment conditions. This component is worth 40% and is externally assessed through a case study.

Many students who have taken this course have chosen to study Health and Social Care at a higher level in Sixth Form and further studies.

Health and Social Care could lead to careers such as nursing, teaching, playgroup worker, social worker, midwife, medicine amongst many more.

This subject leads to Health and Social Care level 3 at OA6

**“We are not makers of History, we are made by History” Martin Luther King Junior**

**Why should I choose history as an option?**

History is both an interesting and relevant subject to study. You may well ask “What use is History to me? Why do I need to know what happened in the past?”

At **GCSE** it covers Politics, Sociology, Economics and an understanding of the background to current events. You will study key historical events, people, changes and issues of history and take a detailed look at the most dramatic and troubled periods of human history. Choosing History will be very useful throughout your time at school and in your future life.

**What is the course like?**

The course will allow you to research, to analyse, to produce summarised notes and extended pieces of writing and to make presentations. You will gain skills in how to debate key issues and argue your point effectively. You will also have the opportunity to visit relevant places of interest, for example, **Norwich Castle**.

**What will I do in lessons?**

In lessons you will have the opportunity to discover the events & personalities which have shaped our history over the centuries. In every lesson you will gain information and understanding which apart from being vital for your examinations, will mean you will be able to impress and amaze your families and friends with your knowledge!

**How will I be assessed?**

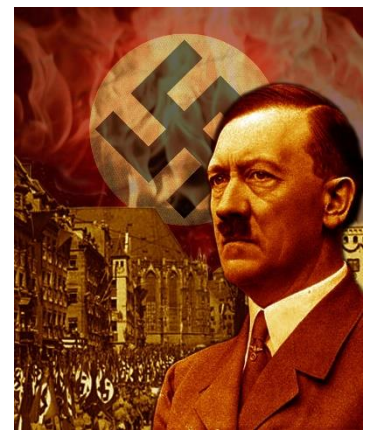
The course will involve the study of 3 aspects of History covering British History, History around us and World History (assessed across 3 examinations). The units included are likely to be:

- **Crime and Punishment c.1250 to today**
- **The Elizabethans 1580 to 1603**
- **A study of Norwich Castle**
- **The Making of America 1789 to 1900**
- **Living under Nazi Rule 1933 to 1945**

## How is it of value?

History is more than just what happened, it teaches a range of valuable, transferable skills. Such skills are highly regarded by employers since they show that you can retain, analyse and present information effectively.

The **GCSE** course will also prepare you well for studying the **OCR A Level History** course that is taught at our **Sixth form**.



## Mathematics

You will follow the new grades 9–1 **GCSE Mathematics Specification** that started in **September 2015**. The course has changed in many ways including the use of problem solving and analysing skills. You will also be expected to be able to show that you can use **Mathematics** effectively in everyday life.

You must follow the full **Mathematics** course because it provides you with essential life skills. As well as helping you to expand your number skills, we aim to develop your thinking, solving, estimating, analytical and reasoning skills.

Exceptional students may take **Further Mathematics** and / or **Statistics GCSEs** as well as the main **GCSE in Mathematics**.

### Setting

You will be set by ability according to your prior attainment in **Mathematics**. You will be entered for the **GCSE** exam at one of two tiers, foundation or higher. The possible award grade is dependent on the tier of entry as follows:

Higher Tier 9 – 4

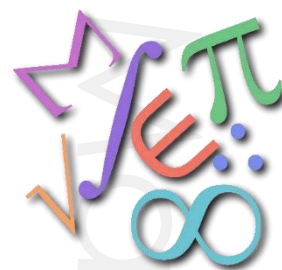
Foundation Tier 5 – 1

### Where Mathematics Will Take You

The **Mathematics GCSE** will provide you with the skills you need to follow many courses in the future. These include **Geography, Psychology, Engineering, Business Studies, IT and the Sciences**.

Maths can lead to a variety of careers and is an essential tool to be used through life by everyone whatever their chosen career path.

This subject leads to **A level Mathematics** and **Further Mathematics** at **OA6**



the  
maths  
GCSE

## Music

Do you have a keen ear for music? Can you play a musical instrument? Do you have the passion and drive to create music?

### What does Music BTEC involve?

The course involves a mixture of theoretical and practical work. You will study a variety of genres, ranging from 60's Motown to African Drumming, Film Music to Hip Hop, and explore the characteristics of each. You will have regular opportunities to perform as a soloist and as part of an ensemble and to record your performances for your coursework. There will also be opportunities to compose your own music, form bands, produce tracks and learn from professionals in the industry. Confidence in your chosen instrument and in performing in front of an audience is key to this course, along with the motivation and enthusiasm to become a well-rounded musician.

**Assessment:**           Component 1 – Exploring Genres and Styles (30%)  
                                  Component 2 – Music Skills Development (30%)  
                                  Component 3 – Responding to a Music Brief (40%)

Edexcel Pearson BTEC Level 1/2 Music Practice is based on a Level 1 Pass to Level 2 Distinction grading system.

### **Where can a Music BTEC course take you?**

If you enjoy Music BTEC and wish to continue your studies then there are many options available to you. You could go on to study Music BTEC Level 3 at Sixth Form or study college courses such as NVQs or Diplomas in Music Performance, Musical Composition or Performing Arts. Studying music opens up a variety of job and career options such as music teacher, composer, conductor, session musician, recording studio technician, DJ, music therapist. sound engineer, band promotor, singer, musician, tour operator.

“Music can change the world.” Ludwig Van Beethoven

Choosing to study for a Sport/Physical Education qualification is a great decision to make for lots of reasons.



More and more people are looking to improve their personal fitness, so there is a growing demand for personal trainers and fitness instructors. In addition, health, wellbeing and understanding of the human anatomy and it's functions have also become more important over the past two years. There has also been an increased interest in professional sport since the London 2012 Olympics, Commonwealth games and both the 2018 men's and 2019 women's FIFA football World Cups. These are in addition to the multiple global events that have taken place, broadcast on TV and in the media.

This qualification will sharpen your skills for employment or further study as you find out about different types of performer and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. You will also undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants.

This is very different to KS3 PE. Not all lessons are practical, most lessons are classroom based.

## What does the qualification cover and how will I be assessed?

The Tech Award gives you the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Students will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
  - Planning and delivery of sport drills and sessions
  - Fitness for sport including fitness testing and methodology
- | Pearson BTEC Level 1/Level 2 Tech Award in Sport |  |     |       |              |
|--|--|-----|-------|--------------|
| Component number                                 | Component title                        | GLH | Level | How assessed |
| 1  | Preparing Participants to Take Part in | 36  | 1/2   | Internal     |

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal – externally moderated
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal – externally moderated
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

Each component is assessed either internally by your teacher or externally by an examiner.

Please note component 3 is a written examination completed in Year 11.



## Computer Science

For those of you with an end of KS4 target of 5 or above we are offering the opportunity to complete a computing **GCSE**.

Computing is of enormous importance to the economy and the role of Computer Science as a discipline itself and as an ‘underpinning’ subject across science and engineering is growing rapidly. In studying this specification, you will learn how to create applications that:

- run on mobile devices
- operate in a web enabled environment
- learn to code
- understand how we creating software applications
- give you the opportunity to work collaboratively
- learn how computers work together to solve problems

### Component 01: Computer systems

Introduces students to the central processing unit (**CPU**), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

### Jobs in Computing

Cyber security, data analyst, research, computer engineer, **NASA**, intelligence services.

This course leads to **A Level Computer Science** or **Level 3 ICT at OA6**

### Programming Project

Students use **OCR Programming Project** tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future.

Students should be offered 20 hours timetabled time to complete their Programming Project. The Programming Project does not count towards a candidate’s final grade, but is a requirement of the course.

### Skills For Life (SKL)



In Years 10 and 11 you will continue to follow a programme building on the knowledge, skills and values developed in Key Stage 3 to educate the ‘whole child’. It aims to enrich your personal and social development, which is nurtured through the curriculum and supported by the pastoral system. You will further develop your knowledge of a range of topics studied throughout your time at the academy. The curriculum will cover topics relating to personal wellbeing and financial capability as well as careers education including access to impartial information, advice and guidance (IAG).

#### Assessment

There is no formal qualification or assessment in this subject however you will receive regular feedback from the teacher about your progress in this aspect of your education through verbal feedback and comment marking on your work. You will also be given the opportunity to access a careers advisor for 1:1 careers advice. To make an appointment please see Mrs Davies, your Head of Year or Mr Ward.

#### What will be covered in detail?

Sex and Relationships – including contraception, FGM and STI's

Healthy Lifestyles – including exercise, mental health awareness

Staying Safe (including online safety)

Smoking, Alcohol and Drugs

Citizenship: government & democracy, crime & disorder, human rights, media & culture, British values

Careers: further education, higher education, job opportunities, CV building and E4L portfolio evidence Finance: managing money

Preventing violent extremism

#### Where SKL will take you?

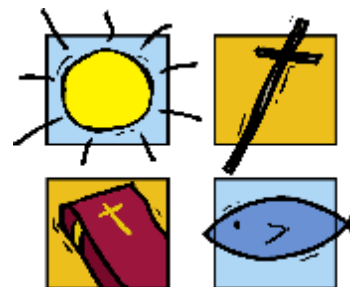
At 16 you must either go on to further education or employment with training. SKL can help you with either of these options. You can also go on to Higher Education when you get to 18 and study for a degree as well as a range of post graduate courses. Within this course you will have opportunities to develop your knowledge, skills and understanding about a range of life issues to better prepare you for a successful future and life beyond Open Academy.

This course is vitally important for your development into adult life.

## Religious Education

You will further develop an interest in the world around you and an enthusiasm for debating the complex social, moral and ethical challenges that we face as human beings.

By studying a range of different religious beliefs and attitudes, you will continue to develop your knowledge and understanding of the multi-cultural society we live in and the growing need across our world to celebrate and be tolerant of diversity



### The Course and Assessment

The topics studied aim to tackle a range of ethical issues and include the following:

- Our World
- Medicine
- Crime and Punishment
- Equality and Current Affairs

#### Paper 1– Christianity– Studied in Year 10

This area of study comprises a study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death.

There are four sections: Christian Beliefs, Marriage and the Family, Living the Christian Life and Matters of Life and Death.

#### Paper 2– Islam– Studied in Year 11

This area of study comprises a study in depth of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within communities, and with regards to matters of peace and conflict.

There are four sections: Muslim Beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict

### Why should I study Religious Studies

Religious Studies will help develop your key skills in communication, working with others, problem solving and improving your own learning. It will also give you skills in making decisions about moral problems, and help you to become sure about your own beliefs and explain them clearly to others.

## Science

The Science Faculty currently offers two different Science GCSE courses at Key Stage 4. Science is a compulsory subject. Both the government and the academy believe it is an essential part of your education.



### The Courses

#### Course 1 AQA Trilogy Combined Science

The AQA Trilogy GCSE is an exam-based course. You will study Biology, Chemistry and Physics and at the end of the course will achieve two Science grades. This route can result in two GCSEs at the end of Year 11.

#### Course 2 AQA Separate Sciences

Those of you who achieve Mastery at KS3 will be selected to take the AQA Separate Science course. This is a similar format as the AQA Trilogy Combined Science course, but has additional taught material and as such is particularly suitable for those who wish to continue with science at KS5 and beyond. This route results in three GCSE grades at the end of Year 11, one for Biology, Chemistry and Physics.

### Setting

Those of you who are going to follow the Separate Science route will be in separate 'Triple' sets. Those of you on the AQA Separate Science course are expected to achieve grades 5–9 in each of the separate science subjects. Those of you studying the AQA Trilogy Combined Science will be set based on your ability and prior attainment.

### Regular Assessment

During the course you will be regularly assessed. As the course is arranged in module blocks there will be regular mid-module and end-of module tests. You will be given feedback after these assessments to help you to move on. Both GCSE routes are assessed by external examinations held in the summer of Year 11.

### Where Will Science Take You

If you achieve grade 5 in the AQA Science courses, you can complete traditional A-Levels in Biology, Chemistry or Physics. This will enable you to go on to University to study the 'traditional' science degrees. Your options would include, Mechanical Engineer, Chemical Engineer, Design Engineer, Electrical Engineer, Astronomy, Astrophysics, Robotics, Teaching, Medicine, Veterinary Science, Dentistry, Medicine, Zoologist, Marine Biology, Genetics, Veterinary Surgeon or Nurse, Pharmacy, Biochemistry, Dietician, Psychology, Nursing, Environmental Health, Science Journalism, Clinical Scientist.

This subject leads to A level Biology, Chemistry, Physics and potentially BTEC Level 3 Applied Science at OA6

## The Youth Award

### Personal Development Programme

### Bronze/Silver/Gold Award



You will be invited to take this course by the SEN/Pastoral team and cannot select it as an option without talking to them first.

#### **What Are Personal Development Programmes?**

These programmes allow you to develop and recognise a range of skills that will be invaluable when you start work and begin living independent lives: teamwork, independent learning, coping with problems and using Maths, English and IT.

#### **How Does it Work?**

- You complete 'Challenges' each with a credit rating
- Evidence for each successful challenge is filed in a portfolio
- **SIX** full credits are required for Bronze Level and a further **SIX** at the same level for Silver Award . Students are expected to show initiative and will work in a variety of situations, both inside and outside the classroom.

#### **Why Choose Youth Award?**

- It recognises your academic and non-academic achievement.
- Measurable success with rapid results
- Encourages your independent learning
- Improves your organisational skills
- Improves levels of motivation
- Focuses on Key Skills
- Encourages initiative and builds self confidence
- Allows you an element of choice

#### **What Challenges Can You Take?**

- Communication
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- World of Work
- Science and Technology
- Wider World
- Expressive Arts
- Beliefs and Values

## The Certificate of Personal Effectiveness (CoPE) Level 1



You will be invited to take this course by the SEN/Pastoral team. It is taught alongside the Youth Award programme.

### What is CoPE?

The Certificate of Personal Effectiveness is a nationally-recognised qualification. CoPE can accredit many of the activities undertaken by you as part of your formal or non-formal curriculum. CoPE promotes, and allows centres to record, the development of a wide range of personal qualities, new skills and confidence.

### What it Involves

- Complete 12 curriculum credits' worth (120 hours) of challenges from the CoPE Levels 1 and 2 student book.
- Compile a portfolio of evidence.
- Meet the criteria for all six of the CoPE assessment units.

### CoPE Assessment Units

- Working with Others
- Improving own Learning and Performance
- Problem Solving
- Planning and carrying out Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

You are required to formally plan and review your work using the mandatory CoPE recording documents provided by ASDAN. These mandatory documents form a key part of the Portfolio of Evidence.

### The Certificate of Personal Effectiveness Can:

- Recognise your personal achievements
- Help you to manage your own learning
- Broaden your experience
- Develop your employability skills
- Help you build your record of achievement
- Add to your GCSE qualification

All these challenges can be made up from work you do in and out of the academy.

# Invitation

To the **KEY STAGE 4** information and parents' evening

The purpose of the evening is to give students and parents/carers the opportunity to discuss any matters you need to consider with the people best placed to advise you.

**Year 9 Options Briefing**

**1<sup>st</sup> March 5pm to 7pm**



## What Next?

### Students:

A “Subject Preference Form” will be given to you after the Options Evening during your SKL lesson. Please refer to this booklet when completing the form in which you are asked to indicate your preferred choices. You can use the duplicate form in this booklet to work out your subject choices with your parents first.

### Parents and Carers:

Once the Subject Preference Form has been completed it should be returned to your SKL teacher. Those teachers will then pass the forms to Mr Ward for collation. If there are any concerns surrounding the wisdom of a child’s selection we always discuss the matter with parents. One factor, which must be considered, of course, is each student’s performance in Year 8 and 9. The recent reports and assessments will have helped.

While our aim is to ensure all students can take their first choice subjects it is inevitable that in some cases this may not be possible. A course may not be run if it attracts too few students to make it viable. It may be that a course is over-subscribed making it necessary to identify the students likely to gain most benefit from following it. In these circumstances students’ second preferences may have to be examined and contact made between us. Where a second preference has not been indicated it may be necessary to return the Subject Preference Form to you for further study.

In the case of oversubscription, it is worth understanding the criteria for selection:

1. Attendance in class
2. LEARNT points achieved
3. Homework completed
4. Fewest behaviour points

Please note we will not be selecting on the basis of ability or which form arrived first.

As always, we shall strive to ensure that everyone is as happy as possible with the final outcome. When the process is complete, parents and students will be formally notified of their daughter or son’s courses for Key Stage 4. This is likely to be early July.

I should like to stress how important it is to take your time discussing the matter with key staff if you have need of further clarification on any point.

## Example Preference Form

(This may change slightly following student voice)

Name: \_\_\_\_\_

Tutor Group \_\_\_\_\_

All students will follow **GCSE** courses in English, English Literature, Maths, Double Science.

The most able scientists will be allowed to take triple science (numbers permitting) afterschool. All students will also follow courses in RE, PSHEE and core PE.

Core Curriculum		Extended Core		OPTION 1		OPTION 2 (5 subjects will run)		OPTION 3 (5 subjects will run)	
English Language		German		History		Sport		Triple Science	
English Literature		GCSE RE		Geography		Photography		Music	
Maths	PSHEE	Or by invitation				Art		DT	
Core PE	Core RE	Youth	Cope			Business		Food	
Science (Double)		Award				Drama		Computer Science	
						Geography		Health and Social Care	

Only the most able students will thrive on computer science and triple science. Students need to be on track for grade 5+ to do well on these courses. A small minority of students will not do German. Some may be selected for extra RE or Youth Award / COPE. Please select your top 5 preferences in order 1,2,(3,4,5) from the 'Options' list. Those subjects with sufficient students will run. We are funded for 4 courses in each option block – we will try to resource 5. Message for Mr Ward.

Signed \_\_\_\_\_

(Student)

## Example Preference Form

The form would be completed like this...

Name: \_\_\_\_\_Balthazar Bing

Tutor Group \_\_\_\_\_9HOPE\_\_\_\_\_

All students will follow **GCSE** courses in English, English Literature, Maths, Double Science.

The most able scientists will be allowed to take triple science (numbers permitting). All students will also follow courses in core RE, SKL and core PE.

Core Curriculum		Extended Core		OPTION 1		OPTION 2 (5 subjects will run)		OPTION 3 (5 subjects will run)	
English Language		German		History	2	Sport	5	Triple Science	
English Literature		GCSE RE		Geography	1	Photography	4	Drama	2
Maths	PSHEE	Or by invitation				Art	2	DT	3
Core PE	Core RE	Youth	Cope			Business	3	Food	1
Science (Double)		Award				Music	1	Computer Science	4
						Geography		Health and Social Care	5

*I have always struggled to do German and RE is my favourite subject. Could I please put my name forward to be in RE GCSE. I do not have a special educational need so I do not need Youth Award.*

Signed \_\_\_\_\_*Balthazar Bing*\_\_\_\_\_

(Student)