



Key Stage 4 Courses 2024 - 2026

January 2024

Dear Parent/Carer

Year 9 Parents' Consultation & Options Information Evening
Tuesday, 16th January 2024

In September, your son / daughter will start a two-year course leading to GCSE and potentially other qualifications. Over the next few weeks, there are important decisions to be made.

On Friday 12th January, Year 9 students will be off timetable for an afternoon centred around Options. Staff will take them through the options process in detail and provide them with an options booklet, giving information about the courses on offer. They will need to complete the final options form **online** by Monday 5th February 2024.

In addition, you are invited to visit the options area on our website where you can watch the Options Evening Session and see short videos about what studying each GCSE subject is like. If you have any questions about the process following this presentation, please email office@litchamschool.org.uk

This is a very important time for your child's future and we hope that you will be able to support them with their choices by watching the videos suggested and making appointments for Parents Evening.

Yours sincerely



Stuart Wilson
Head of School

Contents

Page No

How to Use the Booklet	4
The Courses You Can Study	5
Curriculum & Learning Support	6
Glossary	7
Core Subjects	8
Careers	15
Option Subjects	17
Making the Choice	31
Useful Advice and Information	32
Choices Form	34

How to Use This Booklet

This booklet contains much of the information needed to make your choice of subjects. It gives an explanation of terms you need to understand; details about the courses on offer during your last two years at Litcham School and what you have to do to make the choices.

With the information provided there are questions for you to consider. These could be used as a basis for discussion between you and your parents. There are clear sections which will guide you to a final decision. The 'Choices Form' must be completed using the online form that can be found here by **Monday, 5th February:**

<https://forms.office.com/e/jcLv1fggg8>

There is also an outline of the choices at the end of the booklet.

Choosing the right courses will help you to be successful in your studies. Success in examinations will improve your chances of starting a good career or continuing your education, post 16.

The subjects we hope to offer are as follows:

Option Choices

- Art
- Art Textiles
- Child Development
- Computer Science
- Design Technology
 - Food Preparation and Nutrition
 - Design Technology
- Drama
- Geography
- History
- Modern Foreign Languages
 - French
 - German
 - Spanish
- Music
- Physical Education
- Religious Studies

Curriculum and Learning Support (CLS)

The curriculum and learning support department supports students who are experiencing difficulties at any time in any of their courses.

Students are supported in several ways:

1. Option choices

Members of the department are available to discuss option choices with you and your parents. If you would prefer a specific meeting, which we would strongly recommend for students with identified special needs, please contact Mr Howell (SENDCo) or Mrs Howling (Deputy SENDCo), 01328 701265, to arrange.

2. Examination choices

CLS staff are involved in discussions with other departments about appropriate examination courses.

3. Lessons

For some students, additional support is provided.

In some subject areas, students who have special needs are taught in smaller classes.

4. Students

Some students may need extra help with their homework. A homework club (after-school on Tuesdays and Thursdays) is available to assist any student in Years 10 and 11. Members of the department are always available to give advice and help to individual students. Homework club also runs every lunchtime in room 4.

5. Parents

The SENDCo/Deputy SENDCo, or in their absence another member of the CLS department attends Year 10 and Year 11 parents' evenings and welcomes contact with parents at any other time.

6. Special arrangements during examinations

A number of alternative arrangements are available to students who have special needs, including, in some cases, the use of readers, scribes and extra time in examinations. The options are chosen carefully in discussion with Mr Wilson, subject teachers, students, parents and CLS staff. If you, or your parents, feel you need any special arrangement, please speak to Mr Howell or Mrs Howling in the summer of Year 9 or as early as possible in Year 10.

If you would like more information or wish to discuss any concerns, please do not hesitate to contact Mr Howell or Mrs Howling.

Glossary

Before you read about the courses, it is important that you understand some of the words used in the descriptions. The most important terms used are:

Module	A unit of work, often one topic, which is the basis for a period of learning. This may range from a few weeks to several months.
Coursework	<p>Some subjects involve coursework. This is work which students do during Years 10 and 11. It may be marked by the teacher or the exam board and the mark counts towards the final examination award.</p> <p>Coursework tasks are a school and examination board requirement which must be completed. If a student fails to complete these, the final grade will be reduced.</p>
National Curriculum	<p>The subjects which the government has indicated all students must study, or at least have the opportunity to study, between the ages 5 and 16.</p> <p>The National Curriculum aims to provide a balance of subjects to give a wide range of skills to prepare for life beyond school. This is why students cannot simply drop subjects they do not like.</p>
Tiers	In some subjects, examinations are offered in different tiers, usually foundation or higher. Foundation papers usually restrict students to achieving grades 1 to 5. Higher papers offer grades 4 to 9.
English Baccalaureate	<p>The English Baccalaureate recognises where students have secured a grade 4 or better across a core of academic subjects: English, Mathematics, History or Geography, the sciences including computer science and a language. It is not a qualification in itself. A grade 4 in all of the subjects listed is classed as a pass, whereas a grade 5 in all subjects listed is classed as a strong pass.</p> <p>The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, The Russell Group guide on making informed choices for post-16 education identifies facilitating subjects' at A level. These are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. Local A Level providers have their own entry requirements to their courses, many requiring a Grade 6 in the subject to be studied along with a number of passes or strong passes in other subjects.</p> <p>More information on the English Baccalaureate is available on the Department for Education website: https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc</p>

Core Subjects

GCSE English Language and English Literature

Students will study both English Language and English Literature across Key Stage 4. The courses are run alongside each other and under the AQA exam board.

In Key Stage 3, students are taught to read and respond to texts, analyse the language used by the writer, and to write fiction and non-fiction texts for audience and purpose. In Key Stage 4, these skills are enhanced and develop students' knowledge of texts written pre-19th-century as well as modern fiction, non-fiction, poetry and drama. In reading, students are assessed on identifying and interpreting information and ideas; explaining and commenting on the effect of writers' use of language and structure; comparing writer's ideas and perspectives; and evaluating texts.

In writing, students will build on what they have learned in Key Stage 3 by writing creative and transactional pieces such as articles, blogs, letters, travel writing, speeches, reports, etc. The key areas assessed for writing: effective and imaginative communication; adapting tone to suit audience and purpose; organising ideas clearly; and using sentence structures and vocabulary for effect, together with accurate spelling, punctuation and grammar.

Speaking and listening is an important aspect of the course and needs to be undertaken by every student. Students will write and present a speech on a topic of their choice to their teacher and peers. These speeches need to be filmed as they are sent on to the exam board.

English Language: English Language is assessed through final examination only.

Paper 1 – Explorations in Creative Reading and Writing (1 hour 45 minutes):

- Section A - Responding to an extract from an unseen fiction text.
- Section B - A creative writing task which is linked to the theme of the reading.

Paper 2 – Writers' Viewpoints and Perspectives (1 hour 45 minutes):

- Section A - A comparison between two unseen non-fiction texts; a pre-19th century text and a modern text
- Section B - Transactional writing (articles, blogs, letters, travel writing, speeches, reports etc.)

Spoken Endorsement - NEA:

- A speech delivered by the student to achieve Pass, Merit or Distinction.

English Literature: English Literature is assessed through final examination only. Literature includes studying four texts (one from each section below):

- A Shakespeare play (*Macbeth*)
- A 19th-century novel (*Frankenstein*, *A Christmas Carol*, *The Sign of the Cross*, *The Strange Case of Dr Jekyll and Mr Hyde*)
- A modern novel or play (*An Inspector Calls*, *Lord of the Flies*, *Animal Farm*)
- Power and Conflict Poetry Anthology or Worlds and Lives Poetry Anthology

Paper 1 - Shakespeare and the 19th- century novel (1 hour 45 minutes) includes questions and extracts on:

- A Shakespeare play
- A 19th-century novel

Paper 2 – Modern Texts and Poetry (2 hours and 15 minutes) includes questions on:

- A modern novel or play
- Power and Conflict Poetry Anthology or Worlds and Lives Poetry Anthology
- Unseen poetry

**Qualification: GCSE English Language – 8700 (AQA)
GCSE English Literature – 8702 (AQA)**

GCSE Mathematics

Students follow a linear course in GCSE Mathematics. The course is made up of three exams, two of which a calculator may be used and the other exam in which calculators cannot be used. Each paper will be 1 hour 30 minutes.

A student will be entered for either foundation (grades 1 to 5) or higher tier (grades 4 to 9) depending on their ability and the maths set that they are in.

The GCSE course will cover topics under three broad areas:

Number and algebra

- working with numbers and the number system
- fractions, decimals and percentages
- ratio and proportion
- the language of algebra
- expressions and equations
- sequences, functions and graphs

Geometry and measures

- properties of angles and shapes
- geometrical reasoning and calculation
- measures and construction
- lengths, areas, and volumes
- vectors

Statistics and probability

- the handling data cycle
- data collection
- data presentation and analysis
- data interpretation
- probability

and will enable students to:

- develop knowledge, skills and understanding of mathematical methods and concepts
- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, everyday and real world situations
- reason mathematically, make deductions and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Each exam will contain at least three questions which assess the quality of written communication as well as the answer, meaning that there is more emphasis on the quality of communication than ever before.

An important change to GCSE Maths is that pupils will now be expected to memorise many more formulae including Pythagoras Theorem, Quadratic Formula, Trigonometric Identities and Area of Trapezium, whereas previously these were given in the exam.

Qualification: GCSE Mathematics - 8300 (AQA)

GCSE (9-1) Combined Science (Double Award)

Combined science sets will continue to follow the GCSE Combined Science course, started in Year 9 and will be completed at the end of Year 11. The topics are:

Biology

- Key concepts in Biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

- Key concepts in Chemistry
- States of matter and methods of separating and purifying substances
- Atomic Structure and the Periodic Table
- Chemical Bonding
- Acids and alkalis
- Calculations involving masses
- Obtaining and using metals and electrolysis
- Reversible reactions and equilibria
- Groups in the Periodic Table and rates of reaction
- Fuels and Earth and atmospheric science

Physics

- Key concepts of Physics
- Motion and forces of motion
- Conservation of energy
- Waves and light and the electromagnetic spectrum
- Radioactivity
- Energy – forces doing work and forces and their effects
- Electricity and circuits
- Magnetism and the motor effect and electromagnetic induction
- Particle model

Assessment

There are six exams; 2 Biology, 2 Chemistry and 2 Physics papers. Each paper has questions totalling 60 marks, with the questions starting easier and finishing at a more difficult level and will be 1 hour 10 minutes long. These are taken at the end of Year 11.

There will be 18 core practicals that will be completed in class, during Science lessons. Understanding of practical work will be tested within the six exam papers.

- Foundation tier students will be awarded between grades 1,1 – 5,5 (5,5 is the highest)
- Higher tier students will be awarded between grades 4,4- 9,9 (9,9 is the highest)

**Qualification: GCSE (9-1) Combined Science (Double Award) 1SC0
(Pearson Edexcel)**

GCSE (9-1) Separate Sciences

Biology, Chemistry and Physics

Students in sets 1 and 2 will continue to follow GCSEs in the separate sciences, which will be completed at the end of Year 11. The separate sciences course covers all the content of the GCSE (9-1) combined science course, as well as additional content in some topics and leads to 3 GCSEs in Biology, Chemistry and Physics.

Biology

Additional content in all nine Biology topics, compared to the content taught to students following the GCSE (9-1) combined science course.

Chemistry

Additional content in some chemistry topics, compared to the content taught to students following the GCSE (9-1) combined science course.

Additional topics to be taught are:

- Transition metals
- Quantitative analysis
- Dynamic equilibria and chemical cells and fuel cells
- Qualitative analysis
- Hydrocarbons, polymers, alcohols and carboxylic acids
- Bulk and surface properties & matter including nanoparticles

Physics

Additional content in some Physics topics compared to the content taught to students following the GCSE (9-1) Combined Science course.

Additional topics to be taught are:

- Astronomy
- Static electricity

How you will be assessed.

The separate sciences will be examined through six exams. The exams will have the same content as the GCSE (9-1) Combined Science papers, with extra questions on the separate science topics and the core practicals the pupils have studied.

- 2 Biology papers – leading to a GCSE Biology qualification
- 2 Chemistry papers – leading to a GCSE Chemistry qualification
- 2 Physics papers – leading to a GCSE Physics qualification

Each paper has questions totalling 100 marks and will be 1 hour 45 mins long.

Students entered for the:

- Foundation tier will be awarded between grades 1,1 – 5,5(5,5 is the highest)
or
- Higher tier will be awarded between grades 4,4 – 9,9 (9,9 is the highest)

Students studying the separate sciences will be awarded one separate GCSE grade for each subject.

Qualification: **GCSE (9-1) Biology - 1B10 (Pearson Edexcel)**
 GCSE (9-1) Chemistry -1CH0 (Pearson Edexcel)
 GCSE (9-1) Physics - 1PH0 (Pearson Edexcel)

GCSE Statistics

Students will follow a linear course in GCSE Statistics. There is no assessed coursework and is examined by 2 papers each lasting 1Hr 45 minutes. Questions on the papers include Multiple choice, Short answer questions and a more in depth investigation. Students will be entered for the Foundation Tier, meaning they can achieve a Grade 1 – 5, or entered for Higher Tier to achieve a grade 4 – 9. Generally, Set 1 and 2 sit the Higher Tier and Set 3 and 4 will sit Foundation tier papers. Set 5 will not sit the Statistics GCSE in order to concentrate on Pure Mathematics.

The course will be taught in conjunction with GCSE Mathematics as many of the topics overlap. The main focus will be the Statistical Enquiry Cycle. Familiarisation with the SEC will cover all the steps necessary to carry out a sound Statistical investigation.

This includes:

- Formulating a hypothesis.
- Understanding and mitigating for the factors that constrain and bias testing of this hypothesis.
- Understanding the various types of data.
- Using population samples.
- Collecting data systematically.
- Analysis of data through arithmetic methods
 - Mean, Median and Mode
 - Moving averages
 - Quartiles and percentiles
 - Range and Interquartile Range
- Display and analysis of data graphically including
 - Pictograms
 - Piecharts
 - Bar charts
 - Scatter Diagrams
 - Stem and Leaf Diagrams
 - Histograms
 - Cumulative Frequency diagrams
 - Boxplots
 - Chloropleth diagrams
- Probability from tables of data
- Probability tree diagrams
- Relative Frequency and Experimental Probability

Questions will also place emphasis on the extrapolation and interpolation of data.

Qualification: GCSE Statistics (8382) AQA

Careers

Before making your choices for KS4, it is very important that you think about what you want to do when you leave school. Most people nowadays have several different jobs during their working lives, so it is very important to keep a wide balance of subjects at GCSE.

There are very few careers which demand the study of specific GCSEs other than English and Mathematics. All students sit the same English exams meaning they can achieve a grade 1 – 9. In Mathematics there are two tiers of entry *meaning they can achieve a grade 1-5 if they are entered for the Foundation Tier*, or if entered for Higher Tier to achieve a grade 4 – 9. Generally, Set 1 and 2 sit the Higher Tier and Set 3 and 4 will sit Foundation tier papers. Set 5 will not sit the Statistics GCSE in order to concentrate on Pure Mathematics.

If you need help working out what the best combination of subjects for the career you want, you can research using the wide range of links on the school website or go the careers resource area in the library. The librarian, Mrs Berry, and the Careers Leader, Miss Gough, will always offer assistance.

In years 10 and 11 you will continue to receive careers advice.

In year 10 you will have the opportunity to go through the process of applying for a job, from writing a letter of application to going for a mock interview. You will also have the chance to do some networking in job sectors like construction and social care. At the end of Year 10 you will have the opportunity to undertake work experience for yourself.

In year 11 you will have the opportunity for an individual career interview with our Careers Adviser, who can support you in choosing the right college course or apprenticeship opportunity. If you would like an earlier appointment, please contact Mrs Berry.

**Thinking about your life beyond school is important.
A little thought now might avoid disappointment and
regret in two years' time!**

Option Subjects

GCSE Fine Art

The content of GCSE art covers 4 assessment objectives which form the basis of your lessons. I will help you to develop a broad range of skills while identifying your own preferred artistic style that you will refine.

A01 – studying the work of other artists & wider sources to influence your own work.

A02 – select and experiment with materials, media, techniques & processes.

A03 – use the sketchbook to record your artistic progression through experiments & annotation.

A04 – present a final artwork that reflects your journey, personal style and demonstrates refinement in artistic intent.



NEA component – 60%

The sketchbook and associated work completed in lessons, from the start of year 10 to Christmas in year 11, makes up 60% of your GCSE grade. You will develop skills and techniques including drawing,



printing, painting, sculpture & artist studies.

All students follow the same themes before

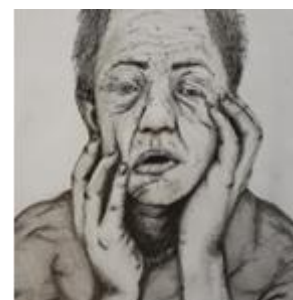
tailoring the projects to reflect their own interests and artistic styles. On

average, there is an hour's homework a week to further refine ideas and reflect on learning. Keeping your sketchbook up to date is essential to show your personal development as an artist.

Exam component – 40%



You select one title set by the exam board and spend 12 weeks working exploring your own response through: artist research, photography, drawing, mixed media & compositional studies. This journey is presented in your exam sketchbook. You then have a 2-day (10 hour) exam where you produce the final artwork. There is no written exam.



Cost involved

There is a gallery trip scheduled and you need art supplies that can be purchased from school at a discounted rate. Funding support is available, if necessary, where a student is in receipt of pupil premium.



Qualification: GCSE (9-1) Art and Design - 8202 (AQA)

GCSE Art Textiles

Art and Design Textiles offers you the opportunity to create designs and products for woven, knitted, stitched, printed or decorative textiles. These items might have a functional purpose or serve the purpose of being a beautiful piece of art.

This course is for those with enthusiasm and passion for fashion, textiles, and art. It is a highly creative course and encourages students to develop their skills and be creative with a wide variety of materials and techniques including plastics, wire, felt and fabrics. The course is very practical with the focus on experimenting with textiles to create sculptures, artworks, fashion pieces or accessories. Teaching is tailored to students' individual strengths and interests and students create a wide range of individual and artistic responses.

The course will offer you the opportunity to study a wide range of textiles skills and techniques including weaving, felting, stitching, appliqué, construction methods, printing, and contextual studies. Using media and materials is an important element as is your understanding and ability to work with colour, line, form, tone, texture, shape, pattern, composition, decoration, repetition and scale.

If you choose this course you will be expected to...

- Develop and apply the knowledge, understanding and skills in textiles to realise personal intentions relevant to textile product design.
- Keep a sketchbook of work and analyse the work of others through drawing and annotation.
- Be able to evaluate your work critically and accept feedback.
- Develop a mature and responsible approach to your work through private study and individual research.

How is Art and Design Textiles taught?

Pupils work in mixed ability groups. Work is project based and students are expected to complete homework regularly. Supporting studies carried out before exams are essential. Students can't opt for both Art and Art Textiles.

How is it assessed?

Projects and homework are assessed. The course has two components:

Internally set coursework (60% of overall grade)

An externally set exam piece together with the necessary supporting studies (40% of overall grade)

Cost involved:

Students are expected to have their own art materials to enable them to complete various homework tasks set during the course. Funding for equipment is available, if necessary, where a student is in receipt of Pupil Premium.

Progression:

GCSE textiles is linear and flows directly into A Level and BTEC courses. The fashion and textiles industry is one of the largest in the UK and can lead to a large variety of career opportunities in design, fashion journalism, costume design, theatre design, pattern cutting, tailoring, fashion buying, marketing and many more.

Qualification: AQA Art and Design (Textiles)

Child Development

What is Child Development?

This Cambridge National Certificate in Child Development focuses on child development from conception to the age of five. It is designed to develop knowledge and understanding of the needs of young children and the social and environmental influences which affect their development in a contemporary, changing and diverse society. Through external and internal assessments, students have the opportunity to develop their research, planning, observation and evaluation skills.

Topics we will be studying:

- Reproduction and the roles and responsibilities of parenthood
- Antenatal care and preparation for birth
- Postnatal checks, postnatal provision and conditions for development
- Recognise, manage and prevent childhood illnesses
- Child safety
- Equipment for babies and children from birth to five years
- Nutrition and feeding solutions for children from birth to five years
- The physical, intellectual and social developmental norms from birth to five years
- Learning through play

How will you be assessed:

Unit	Assessment method	% of GCSE
R057: Health and well-being for child development	Written examination 1 hour and 15 minutes	40
R058: Create a safe environment and understand the nutritional needs of children from birth to five years	Centre assessed task, OCR moderated 7-10 hours	30
R059: Understand the development of a child from one to five years	Centre assessed task, OCR moderated 7-10 hours	30

Who is this subject for?

This qualification is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology. They may then continue their studies with the intention of pursuing careers in the caring professions e.g. primary education, nursing, midwifery and social work. Valuable life skills on how to be a good parent are also taught on this course.

Grading and awarding grades:

Distinction* at Level 2 (*2)	Distinction at Level 1 (D1)
Distinction at Level 2 (D2)	Merit at Level 1 (M1)
Merit at Level 2 (M2)	Pass at Level 1 (P1)
Pass at Level 2 (P2)	

Qualification: Cambridge National Level 1 / Level 2. Certificate – J818 (OCR)

GCSE Computer Science

Computer Science is about computational thinking – being able to design, write and test a software program to solve a problem, and understand the associated Hardware & Software involved in computer technology.

The continual growth of mobile computing and web-based technologies requires skilled personnel to implement the developments, resulting in challenges for employers and individuals alike. The job prospects for students with computing knowledge are excellent, with many jobs today requiring a technical appreciation of computer systems.

The course provides a platform for students who may wish to choose further education and/or a career in the technical field.

The course is tailored to 70% programming concepts so suits pupils with an interest/skill in this field.

The OCR Computer Science curriculum from 2023 encompasses:

Content Overview	Assessment Overview
<p>J277/01: Computer systems</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 1.1 Systems architecture• 1.2 Memory and storage• 1.3 Computer networks, connections and protocols• 1.4 Network security• 1.5 Systems software• 1.6 Ethical, legal, cultural and environmental impacts of digital technology	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
<p>J277/02: Computational thinking, algorithms and programming</p> <p>This component will assess:</p> <ul style="list-style-type: none">• 2.1 Algorithms• 2.2 Programming fundamentals• 2.3 Producing robust programs• 2.4 Boolean logic• 2.5 Programming languages and Integrated Development Environments	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p>

Students should reflect on their previous attainment at Key Stage 3 and their ability to code programs to ensure they are suited to the course, due to the academic breadth of this subject. **This course involves a substantial amount of note taking, and programming makes up 70% of the course.**

Qualification: GCSE (9-1) Computer Science - J277 (OCR)

GCSE Food Preparation & Nutrition GCSE

Students are given the opportunity to make a huge variety of products over the course of two years in a well-structured environment. This course will give them valuable key life skills enabling them to cook and make informed choices about what and how well they are eating.

Students will study:

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

In Year 10 students will usually cook once a week as well as completing a series of modules involving written work and food experiments. This is supported with regular homework tasks and end of module tests.

In Year 11 students will concentrate on completing two Non Examination Assessments (NEA) using a variety of research and investigation methods. Students will not cook as much in Year 11 due to NEA and preparing for their exam in the summer term.

The course is taught in a “hands on” practical way and consequently the weekly purchase of ingredients is essential. Time will also need to be allocated to visiting the supermarket. If cost is a concern please ensure a confidential discussion is arranged with Mrs Upton prior to selecting Food Preparation and Nutrition as an option choice.

All assessments take place in Year 11.

- September - December. NEA Task 1 Food - Science Investigation (10 hours) = 15% of GCSE
- December - February. NEA Task 2 - Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of GCSE
- May - June. 1 hour 45 minute exam = 50% of GCSE

Food Technology is one of the world’s fastest growing industries. Over 20% of the top 100 British Companies are in food manufacturing.

Some examples of careers in food are:

Dietician / Nutritionist, Food Sales and Promotion, Product Development, Consumer Technologist (Sensory Analysis and Product Tasting), Chef / Baker / Caterer, Food Journalist / Food Critic, Environmental Health Officer, Health & Safety Inspector, Food Service Management, Delicatessen / Restaurateur, Food Wholesaler, Production & Manufacturing, Quality Assurance / Standardisation, Purchaser (buys and sells food from around the world), Store Manager – Supermarket or Fast Food Chains, Packaging Technologist, Teacher (clearly the best career...)

Qualification: GCSE Food Preparation and Nutrition - 8585 (AQA)

GCSE Design and Technology

Synopsis

At the core, this course is all about learning how to develop creative solutions to real life challenges. We need students who are thinkers and inventors, willing to adapt and refine ideas to come up with the best possible solutions to solve problems. From independent start up business, to architects and engineers; the employment field is as varied and vast as you want it to be. Design Technology is a subject which brings learning to life. It is wonderfully cross curricular, requiring students to bring together thinking and understanding from Maths, Science, Art and Computing with the practical and technical knowledge of Design Technology to design and make prototypes.

Lessons will be delivered through project-based tasks and challenges which explore materials, processes and techniques. We will use testing and evaluate techniques to learn about the properties and suitability for materials to meet a need. Consideration of environmental, sustainable and economic issues will be taken into account as a designers' responsibility. Students will become skilled at developing a range of solutions to real and varied problems, while being able to underpin decision making with a clear and theoretical reasoning.

Content

The course builds on skills and knowledge from Key Stage 3, while giving students the freedom to focus in more depth on areas of Design Technology which interest them in their coursework. When opting for this subject, students will learn core content which includes gaining knowledge around Timbers, Textiles, Metals, Polymers and Papers and Boards.

All students study a core content of Design Technology principals and then develop deeper specialist knowledge of a material that has been chosen under teacher guidance. The topics for study are:

- Identifying user needs
- Learning from existing products and practices
- Design thinking and communication
- Material knowledge
- Technical understanding
- Manufacturing processes and techniques
- Viability of design solutions

Assessment

- Design Challenge Coursework – approximately 60 school hours – 50% of final grade. This challenge is released by the exam board in June, so will be predominately completed in the first term of Year 11.
- 2 hour written paper - 50% of final grade - taken at end of Year 11. The exam has two sections; the first examining the core content and the second section looking at specialist material in more depth. There is a series of mathematical questions in the paper, within a Design Technology context.

Qualification: Design Technology (9-1) – J310 (OCR)

GCSE Drama

GCSE Drama is a practical course that will give you the opportunity to perform, design and direct your own performances. You will work with set texts and also be able to devise your own work with full creative control. Love theatre but hate performing? Consider the design route! This allows you to complete the course with a focus on lighting, costume, set design or sound. The course is set out in three parts:

Component One: The devised piece (40%)

As part of a group you will create and develop a piece of theatre from a stimulus you are given. This section of the course allows you to interpret the stimulus however you choose, and use the drama skills and knowledge about theatre practitioners you have learned throughout the year to inspire your final devised piece. You are assessed on both performance and the portfolio you create.

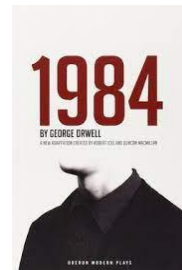
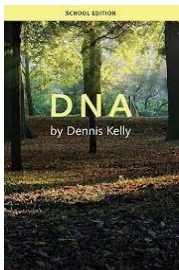
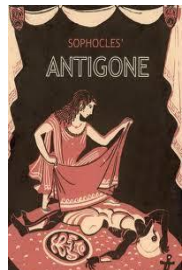
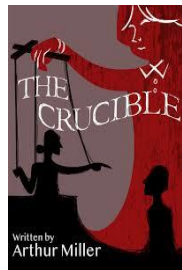
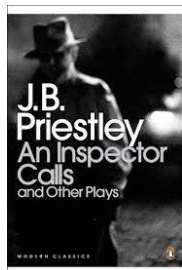
Component Two: Performance from text (20%)

For this section of the course, you will be studying a text and performing two sections from it. This will give you the opportunity to take on the role of another person, and look at the details of how to convincingly perform as another character – an essential skill if you want to continue drama into a career or hobby. You are assessed on performance.

Component Three: Theatre Makers in practice (40%)

This is the exam portion of the course. You will be assessed on a set text that you have explored through performance over the previous two years of the course. The second part of the exam is reviewing a live theatre production that you will see as part of the course. This is a written assessment.

Possible set texts:



Skills Drama helps you develop:

- Teamwork
- Creativity
- Communication
- Listening
- Problem-solving
- Leadership
- Public Speaking
- Confidence
- Time management
- Research

Where Drama GCSE could lead you:

- Continuing drama or performing arts in Post-16 education.
- Continuing drama or theatre as a hobby.
- Actor
- Arts Administrator
- Events Manager
- Digital Marketer
- Stage Manager
- Broadcast Journalism
- Script Writer

You might enjoy GCSE drama if...

- You have previously taken part in the school productions.
- You have worked backstage on performances.
- You have always wanted to have a go at creating your own play, performing, making costumes, building a set, or operating lights.
- You like the idea of a course that is practical and creative.

Qualification:

GCSE (9-1) Drama - 2DR0 (Pearson Edexcel)

GCSE Geography

Geography not only helps us to understand the environment in which we live but enables us to understand other places and cultures, too.

Geography and Careers: Studying Geography will equip you with a wide range of valuable skills and enable you to further develop your communication and ICT skills. Combining GCSE Geography with other GCSE options could lead you into jobs ranging through leisure and tourism, education, map-making, planning, forestry, personnel work, aviation, meteorology, conservation, industrial management, the armed forces, the Civil Service, retail and banking.

Component 1 - The Physical Environment:

- The physical landscape of the UK
- Coastal landscapes and processes
- River landscapes and processes
- Weather hazards (e.g.: tropical cyclones and drought) and climate change
- Ecosystems (e.g., tropical rainforests) biodiversity and management.

Component 2 - The Human Environment:

- Changing cities: this includes a study of a major UK city and a major city in an emerging or developing country e.g.: Mexico City.
- Global development: the causes and consequences of uneven global development. India will be studied as an example of an emerging country.
- Resource management: the global and UK distribution of food, energy and water, including the choice of either energy resource management, or water resource management.

Component 3 - Geographical Investigations. Fieldwork and UK Challenges:

- Completion of 2 days of fieldwork in school time. One will be at a coastline (e.g.: Sheringham) and the second day will either be spent in a city or a town (e.g.: Kings Lynn). The fieldwork will be written up as a report and be assessed in the exam.
- UK Challenges: resource consumption, settlement, population, economic challenges, sustainable transport, migration, national parks, managing river and coastal UK flood risk. Climate Change. Being aware of what is happening in the news is very relevant for this aspect of the paper.

How will you be assessed?

The exam includes multiple choice questions, short open, open response and extended writing questions. There will be **three** externally examined papers.

- **Component 1: The Physical Environment** = 1 hour and 30 minutes = 37.5% of the qualification
- **Component 2: The Human Environment** = 1 hour and 30 minutes = 37.5% of the qualification
- **Component 3: Geographical Investigations** = 1 hour and 30 minutes = 25% of the qualification

Qualification: GCSE (9-1) Geography A – 1GA0 (Pearson Edexcel)

GCSE History

You may be thinking that the past is over and done with and does not matter anymore. Well, think again! It is impossible to explain any modern-day situation, e.g., the current events happening in Ukraine and Israel and Gaza, without mentioning the past. In terms of careers, any job requiring thinking, arguing and research skills, such as journalism or the Law very much value a History qualification, as will many others. Then of course as History is so fascinating, it is where Hollywood looks for a great movie plot, as does TV: think 'The Crown', '1917', 'Oppenheimer', 'Napoleon' or 'Ghosts'.

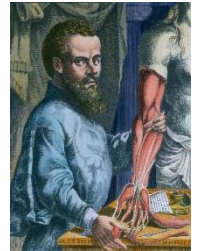
What areas will be studied?

A British Thematic Study with Historic Environment – Paper 1:

Medicine in Britain c.1250 to present with The British Sector of the Western Front 1914-1918: Surgery and Treatment

By studying one aspect of peoples' lives across a long period of time, we gain an insight into so much else about a civilisation's beliefs, scientific knowledge and technological development. We also learn why it took so long to discover germs as the cause of disease; what surgery was like before anaesthetics; how the World Wars influenced major changes in Medicine and some moral dilemmas such as transplant surgery and genetics.

NB: This part of the course involves a lot of pain, blood and sewage!



A Period Study – Paper 2:

The American West c.1835-1895

We study how during these years, the USA grew to be a world power whilst carrying out a systematic programme of genocide against the Native American population.



A British Depth Study – Paper 2:



Anglo-Saxon and Norman England c.1060-1088

We study in detail Anglo-Saxon society and the last years of Edward the Confessor's reign, the Norman Invasion, the resulting resistance and rebellions and the ultimate Norman Conquest of England.



A Modern Depth Study – Paper 3:



Weimar and Nazi Germany 1918-1939

We look in detail at German government and society in the years following the First World War, Hitler's rise to power, Nazi control and dictatorship and life in Nazi Germany up until the start of the Second World War.



There are a total of 3 exams to be taken in May/June of Year 11:

Paper 1: Medicine in Britain c.1250 to present with The British Sector of the Western Front 1914-1918: Surgery and Treatment - 1 hour and 15 minutes, 30% of final grade

Paper 2: The American West c.1835-1895 AND Anglo-Saxon and Norman England c.1060-1088 - 1 hour and 45 minutes, 40% of final grade

Paper 3: Weimar and Nazi Germany 1918-1939 - 1 hour and 20 minutes, 30% of final grade

Qualification: GCSE (9-1) History - 1H10 (Pearson Edexcel)

GCSE Modern Foreign Languages

Taking a language at GCSE gives you the opportunity to extend your knowledge of the language, as well as the cultures of the countries in which the language is spoken. A GCSE in MFL is highly valued by sixth form colleges, universities and employers.

A GCSE in French, German or Spanish is important if:

- you are thinking of taking a language at A Level
- you are likely to apply to one of the universities which require a language at GCSE
- you would enjoy studying abroad
- you are interested in travelling, meeting new people and being able to communicate
- you would enjoy a career which involves international travel or working in an organisation which has international links

You can choose the language which you are **currently studying in Year 9**.

The course is centred around a core vocabulary and grammar list. This is taught within the following themes:

- **My personal world** (family, friends, relationships and equality)
- **Lifestyle and well-being** (physical and mental well-being, food and drink, sports)
- **My neighbourhood** (places in town, shopping, the natural world and environmental issues)
- **Media and technology** (music, TV, film, social media and gaming)
- **Studying and my future** (school and future opportunities)
- **Travel and tourism** (transport, accommodation and tourist attractions)

Skills and Knowledge

As well as being able to communicate both verbally and in writing, you will need to be self-motivated and capable of independent study. There is an expectation that you will regularly learn vocabulary alongside completing practise tasks for homework each week. You will benefit most from your language studies if you regularly participate in all activities including speaking. Each skill (Listening, Speaking, Reading and Writing) is worth 25% of the final GCSE grade.

Assessment

Students are entered for either Foundation or Higher tier. All four skills must be assessed at the same tier. The four skills are assessed as follows:

		Foundation	Higher
Speaking	25%	7-9 minutes (+ 15 minutes prep)	10-12 minutes (+15 minutes prep)
Listening	25%	45 minutes	60 minutes
Reading	25%	45 minutes	60 minutes
Writing	25%	1h 15 minutes	1h 20 minutes

Studying a language will equip you with the knowledge and skills to be intercultural citizens and deepen your understanding of the world.

Qualification: GCSE (9-1) Pearson Edexcel: French - German - Spanish -

GCSE Music

What areas will be studied?

Composing

Performing

Listening & Appraising

Composing

You have to compose two pieces of music. One piece has to be based on a (very broad) brief from the exam board, the other is completely your own choice. Each composition is worth 15% of your final grade.

Performing

- **Solo performing**

You will perform and record one piece of music of your choice on any instrument (*any style and any instrument can be used*).

- **Ensemble performing**

You will perform one piece of music of your choice as part of an ensemble. (*Ensemble can mean only two or three people*)

Listening and appraising

You will do a listening and written exam at the end of the course focusing on certain key areas which are:

Vocal music

Instrumental music

Stage and Film music

Fusions

MYTHBUSTING

There is **no** minimum standard to do GCSE Music and any instrument, **including singing**, can be used for performance.

You do **not** need to be able to play two instruments.

You do **not** need to be able to read music although it helps.

You do **not** need to have done any instrumental grade exams.

HOWEVER...

You **do** need to be able to play one instrument to a reasonable standard **or** sing.

Qualification: GCSE Music - Syllabus 2MU01 (Pearson)

GCSE Physical Education

A healthy body leads to a healthy mind. Physical education is important for many reasons. Physical education will help you understand how your body works and what you need to do to maintain health and improve your sports. You will work better if you are healthy. GCSE PE compliments science and will enable a student to approach A level PE and or Biology. This course will also provide entry to apprenticeships, sports and armed forces courses.

In order to perform at a high level it is important to understand how physical activity and exercise contribute to the development of body systems and structures.

Students will apply anatomy and physiology knowledge to sport and understand the importance of sports psychology. The use of data and planning in training will be studied and students will use this to produce a 1500 word piece of coursework "The PEP".

Students will gain an understanding of why people get involved in physical activity and the long-term benefits of a sustained, active lifestyle. This will include key influences that impact on people's involvement in physical activity.

Students will study the relationship between exercise, diet, work, rest and how they contribute to a balanced healthy lifestyle.

Movement analysis will also be taught to further the students sporting performance. Different sports will be studied practically but it is strongly advised that students participate regularly out of school in order to gain the highest marks in the final practical exam. Lists of team and individual activities have been approved and published. Students must perform and be examined in one team, one individual and an activity of choice from either list.

How will you be assessed?

- Practical
 - NEA (PEP coursework) 10%
 - Practical examination 30%
 - 3 sports to include 1 individual, 1 team and 1 choice of activity

- Theory
 - TWO written papers 60%
 - 1hr 30 paper on anatomy and physiology, movement analysis, training and data
 - 1hr 15 paper on health, psychology, socio cultural influences and use of data

Qualification: GCSE (9-1) Physical Education - 1PE0 (Pearson Edexcel)

GCSE Religious Studies

Religious Studies at GCSE will give you the chance to study ethics and philosophy. You will look at different beliefs on ethical and philosophical issues, the impact beliefs have on life and evaluate the big questions these raise. For example: Are humans innately evil? Is war ever right? Should we ever take a human life? Is marriage out of date? Religious Studies will also provide an opportunity to look at world issues such as medical ethics, human relationships, humanism, atheism, poverty, wealth, war, peace, morality, prejudice and equality.

Religious Studies and Careers: This subject is directly useful to those of you who plan to go into nursing, medicine, social work, the police, teaching, or any job where you are offering a service to the public or working closely with people. Religious Studies is a subject which many major employers like to see on job application forms because it gives them confidence that the person has given some thought to how to connect with other people. This also shows future employers that the applicant knows how to use reason, express themselves and understand different points of view. If you enjoy considering and evaluating what really matters to you and people, then Religious Studies is the subject for you.

You will be studying:

Beliefs and practices:

- Christianity - This includes topics such as the existence and nature of God, the problem of evil, creation of the world, life after death, role of Christianity in the wider world.
- Islam - This includes topics such as is the Quran relevant, Jihad, life after death, conflict and core beliefs such as the 5 pillars.

Religious, philosophical, and ethical studies

- This includes topics such as the role of marriage, divorce, contraception, the role of men and women, gender equality, existence of God, religious experience, war, conflict, crime, punishment terrorism, pacifism, social justice, forgiveness, medical ethics, abortion, humanism, atheism, forced and child marriage and secular beliefs.

There are a total of two exams to be taken in May/June of Year 11.

Paper 1: Beliefs and Practices: Christianity and Islam

1.45 hour

50% of final grade

Paper 2: Religious, philosophical, and ethical studies

1.45 hours

50% of final grade

In each exam, 50% of the marks are awarded for student's subject knowledge about the beliefs and issues and 50% for the students giving their own opinion and justifying this, as well as questioning and evaluate others' opinions and beliefs. There will be a mixture of long and short style answers in the exams.

Qualification: GCSE (9-1) Religious Studies A (8062) AQA

Making the Choice

Making the Choice

You will have a Year 9 Options session with Ms Chambers on Friday, 12th January 2024 and when you have read about all the courses, you will then be ready to start making your choice. The following questions are important for you to have answered.

1. **Which subjects interest me?**
2. **Which subjects do I like? Why do I like them?**
3. **Which are my best subjects? How do I know?**
4. **What do teachers say my strengths are?**
5. **In what ways are the subjects different in the upper school?**

Some Useful Advice and Information

1. You should consider the subjects **YOU THINK YOU WILL BE GOOD AT** and enjoy. If you have any definite career ideas now, give them fair consideration, but do not let them control your thinking to the extent that you take a subject which you know will be extremely difficult or uninteresting to you.
2. Remember, very few employers expect specific GCSE passes (with the exception of English, Maths and Science). However, GCSE subjects can affect your ability to study some Advanced level subjects. Check with Ms Chambers or Mr Wilson.
3. Do not reject a subject because you see it as a 'boy's subject' or a 'girl's subject'. There is no such thing! Rejecting a subject may affect job opportunities for you in the future.
4. It is not wise to choose your subjects in order to be with your friends. They may be in another group and, in any case, you may well change your friends.
5. It is not a good idea to choose a subject simply because you happen to like the teacher. He/she may not teach you next year!
6. If you are thinking of higher education at university, remember that competition is much tougher for some courses than others. For example, there are five or six good applicants for every place in veterinary science, accountancy, law and medicine. The competitive courses usually require very high grades at GCSE and Advanced level. Make sure you take the right subjects at GCSE now. Some academic universities are asking for a modern foreign language at GCSE level in order to study for a degree.

The Choices Forms

The Choices Forms are online and can be found here:

<https://forms.office.com/e/jcLv1fggg8>

This must be completed by: **Monday, 5th February 2024**

There is also an outline of the choices on the last page of this booklet.

The online form indicates your final choices, but remember to ask for an interview if you are uncertain.

We wish you well in planning carefully for your future and every success for the courses you will be following over the next two years.

Remember also that success is largely dependent on your willingness to work hard!



Your Choices



To submit your choices, you must complete the online form (link below), but a summary of each step is listed below and can be completed for your records.

To obtain a broad and balanced curriculum, all pupils must follow the core curriculum of English, Mathematics, Science, Physical Education, Statistics and either Geography or History. We also strongly encourage pupils to choose a Modern Foreign Language. See advice on the English Baccalaureate too.

You must complete the online form to submit your Option Choices. The online form can be found here: <https://forms.office.com/e/jcLv1fggg8>

Deadline for submissions: Monday, 5th February

1) Select either GEOGRAPHY or HISTORY

Want to study both? Just select one for now, you can pick the other later.

<input checked="" type="checkbox"/>	Geography <input type="checkbox"/>	or	History <input type="checkbox"/>
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2) You now need to select 3 more choices from the list below, plus a Reserve choice. Please take care here and remember that the order of your choices matters, so your first choice should be the subject you want to study the most.

- Choose from:**
- Art
 - Art Textiles
 - Child Development
 - Computer Science
 - Design and Technology
 - Drama
 - Food Preparation & Nutrition
 - Geography
 - History
 - MFL – French
 - MFL – German
 - MFL – Spanish
 - Music
 - Physical Education
 - Religious Studies

You cannot study both Art and Art Textiles or both DT and Art Textiles. You cannot study all three Humanities subjects (Geography, History and RS) but many pupils do study two of them.

	First choice	
	Second choice	
	Third choice	

Your Reserve choice must be a genuine choice of a subject that you would like to study at GCSE because your Reserve may be used if your other choice combination does not fit.

	Reserve	
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Although we welcome choice and do our utmost to accommodate pupils' preferences, Litcham School reserves the right to decide a pupil's suitability for a course.

