



Bishop Ullathorne Catholic School



Year 9 Options Booklet 2024

Options Evening: Thursday 14 March 2024

4.30pm to 6.00pm

Talk from the Headteacher at 5.00pm and 5.30pm

Options form deadline (to be handed to Form Tutors)

Monday 18 March 2024 at 9.00am

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Please carefully remove the options form from this booklet and hand it to your Form Tutor by Monday 18 March 2024 by 9.00am.

SECTION A: General Information

Information for parents and carers

At Bishop Ullathorne Catholic School we are committed to offering your child a broad and balanced curriculum through timetabled lessons and extra-curricular activities.

Our aim is that all students should leave our school happy and fulfilled with the best qualifications which they can achieve leading to a worthwhile progression route. The priority is that they enjoy their learning and that their choices will be stimulating. It is important for them to develop their learning skills, through the core subjects and their optional subjects, so that they become equipped with the capacity to adapt and excel in an increasingly changing world.

It is essential that there is a strong partnership between our school and parents and carers; you can help guide your child when making their choices and support them in the months ahead, especially in their home learning and when they find a subject particularly challenging. As well as encouraging their resilience and motivation during Key Stage 4, it is important to help your child to be well organised so that they avoid the extra pressure of missed deadlines and lack of preparation for tests and examinations. Those who experience the greatest success at GCSE will start their courses without delay and commit themselves from the start.

Please spend time with your child to discuss their choices for next year. We believe that a confident choice now will set the foundation for a confident and committed learner in September and for success in progression through Key Stage 4 and beyond.

We would appreciate a prompt return of the Options Form from the back of this booklet so that the groupings and timetable can be completed. Please ensure that your child keeps this booklet safe with a completed copy of their choices for future reference.

At the Options Evening our staff will be able to answer any questions you may have about each subject. Mrs Bellingham, our independent careers advisor, will be available throughout the evening in room 21 to offer advice.

Important dates to remember

Options Assembly Thursday 8 February 2024 and Thursday 29 February 2024

SEND Coffee Morning (invite only) Wednesday 13 March 2024, 9.00 to 11.00am

Options Evening Thursday 14 March 2024, 4.30 to 6.00pm

Talk from the Headteacher at 5.00pm and 5.30pm

Options forms to be handed to your Form Tutor by Monday 18 March 2024, 9.00am

Information for students

Why are Years 10 and 11 different?

During Year 10 and 11 you study fewer subjects than in previous years to give you more time in each. Our curriculum is designed to provide you with a broad and balanced mixture of subjects that enable you to develop the skills and competencies needed for life. You must consider carefully the choices you make as well as committing yourself whole-heartedly to the compulsory subjects to ensure your future success. You will be well equipped for future career paths whichever subjects you choose.

What are the Core Subjects?

Everyone will work towards a qualification in these subjects:	Everyone will study these non-examined subjects:
English – Language and Literature	Core PE
Humanities – you will choose either Geography or History here	CPSHE
Mathematics	
Religious Education	
Combined Science	

How should I begin making my decisions for the optional subjects?

- Use all opportunities available to find out about the subjects – read this booklet, attend Options Evening and speak to teachers
- Do choose subjects which you think you will enjoy - it is much better to get a higher grade in a subject you love, than a lower grade in a subject you felt you *should* take.
- Do choose subjects you think you can cope with
- Do not choose a subject just because your friend is choosing it
- Do not choose subjects because you like, or do not like, a particular teacher - there may be a different one next year
- Do not choose a subject without finding out about it
- You can choose a subject that you did not choose for Year 9, but bear in mind you will need to do some catch up



You will then choose your subjects from the optional subjects lists. You will be asked to select two subjects in option block A and two subjects in option block B that you would be happy to study in Year 10 and 11. You need to use numbers 1 and 2 to show us which subject you would prefer in each block. You will be given two of the four subjects that you select.

Please remember that we cannot guarantee that any student will get both of their first choices. There are many reasons for this such as classes cannot be too big or too small and that the number of available places is limited to the number of teachers we have in school who teach that subject.

Optional choices

You will study two optional subjects along with the core subjects. Your teachers will advise you about the right courses for you to maximise your learning and your success at Key Stage 4.

So, what are the Optional Subjects offered at Bishop Ullathorne School?

Block A	Block B
Business Studies	Art and Design
Drama	Art Textiles
History	Business Studies
Media	Computer Science*
^Hospitality and Catering	^Food Preparation and Nutrition
Physical Education	French
Product Design*	Music
Spanish	Spanish

*guided choice: please make sure you have spoken to the subject teacher before selecting these subjects.

^you can only pick ONE from Hospitality and Catering OR Food Preparation and Nutrition

When you complete the Options Form (at the back of this booklet) the options blocks will look like this.

Please remember when making your choices to select two subjects in option block A and two subjects in option block B that you would be happy to study in Year 10 and 11.

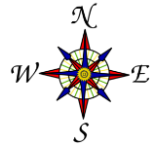
You will be given two of the four subjects that you select. You can show us your preference in each block by using numbers 1 and 2 but please remember that we cannot guarantee that any student will get both of their first choices.

<i>Example Block A</i>	
2	Subject A
	Subject B
	Subject C
1	Subject D
	Subject E

<i>Example Block B</i>	
	Subject F
1	Subject G
2	Subject H
	Subject I
	Subject J

Remember to hand the Options Form in to your form tutor in before the deadline. All forms received by this date will be looked at equally.

HUMANITIES: GEOGRAPHY



What will I study on this course?

1. *Changing Places – Changing Economies.*

Students will look at global cities, rural environments and global development issues.

2. *Changing Environments.*

Students will study coasts and rivers, focusing on future management issues. Weather and climate will also be studied.

3. *Environmental Challenges.*

Students will look at ecosystems, water issues and desertification.

During your lifetime, you may have as many as 20 different jobs, some of which have not been invented yet! You cannot learn all of these trades at school but Geography gives you transferable skills such as:

- Research skills, collecting data from fieldwork, books and the internet.
- Communication skills, presenting data in a variety of ways.
- Interpretive skills, extracting meaning from graphs, maps and photographs, questionnaires and written texts.
- Evaluative skills, analysis evidence and drawing conclusions.
- Problem-solving skills, weighing up evidence and making a decision.
- ICT skills.

The development of these skills, through engaging global and local topics, makes for a fascinating course which will set you up well for A Levels, university and beyond.

How will I be assessed?

The GCSE course followed in Geography is the Eduqas specification B.

There are three assessments to the examination – all are written examinations:

- Investigating geographical issues
- Problem solving Geography
- Applied fieldwork enquiry.

What career opportunities could Geography lead to?

As an understanding of the environment and its workings is required for most jobs, the GCSE Geography course gives a grounding for many Geography-based jobs including Cartographer, GIS specialist, Remote Sensing Analyst, Urban Planner and Transport Manager.

GCSE Geography also gives you the skills to be involved in jobs such as Retail, Economist, Diplomat or Charity Co-ordinator.

For further information, please see Mr J Challis.

HUMANITIES: HISTORY







What will I study on this course?

The study of History is critical for students to have a grounded understanding of the present. In their search for meaning, it enables them to place events and situations in perspective and to evaluate their lives and the lives of others. History empowers students to question and challenge the moral and political dilemmas which societies have faced in the past and present. History will equip them with the skills of enquiry, evaluation and independent thought – skills which are prized in adult life.

Students taking History at Bishop Ullathorne study the AQA GCSE History syllabus. This is a stimulating course which provides students with the opportunity to engage in a range of study areas which focus on British and European History. They will be taught to develop useful skills which will prepare them for higher education and future employment.

How will I be assessed?

Paper 1: Understanding the modern world	Paper 2: Shaping the nation
<p>How it is assessed</p> <ul style="list-style-type: none"> • Written examination 2 hours • 50% of GCSE 	<p>How it is assessed</p> <ul style="list-style-type: none"> • Written examination 2 hours • 50% of GCSE
<p>Section A (Period Study): Germany, 1890– 1945: Democracy and dictatorship</p> 	<p>Section A (Thematic Study): Britain: Health and the people; c1000 to the present day</p> 
<p>Section B (European Depth Study): The First World War, 1894–1918</p> 	<p>Section B (British Depth Study): Norman England, c1066–c1100</p> 

What careers opportunities could History lead to?

The skills developed through the study of History are welcomed by a diverse range of professions. These include Journalism, Law, Politics, Business and Accountancy, Entertainment, Teaching, Social Work and many more besides.

For further information, please see any member of the History department.

MATHEMATICS



What will I study on this course?

To enable each student to develop, within their capabilities, the mathematical skills and understanding required for adult life, employment, further study and training; to enhance the problem solving fluency and reasoning of each student; to provide each student with such mathematics as may be needed for the study of other subjects; to help each student to develop, as far as is possible, their appreciation and enjoyment of mathematics itself, and their realisation of the role which it has, and will continue to play, in the development of Science, Technology and Civilisation.

GCSE Mathematics is delivered at Higher and Foundation level.

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

How will I be assessed?

Students will sit three examination papers, each of equal weighting, in June of their final year.

Regular internal assessments, together with marking of classwork and homework, will ensure that students are making the expected progress throughout the course towards fulfilling their potential in Mathematics.

All students will require a geometry set and scientific calculator.

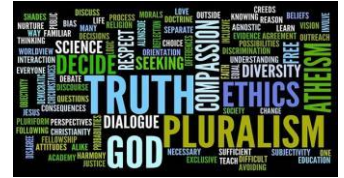
What careers opportunities could Mathematics lead to?

Mathematics is a very wide subject area. It is the basis for many career areas including Science, Engineering, Construction, Technology, Finance, Business, Commerce, Industry, Computing, Information Technology and Education.

For further information, please see Mrs L Francome.

RELIGIOUS EDUCATION

Eduqas (Route B)



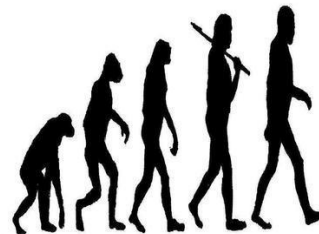
What will I study on this course?

Bishop Ullathorne is a Catholic School and all students follow a course of Religious Studies in Years 10 and 11 which leads to a GCSE examination at the end of two years.

Component 1 – Foundational Catholic Theology

- Origins and Meaning
- Good and Evil

Weighting 37.5%



Component 2 – Applied Catholic Theology

- Life and Death
- Sin and Forgiveness

Weighting 37.5%



Component 3 – Judaism

- Beliefs, Teachings and Practices of the Jewish faith

Weighting 25%

The course will enable our students to develop their understanding of religious and non-religious beliefs. Students will be encouraged to construct well-argued, well-informed and balanced arguments. They will engage with questions of belief, value, meaning and purpose. This GCSE challenges learners to reflect on values, beliefs, and attitudes in the light of what they have learned and contributes to their preparation for adult life in a pluralistic society and the global community.

How will I be assessed?

Students in Year 10 will follow an interesting and challenging course with the examination board: Eduqas. Students will be required to study three separate papers, each of which will be examined externally at the end of the two-year course.

What careers opportunities could Religious Education lead to?

This GCSE provides a good foundation for A Level and for a variety of vocational courses available post-16. This course provides opportunities for students who are interested in a wide variety of careers, such as: Teaching, Social Work, Journalism, Administration, Lecturing, Advertising, Law, and Media.

For further information, please see Mr T Lee-Mohan.

COMBINED SCIENCE



What will I study on this course?

Students will follow AQA Trilogy Combined Science. This course emphasises explanations, theories and modelling in Science along with the implications of Science for society. Strong emphasis is placed on the active involvement of students in the learning process and the specification encourages a wide range of teaching activities.

This is achieved by identifying activities and experiences which will excite students' interest, through links to scientific ideas, and highlighting the implications for society. It provides the opportunity, skills, knowledge and understanding necessary for life as a citizen and helps to develop Science explanations and theories.

How will I be assessed?

The examinations are at the end of Year 11 and are six papers: two Biology, two Chemistry and two Physics.

Each of the papers assesses knowledge and understanding from distinct topic areas.

Paper 1	Biology	1 hr 15 minutes 16.7% of GCSE	Topics 1-4
Paper 2	Biology	1 hr 15 minutes 16.7% of GCSE	Topics 5-7

Paper 1	Chemistry	1 hr 15 minutes 16.7% of GCSE	Topics 1-5
Paper 2	Chemistry	1 hr 15 minutes 16.7% of GCSE	Topics 6-10

Paper 1	Physics	1 hr 15 minutes 16.7% of GCSE	Topics 1-4
Paper 2	Physics	1 hr 15 minutes 16.7% of GCSE	Topics 5-8

Questions are multiple choice, structured, close short answer and open response.

What careers opportunities could Science lead to?

Science is a core National Curriculum subject and as such is in demand in industry, commerce and further education as it indicates both intellectual ability and possession of good practical and investigative skills.

This opens up career possibilities in Environmental Science, Medicine, Forensic Science, Zoo Keeping, Teaching, Veterinary Science, Engineering, Computing, Dentistry, Hairdressing, Medicine, Metallurgy, Mining, New Product Development, Nursing, Ophthalmology, Pharmacy, Space Science, Telecommunications, and Veterinary Science.

For further information, please see Mr W Ballard.

What will I study on this course?

CPSHE (Citizenship and Personal, Social, Health and Economic) Education is delivered by Form Tutors every Tuesday morning during period 1. As a team, we aim to:

- Develop the knowledge, skills and understanding to become informed, active, responsible members of local, national and global communities.
- Address real life issues and show students that they can make a difference.

The aims outlined in the National Curriculum for citizenship include students acquiring a sound knowledge and understanding of how the UK is governed, it's political system and how citizens participate in its democratic systems of government; developing knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced; developing an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take into adulthood; and helping equip students with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs. The aims for PSHE are to help students develop the knowledge, skills and understanding they need to keep themselves healthy, safe and prepared for life and work. The curriculum should contribute to students becoming respectful and responsible citizens who make a positive contribution to society. Students explore and develop their own values, whilst recognising that those of others may differ from their own. These aims meet the needs of the National Curriculum. The course develops many of the issues covered during Key Stage 3 and introduces new units relevant to Key Stage 4 education.

All students have access to our independent careers adviser and will be offered advice and guidance in helping you to prepare for post-16 options.

How will I be assessed?

Students regularly review their work. However, they do not sit a GCSE in this subject.

What opportunities could CPSHE lead to?

CPSHE helps our student's foster lifelong aspiration, goals and values. It is a chance to give every student an equal opportunity to develop the skills and knowledge they need to thrive now and in future.

For further information, please see Mrs N Hayes.

SECTION C: The Optional Subjects

ART and DESIGN

What will I study on this course?

Students will follow the OCR GCSE course in Fine Art, which offers the opportunity to explore a broad range of practical experiences and encourages observation, analytical ability, imagination and expression.

By the end of the course, it is expected that students will have enjoyed the process of creativity and have developed the skills needed to communicate their ideas visually with success and confidence.

The syllabus combines the necessary breadth of study with the freedom of choice required to accommodate a wide range of abilities and material resources. Students will have the opportunity to investigate a variety of different media, materials techniques and processes, which may include any of the following areas:

- drawing and painting - using different media, on different surfaces including paper, fabric and canvas
- sculpture – creating 3-Dimensional forms using different materials which could include clay, textiles, wire, papier mache and plaster
- installation
- printmaking – on different supports including textiles and paper
- lens-based and/or light based media and new media (e.g. digital photography)

How will I be assessed?

- Portfolio Unit (coursework element) 60% (commences towards end of Year 10 and deadline is December in Year 11)
- Externally Set Task (examination) 40%

Portfolio Unit requirements:

The Portfolio Unit provides students with an opportunity to demonstrate their ability to research, develop and realise their ideas in a variety of ways. Students are required to select, organise and present materials which exemplify work carried out during their course of study. They will complete a series of introductory projects to develop their skills and techniques in a variety of subjects. The skills developed will be utilised in their portfolio unit just before the end of Year 10. This is worth 60% of the GCSE.

Externally Set Task

Students are required to produce a unit of work from conception to realisation. They are given a variety of themes to choose from (usually at the start of the spring term in Year 11). Following a preparatory period during which they will develop their ideas in response to their chosen theme, students will produce a personal, practical response in the 10-hour examination time. This takes place in the Art room over two days and is usually at Easter. This is worth 40% of the GCSE grade.

Assessments of progress will be made on a regular basis via peer group marking and teacher moderation. Marks are also given at various points over the course, at half termly intervals. Coursework and Examination work are internally marked and externally moderated.

What careers opportunities could Art lead to?

This course equips students with a variety of useful transferrable skills such as perseverance, problem solving and creative thinking. It also encourages organisation, independence, and the production of imaginative responses; all of which are useful in any career. In addition, this course can provide opportunities for students who are interested in careers in the creative industries such as: Illustration; Graphic Design; Advertising; Publishing; Interior Design; Fashion Design; Furniture Design; Architecture; Theatre Design; Theatrical/ Television Make-up; Computer Gaming; Animation; Photography and Media.

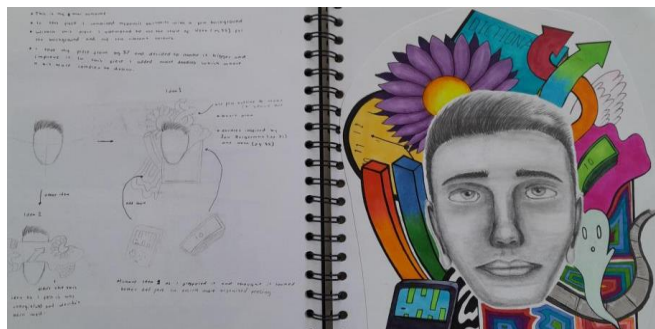
Which should I choose: Art and Design or Art Textiles?

You can only select one. Both subjects follow a similar structure and will involve you working in sketchbooks, researching artists and creating your own pieces.

If you want to focus on drawing and painting with a range of media, then you should choose Art and Design.

If you want to focus on using fabrics and sewing by hand or machine, then you should choose Art Textiles.

For further information, please see Mr S Coulson.

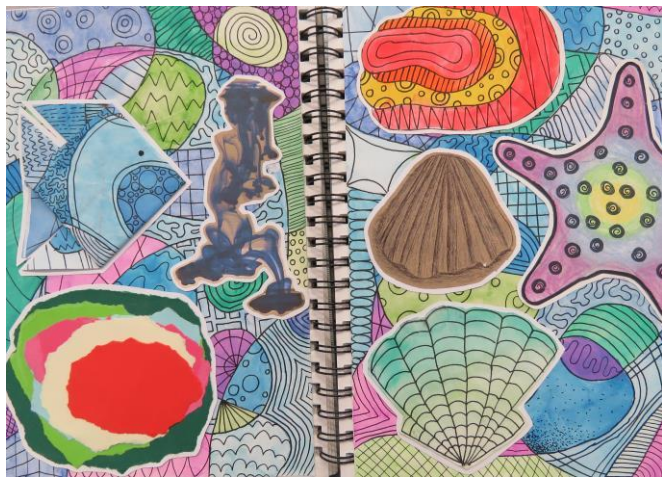


ART TEXTILES

What will I study on this course?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, then Art Textiles is a great choice for you.

The transferable skills you will gain through studying Art Textiles will be valuable in preparing you for the world of work, regardless of which area of employment you choose. You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills, as well as gaining the ability to develop, refine and present ideas. Employers and universities regard these highly.



During Year 10 you will gain an insight into a range of techniques and new ideas, as well as building on skills you learnt in Key Stage 3. This will enable you to develop a style in which you like to work. You will complete a range of mini projects which will all start with a brief and a list of textile artists. It is expected that you undertake research and gather resources which you will experiment with, while developing the skills that you have learnt. Example project titles include Close Up, Natural Forms, In the News and Human Figures.

How will I be assessed?

Unit 1 Portfolio: 60% of final grade

At the end of Year 10 you will be given a project brief which will form your portfolio work for Unit 1. This project will culminate in a 5 hour practical examination in December of Year 11. You will explore and investigate different artists and discover a style which will show your best work. You will work with a range of techniques and styles. It is expected that you will produce a final piece for the project. This may be a conceptual piece, wall hanging, piece of fashion or even furnishing.



Unit 2 externally set assignment: 40% of final grade

You will choose from a series of seven projects set by the examination board in the January of Year 11. This project will show off your techniques and sampling. It will accumulate with a 10 hour examination which will take place over two days in the Art Textiles room. You will explore a range of artist's work, which will influence your final project. You will be expected to explore a range of techniques throughout your project and develop your own response to the chosen theme.

What careers opportunities could Art Textiles lead to?

Did you know more people work in the creative industries than the finance industry? Unlike many industries, the creative industries have continued to grow, despite the recent financial crisis. Textile businesses make a wide range of products, from clothing and home items, through to high-tech performance situations such as road building, construction of architectural projects and the production of composite materials for car bodies.

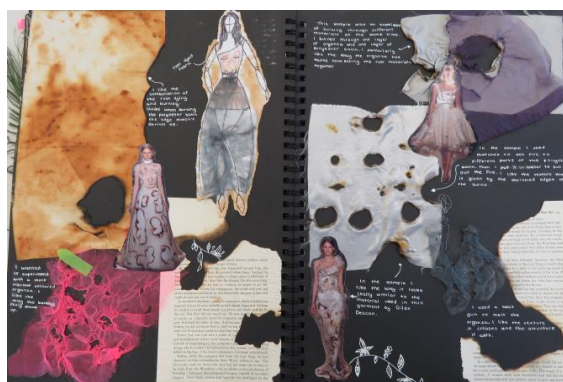
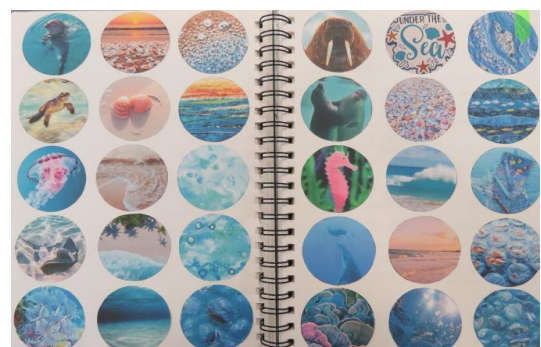
Other roles include Textiles Designer, Fashion Designer, Milliner, Fashion Buyer, Interior Design, Garment Technologist, Materials Developer, Pattern Cutter/Grader, Tailor, Costume Designer.

Which should I choose: Art and Design or Art Textiles?

You can only select one. Both subjects follow a similar structure and will involve you working in sketchbooks, researching artists and creating your own pieces.

If you want to focus on drawing and painting with a range of media, then you should choose Art and Design.
If you want to focus on using fabrics and sewing by hand or machine, then you should choose Art Textiles.

For further information, please see Miss S Newell.



BUSINESS STUDIES

What will I study on this course?

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

Would you like....

- ✓ To be your own boss running your business?
- ✓ To understand just what goes on in the world of work?
- ✓ To know what businesses look for when they recruit staff?
- ✓ To see how a business gets its money to operate?
- ✓ To know why so many adverts are aimed at teenagers?
- ✓ To understand why the same big businesses operate around the world?

How will I be assessed?

- OCR specification
- Two exams at the end of the course, each 90 minutes long. There is no controlled assessment.
- Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.

Business 1: **Business activity, Marketing and People:** 90 minutes - worth 50% of the total GCSE

Business 2: **Operations, Finance and Influences on business:** 90 minutes - worth 50% of the total GCSE

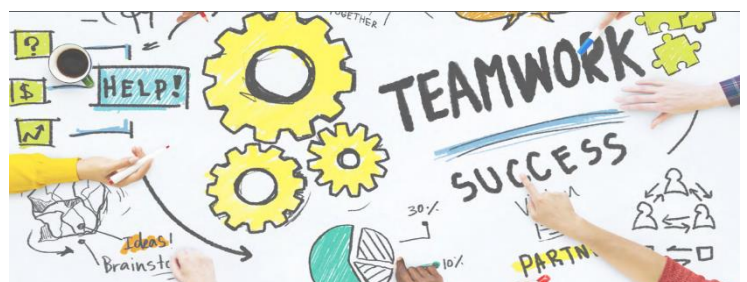
Why should I choose OCR GCSE (9–1) Business as an option?

- You will be able to understand the business world which you will enter after finishing school/college/university.
- You will develop as an enterprising individual with the ability to think commercially and creatively.
- You will be able to make informed decisions and put forward arguments to persuade others.
- You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.
- You will develop life skills that will enable you to become financially and commercially aware.

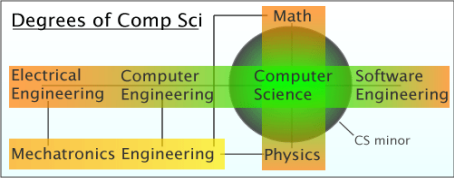
What careers opportunities could Business Studies lead to?

Careers that can use a business qualification include Banking, Insurance, and Accountancy, Human Resources, Teaching, Retail management, Economist, Marketer, Investment banker, Project management, Project management, Civil Service and Public relations and Consultancy to name a few.

For further information, please see Mrs McHugh.



COMPUTER SCIENCE



What will I study on this course?	How will I be assessed?	
<p>Principles of Computer Science</p> <ul style="list-style-type: none"> • Computational Thinking Understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables. • Data Understanding of binary, data representation, data storage and compression. • Computers Understanding of hardware and software components of computer systems and characteristics of programming languages. • Networks Understanding of computer networks and network security • Issues and Impacts Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. 	<p>Principles of Computer Science (1CP2/01) 75 marks 1 hour and 30 minutes Written Paper (no calculators allowed)</p> <p>This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended open-response, tabular and diagrammatic items</p>	<p>50% of total GCSE</p>
<p>Application of Computational Thinking Problem Solving with programming</p> <p>Understanding what algorithms are, what they are used for and how they work in relation to creating programs Understanding how to decompose and analyse problems Ability to read, write, refine and evaluate programs.</p>	<p>Application of computational thinking (1CP2/02) 75 marks 2 hours Practical onscreen examination</p> <p>This paper is practical in nature and requires students to design and write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</p>	<p>50% of total GCSE</p>

What careers opportunities could Computer Science lead to?

Information Technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher education and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken a Computing GCSE and who then progress to study the subject at Post-16 or university will have a sound underpinning and knowledge of this subject area.

For further information, please see Mr T Lee-Mohan.

DRAMA



What will I study on this course?

GCSE Drama is all about teaching you the skills to understand and work successfully with other people whether in large or small groups. Drama will teach you the life skills of negotiation, collaboration, independent learning and problem solving. Most of all, drama will teach you the skills of presenting giving you the opportunities to stand up in front of others and communicate to your audience with confidence: a skill required in many work places. You will have the opportunity to create your own work as well as look at plays written by other people. You can specialise as a performer or a designer. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in our ever-changing global workplace.

GCSE Drama follows on from the practical work that you have done at Key Stage 3, developing your improvisation, acting and design skills to a higher level. You will increase your written skills through portfolio work and a written exam. You will study plays in more detail and look at different ways of bringing a script alive on stage together with developing your analysis and evaluation written skills. You will continue to develop your presentation, team work and communication skills.

Component 1: You will work in pairs or groups to devise and perform your own piece of theatre. Working alongside your peers you will practically explore a stimulus and develop a performance that can be showcased in front of a live audience. This unit is accompanied by a written evidence devising log.

Component 2: You will study a full length play of your choosing. For your assessment, you will perform or design for two contrasting extracts from the text. You can perform solo, in a duo or as a larger group.

Component 3: You will complete a written examination in two sections. Section A is based on your study of a full length set text. Section B takes the form of an evaluation of a live performance. You will visit the theatre as part of the course and answer questions about the production from a performance and design point of view.

How will I be assessed?

- *Component 1* is worth 40% will be marked by your teacher and moderated by an external examiner.
- *Component 2* is worth 20% will be assessed by a visiting external examiner.
- *Component 3* is worth 40% will be a written examination at the end of the course.



Is Drama the right subject for me?

If you enjoy the following, then you should choose GCSE Drama:

- Studying plays and going to the theatre
- Using your imagination to create your own drama work
- Expressing yourself practically and theoretically
- Working in a group and observing others
- Contributing your own ideas and taking on board those of others
- Exploring ideas by putting yourself in other people's shoes
- Being reliable and resilient while using your communication, collaboration and problem solving skills

What other skills might I develop?

You will acquire skills in collaboration, problem solving and communication. You will learn to interpret body language and to adapt your behaviour for various situations. You will learn self-discipline and empathy and find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

What career opportunities can Drama lead to?

With a Drama GCSE, you could go down a performing path which will lead you to careers such as actor/ress, comedian, extra, dancer, singer, voice-over artist. However, you may be drawn to more behind the scenes jobs that support the performers. These include costume, lighting and sound designers, broadcast technicians, special effects artists and stage managers. The business side of theatre has a wide range of employment opportunities including advertising, agents, box office managers and casting.

- Law
- Education
- Social Care / Welfare / NHS and Therapies
- Marketing / Sales / Advertising
- Business / Finance.

What could I do next with GCSE Drama?

You could go on to take an A Level in Drama and Theatre. A Level Theatre Studies is an excellent match with Law, Economics, Business Studies and English to name but a few and Drama appears high on the list of Russell Group Universities.

There are also Vocational A Levels in Performing Arts; a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology. You could also apply for an apprenticeship or move straight into the workforce.

For further information, please see Miss J Moloney.



FOOD PREPARATION AND NUTRITION

What will I study on this course?



In Year 10, students will learn the theory needed for both component 1 and 2. Students will also practice the wide range of practical skills required to be successful, as well as completing mock NEA projects in order to prepare thoroughly.

In Year 11, students will complete their real component 2 NEA projects which make up 50% of their final grade. Then students will work on revision before sitting the external examination in the summer.

Is Food Preparation and Nutrition the right course for me? It is if:

- You enjoy demonstrating effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- You want to develop your knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- You would like to understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.
- You would like to learn about functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and International) to inspire new ideas or modify existing recipes.



How will I be assessed?

Component 1: External examination - 50% (1 hour 45 minutes)

Component 2: Non Examination Assessment - 50% (20 Hours)

Component 1: The principles of Food Preparation and Nutrition

The exam paper is divided into two sections:

Section A is worth 15 marks and will ask you to answer questions related to a visual stimulus. Section B is worth 85 marks and will include a variety of question types.

The topics covered in the exam are:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation



Component 2 (NEA): Food preparation and nutrition in action

<p>Assessment 1: The food investigation assessment (15% - 8 hours)</p> <p>This is a scientific food investigation which will assess knowledge, skills and understanding relating to the scientific principles of food preparation and cooking.</p>	<p>Assessment 2: The food preparation assessment (35% - 12 hours)</p> <p>Preparing, cooking and presenting a menu to assess knowledge, skills and understanding relating the planning, preparation, cooking and presentation of food.</p>
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What career opportunities could Food Preparation and Nutrition lead to?

The food industry encompasses all activities from farming and food production to retailing and food services. Roles include: Packaging technologist, nutritionist, catering manager, food scientist, food manufacturing inspector, nutritional therapist, product development technologist, quality assurance manager and dietician.

Which should I choose: Food Preparation and Nutrition or Hospitality and Catering?

You can only select one of them. To help you decide, below is a quick summary:

Food Preparation and Nutrition	Hospitality and Catering
50% exam	40% exam
50% NEA projects	60% controlled assessment
Learn about nutrition and health, food science and food processing, choice and provenance	Learn about commercial practice, menu and meal planning and how the hospitality and catering industry is structured
Each course will cover the same amount of practical lessons	

For further information, please see Mrs J Revell.



FRENCH



What will I study on this course?

In Years 10 and 11 students follow the AQA GCSE course. The course builds upon and extends the language and skills learned in Key Stage 3.

The course is taught through three main topic areas:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Students are required to demonstrate that they have a good grasp of vocabulary and that they are able to manipulate the language with confidence. There is a greater emphasis on independent learning – students are required and expected to work by themselves in order to be successful at Key Stage 4.

In addition to regular written homework, students are expected to use the Quizlet.com, Kerboodle and Language Gym interactive websites to learn and to extend their vocabulary.

The importance of a Modern Foreign Language

Skills in a Modern Foreign Language help to enhance your employability – the most valued skill your Spanish shows is your ability to communicate and to interact with others. Your understanding of other cultures demonstrates your ability to play a part in the global community that extends far beyond your country's borders. Studying a language will support any university application and is greatly valued by employers. Russell Group universities consider Modern Foreign languages to be a facilitating subject supporting the development of fundamental skills such as communication and critical thinking.

How will I be assessed?

The GCSE course continues to develop competency in Listening, Speaking, Reading and Writing. Students are able to talk about themselves or communicate with native speakers. Teaching and Learning is focused upon developing students' ability to communicate effectively in the foreign language.

The course is assessed as follows at the end of Year 11:

- Listening Examination (25%)
- Reading Examination (25%)
- Speaking Examination (25%)
- Writing Examination (25%)

What careers opportunities could French lead to?

Specific language skills can lead to careers in Education, Engineering, Film and Media Industry, International non-profit organisations, Publishing companies, Fashion industry, Game translator, Health services, Social services, Immigration services, Tourism, Marketing, Translators and Interpreters, Diplomatic and Civil Services, Armed Forces, International Aid and Development, International and Corporate Law, Corporate Banking, Project Managers, Broadcast Journalists and Disaster Management.

For further information, please see any member of the MFL department.

HISTORY







What will I study on this course?

The study of History is critical for students to have a grounded understanding of the present. In their search for meaning, it enables them to place events and situations in perspective and to evaluate their lives and the lives of others. History empowers students to question and challenge the moral and political dilemmas which societies have faced in the past and present. History will equip them with the skills of enquiry, evaluation and independent thought – skills which are prized in adult life.

Students taking History at Bishop Ullathorne study the AQA GCSE History syllabus. This is a stimulating course which provides students with the opportunity to engage in a range of study areas which focus on British and European History. They will be taught to develop useful skills which will prepare them for higher education and future employment.

How will I be assessed?

Paper 1: Understanding the modern world	Paper 2: Shaping the nation
<p>How it is assessed</p> <ul style="list-style-type: none"> • Written examination 2 hours • 50% of GCSE 	<p>How it is assessed</p> <ul style="list-style-type: none"> • Written examination 2 hours • 50% of GCSE
<p>Section A (Period Study): Germany, 1890– 1945: Democracy and dictatorship</p> 	<p>Section A (Thematic Study): Britain: Health and the people; c1000 to the present day</p> 
<p>Section B (European Depth Study): The First World War, 1894–1918</p> 	<p>Section B (British Depth Study): Norman England, c1066–c1100</p> 

What careers opportunities could History lead to?

The skills developed through the study of History are welcomed by a diverse range of professions. These include Journalism, Law, Politics, Business and Accountancy, Entertainment, Teaching, Social Work and many more besides.

For further information, please see any member of the History department.

HOSPITALITY and CATERING (Level 2)

What will I study on this course?

- You enjoy independently cooking a range of dishes safely and are looking forward to developing your skills further, both in school and at home
- You are interested in nutrition, the operation of hospitality and catering providers, food-related causes of ill health, health and safety legislation and environmental issues
- You are prepared to research recipes and try new dishes, flavours and foods
- You care about nutritional / dietary requirements and enjoy solving problems such as planning a menu for others
- You are prepared to buy and bring ingredients into school for each practical (once a fortnight) to produce high quality dishes.



How will the course be structured?

In Year 10, students will learn the theory needed for both Unit 1 and 2. Students will also practice the wide range of practical skills required to be successful, as well as completing a mock Controlled Assessment project to prepare thoroughly.

In Year 11, students will complete the real Controlled Assessment project and sit the external examination in the summer.

How will I be assessed?

<i>External Examination</i>	<i>40% (1 hour 20 minutes – 80 marks)</i>
<i>Controlled Assessment</i>	<i>60% (approximately 12 hours – 120 marks)</i>

Unit 1: The Hospitality and Catering Industry

The online external examination will include short and extended answer questions based around situations and stimulus material that you need to apply your knowledge to. It will cover topics such as:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering



You will get one opportunity to sit the examination in the Summer term of Year 11.

Unit 2: Hospitality and Catering in Action

The Unit 2 assignment brief is set by the examination board WJEC yearly. You are expected to safely prepare, cook and present a range of nutritional dishes to be served in a restaurant. Dishes cooked will include main meals, vegetarian dishes, pastries, dishes for special diets, starters, desserts etc. You will need to produce a written document where you will explain your research into the brief. You will demonstrate your knowledge of a range of topics including nutrition, cooking methods and life stages. When you have planned a menu and selected dishes that are appropriate, you must be able to justify your choices.

Working to all food safety practices, you must be able plan the production of your dishes and follow the plan to ensure all items are presented on time. You must be prepared to review your dishes and your own performance, highlighting areas of success and suggesting further improvements.

The course is graded using a Pass / Merit / Distinction scheme. These are fully equal to GCSE grades as this table shows:

Hospitality and Catering Grading	9-1 GCSE Equivalent Grade
Level 2 Distinction *	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction *	3
Level 1 Distinction	2
Level 1 Merit	1.25
Level 1 Pass	1

What career opportunities could Catering and Hospitality lead to?

Career options in the Hospitality and Catering industry are vast from popular restaurant chains to Michelin-starred restaurants.

Catering and Hospitality is one of the largest employment sectors and roles include Chef de partie, Commis chef, Concierge, Executive chef, Front of house manager, Head waiter, Housekeeper, Maître d'hôte, Pastry chef, Receptionist and Sous chef.



Which should I choose: Food Preparation and Nutrition or Hospitality and Catering?

You can only select one of them. To help you decide, below is a quick summary:

Food Preparation and Nutrition	Hospitality and Catering
50% exam	40% exam
50% NEA	60% coursework
Learn about nutrition and health, food science and food processing, choice and provenance	Learn about commercial practice, menu and meal planning and how the hospitality and catering industry is structured
Each course will cover the same amount of practical lessons	

For further information, please see Mrs J Revell.



MEDIA STUDIES



What will I study on this course?

As we progress into the 21st Century, communications are becoming faster and faster. We are bombarded with millions of different media images every day. It is as important now to be able to read and make sense of those images, as ever. In a world of online social media and fake news, media studies aims to help you navigate the modern world of communication. You will become aware of how media producers select and create their messages as well as create your own.

During your studies you will explore:

<p>Music Video</p>	<p>Newspapers</p>	<p>Magazines</p>
<p>Television</p>	<p>Film</p>	<p>Advertising</p>
<p>Online media</p>	<p>Radio</p>	<p>Social Media</p>

How will I be assessed?

<p>Practical production (In previous years this has been a music video, trailer, magazine double page spread or podcast).</p>	<p>30%</p>
<p>Written examination (Questions will be on unseen media texts and close study products studied throughout the course).</p>	<p>70%</p>

What careers opportunities could Media Studies lead to?

Studying media studies could support further progression into journalism, video and online production, marketing and advertising, broadcast journalism, graphic design, writing or teaching.

For further information, please see Mr T Fermoy or Mrs M McBride.

MUSIC



Entry requirements:

To study GCSE music you must play an instrument, be willing to pick one up or be comfortable singing.

What will I study on this course?

GCSE Music will allow you to develop and deepen your love of music. You will have the opportunity to share a range of musical styles from pop, classical, film and world music. As well as exploring musical styles you will also be able to compose and perform your own compositions.

How will I be assessed?

GCSE Music is divided into three sections:

1. Listening 40%
2. Performing 30%
3. Composing 30%



The listening paper is sat in the Summer of year 11 when you will be assessed on your ability to listen to and analyse music. This course will give you an excellent insight into a wide variety of music to enable you to understand and enjoy all the music that you hear.

For the performance section, you will choose two pieces to perform on your particular instrument or voice. You will play on your own as a soloist, and as part of a group or ensemble. The submission recordings will take place in year 11. This is a fabulous opportunity to further develop your performance skills. Any instrument and style are acceptable for submission. These are supported by instrumental lessons taken alongside normal classroom music lessons.



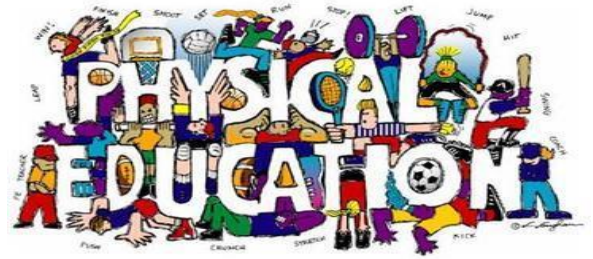
The composition section gives you the opportunity to choose what you would like to create, whether it be in a traditional or modern style. You can compose for a single instrument, voice, a group of instruments or a mixture of all. This is coursework activity and will be completed across the two years. Both assessed pieces need to be completed by Easter of year 11. If you are interested in creating your own music, you will enjoy this part of the course.

What opportunities could music lead to?

The skills developed through the music GCSE are some of the most varied in any subject and many are transferrable to almost any future career. As well as being useful for any career in the arts and performing arts, music GCSE helps you to develop in confidence as a performer and presenter in a number of unfamiliar settings. Many musicians choose to work in the music industry, or education and teaching, but are equally likely to be found using their valuable skills outside of the music industry itself.

For further information, please see Mr Dallman.

PHYSICAL EDUCATION



(This is an option subject in addition to the Core PE Programme)

What will I study on this course and how will I be assessed?

This specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle. The syllabus studied is offered by AQA.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-examination assessment: Practical performance in physical activity and sport
What's assessed Applied anatomy and physiology <ul style="list-style-type: none"> • Movement analysis • Physical training • Use of data 	What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences Health, fitness and well-being <ul style="list-style-type: none"> • Use of data 	What's assessed Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed Written examination: 1h15m <ul style="list-style-type: none"> • 78 marks • 30% of GCSE 	How it's assessed Written examination: 1h15m <ul style="list-style-type: none"> • 78 marks • 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Students study the following theory topics:

Individual differences	Training
Fatigue/stress	Principles of training
Injury	Methods of training
The difference between anaerobic and aerobic exercise	Diet
Characteristics and benefits of leisure and recreation	School influences
Health, fitness and healthy active lifestyle	Cultural and social factors
Components of fitness	Opportunities and pathways for becoming involved in physical activities
Emotional health and wellbeing	International factors

Students will study a number of sports with the three best marks going forward to their final grade.

Team Activity List	Individual Activity List
Association football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (spring)
Dance	Cycling
Gaelic football	Dance
Handball	Diving
Hockey	Golf
Hurling	Gymnastics (artistic)
Lacrosse	Equestrian
Netball	Rock climbing
Rowing	Sculling
Rugby League	Skiing
Rugby Union	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Volleyball	Tennis
	Trampolining

Will I enjoy this course? Yes, if you:

- have a good practical ability in a range of sports and are exceeding in at least two sports, and playing competitively in at least one of the above sports outside school in order to access the subject content
- have an interest in sport both in and out of school
- participate in at least one sport for a team or club
- attend an extra-curricular club after school

What careers opportunities could Physical Education lead to?

The course is useful to those hoping to pursue a career in the Sports Industry – Teaching, Coaching, Sport Administration, Sports Journalism, Outdoor Education, Armed Forces, and Professional Sports.

The Anatomy, Physiology and Sports Injuries work may bring about an interest in a career involving health and first aid – Physiotherapy, Occupational Therapy, Massage, Osteopathy, and Radiography.

Related further education courses:

- AS/ A2 level: Physical Education
- Sport and Exercise Science
- Outdoor Education
- Sport Development and Fitness
- Sports Performance and Excellence

For further information, please see Mr I Cox.

PRODUCT DESIGN

What will I study on this course?

Product Design is about designing for others, using knowledge of materials and processes to create products that are suitable for your client. It is the right subject for you if you are:

- imaginative and interested in designing to help others
- confident in your drawing skills and practical abilities
- reflective about how to improve your own work and that of others
- have strong ICT skills (particularly PowerPoint as this is used for the NEA) and a desire to develop 2D and 3D CAD skills further
- confident with mathematical skills as 15% of the written examination is dedicated to calculations.

How will the course be structured?

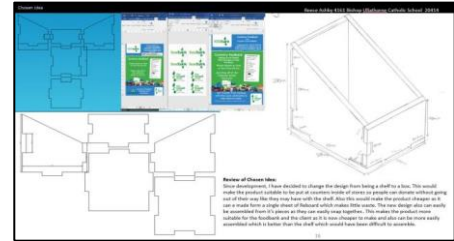
In Year 10, you will cover all of the content required for the examination and working on technique for answering questions. You will also develop designing and making skills required to complete the NEA. This will start in June and continue until March of Year 11. The remaining time will be devoted to revising for the written examination which will be in May of Year 11.

How will I be assessed?

- Unit 1 External Written Examination: 50% (1 hour 45 minutes)
- Unit 2 Non Examined Assessment: 50% (35 hour design project)

Unit 1: External Written Examination, sat in May of Year 11, 100 marks available

The examination paper is divided into two sections with a mixture of different question styles. These include short answer, drawings, mathematical calculations and extended answer questions.



Section A: Core (40 marks)	Section B: Polymers (60 marks)
<p>40% of the written examination will cover questions about all materials categories, energy, sustainability, designers, the impact of new technologies, communicating design ideas and constraints on designing.</p> <p>10 of the 40 marks will be applied mathematical calculation questions.</p>	<p>60% of the written examination will focus on the material category of polymers and test knowledge on types of polymers, properties, sustainability and industrial manufacturing processes.</p> <p>5 of the 60 marks will be applied mathematical calculation questions.</p>

Unit 2 NEA: Contextual Challenge, from June in Year 10 to March in Year 11

You will undertake a design project based on contexts released by Edexcel under controlled conditions. 20 to 30 PowerPoint slides using font 12 will be produced as you design and make a prototype of a product that solves a problem and meets the needs of a client.

Taking and user group feedback

I tested my product by getting lots of food into it until it was full and I found that the combination of the material and the glue made it strong enough to hold all of the food without breaking or bending. This is good as it means that my product could easily be able to stay together while full of food and so wouldn't break while being carried by someone or being being dropped to or from a food bank.





The product is also large enough to fit all of the types of food that put into it which means a customer could comfortably donate any food items without worrying if it will fit or not, it is also large enough to contain a large amount of small or medium sized items which will increase the amount of food that can be stored and transported to the food bank. This makes it easier for customers as there is less of a chance that it will fill up than there would be with a smaller box, so they won't have to go out of their way to a larger food bank like the existing ones.

I think this is good for my product as it can fit in many places in a store so would be more likely to be used as the store could put it wherever they want. The product also can fit a large amount of food in it which I also think is very good as it means that the product won't get full quickly or have to be emptied too often.

The product also could fit perfectly inside of the flat part of a bit in a Morrison's. This means that the product could easily be used by a shop as it will fit perfectly in the tills, so people could put food into it without having to go out of their way.

One drawback however, is that the reason self checkout tills have less space and a weight limit so could not have enough space for my product.

The employees at Morrison's also commented on my product, saying that it was a useful product and could definitely help the people who donate to foodbanks. They said that there are a lot of people who donate and they would benefit from my product as they wouldn't have to go to far out of their way to donate. They also said that most of the shopping goes in a separate area to where the tills are (more towards the right of the flat part of the till) so it wouldn't get in the way. This means that the customers won't be inconvenienced by the box which is very good as it makes them more likely to donate.

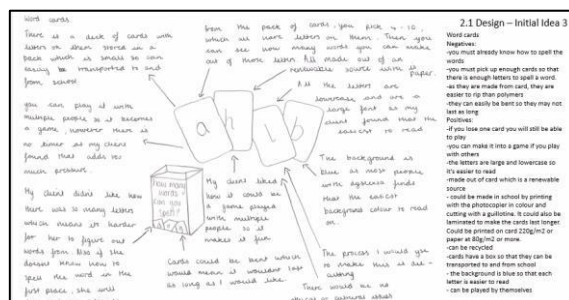
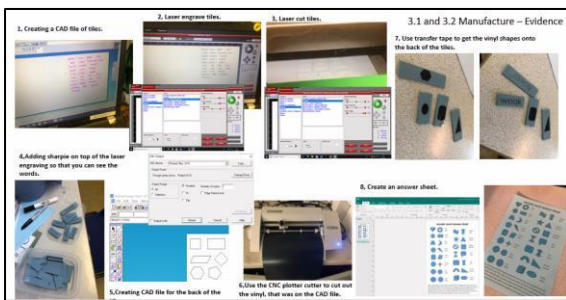
Recent contexts include:

- How can products be used to increase our awareness of the climate emergency?
- How can products be used to support neurodiversity?
- How can products be used to encourage the donation of food items to food banks in supermarket stores?

For the NEA you select the context that you are most interested in and investigate it by looking at issues and existing products. After creating a wide range of design ideas that would solve the problem you chose, you then develop your idea. This stage is about changing and improving it to make the product better for your client. You make a prototype from appropriate materials (which could be fabrics, timbers, polymers, metals or paper and boards). Finally you evaluate it to see if it meets the original context. All design decisions must be evidenced in your PowerPoint.

Marks for the NEA are awarded as shown:

16 marks	Investigate – investigating the needs of users, researching existing products, writing a product specification
42 marks	Design – producing different design ideas, reviewing and developing these into a chosen design
36 marks	Make – manufacturing an accurate, high quality prototype
6 marks	Evaluate – testing and evaluating your prototype against the product specification



Test	Bag comments	Client comments
Do they understand the game?	5 At the bottom of the answer sheet, I created instructions to how to play the game which are as simple as possible so that it would be easy to understand and made others read the instructions to see whether they understood the game.	I gave her the game to see if she would understand it. After 7 minutes she was able to use the game and check her answers by using the answer sheet to read the instructions then check her answers.
Can she read the words on the tiles?	3 I have laser engraved the words in a big enough font to read and have added black charges to make sure that you can see the word, but the letter 'r' has made the quite faint.	She said that when playing the game, it was hard to read some of the words because of the 'r' on some of the words like 'how' are unclear, but the words without an 'r' were easy to read.
Are the tiles durable?	5 I threw one of the tiles against a wall ten times and it remained unchanged. The word look like it hadn't been touched and there were no chips in the tiles.	She also said that the tiles look like they would last a long time and when using them they did not break while I was using them.
Can she read the words on the answer sheet?	4 I made sure that the words on the answer sheet were in font century gothic and in font size 20 so that they would be clear and easy to read.	She said that she could read the words on the sheet, and they are a good size but the ones not in bold are slightly tiny so it would be better if all the words were all in bold.
Can easily match the shapes on the tiles and the ones on the answer sheet?	3 I made it so that all the shapes on the answer sheet were the same as the shapes on the back of the tiles so it would be easy to find the tiles and the ones on the answer sheet.	She said that most of the shapes are easy to match, but the 10 ones as they are slightly different on the answer sheet and tiles which makes it confusing at first. Also, its good the sheet is in blue.
Do all the tiles fit in the bag?	5 I put all the tiles in the bag and they all fit. There's enough room for a few more, but not too much room to were its unnecessarily big.	She said that all the tiles fit in the bag which is good because it means that you can just carry the bag.
Does the bag zip work?	5 I tested the zip by zipping and unzipping it ten times and it worked without fault, so it should last a long time.	When she was using the zip, it worked so that she was able to place the tiles in and out of the bag.
Can the game be easily transported?	2 The bag is small enough to be placed in a backpack or on a shelf. I tested the tiles in the bag to see that the tiles fit within the bag, but the answer sheet does not fit in the bag so it will have to be stored separately and carried separately in a bag.	She said that the bag makes it easy to carry around, but to carry the answer sheet you would have to hold it so therefore it may rip so you would probably have to carry it separately.

What career opportunities could Product Design lead to?

The Design, Manufacturing and Creative Industry sectors are together worth £500 billion. Current predictions suggest that 1 million more people will be needed to fill creative jobs by 2030, such as Product Designer, Computer Aided Designer, Model Maker, many within Packaging / Manufacturing / Advertising / Publishing / Digital Media.

Analytical skills, empathy, time management and problem solving are useful skills that will transfer to many forms of employment outside of design and technology.

For further information, please see Miss F Hully.

SPANISH



What will I study on this course?

The course is taught through three main topic areas:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

The importance of a Modern Foreign Language

Skills in a Modern Foreign Language help to enhance your employability – the most valued skill your Spanish shows is your ability to communicate and to interact with others. Your understanding of other cultures demonstrates your ability to play a part in the global community that extends far beyond your country's borders. Studying a language will support any university application and is also greatly valued by employers. Russell Group universities consider Modern Foreign languages to be a facilitating subject supporting the development of fundamental skills such as communication and critical thinking.

In Years 10 and 11 students follow the AQA GCSE course. The course builds upon and extends the language and skills learned in Key Stage 3.

Students are required to demonstrate that they have a good grasp of vocabulary and that they are able to manipulate the language with confidence. There is a greater emphasis on independent learning – students are required and expected to work by themselves in order to be successful at Key Stage 4.

In addition to regular written homework, students are expected to use the Quizlet.com, Kerboodle and Language Gym interactive websites to learn and to extend their vocabulary.

How will I be assessed?

The GCSE course continues to develop competency in Listening, Speaking, Reading and Writing. Students are able to talk about themselves or communicate with native speakers. Teaching and Learning is focused upon developing students' ability to communicate effectively in the foreign language.

The course is assessed as follows at the end of Year 11:

- Listening Examination (25%)
- Reading Examination (25%)
- Speaking Examination (25%)
- Writing Examination (25%)

What careers opportunities could Spanish lead to?

Specific language skills can lead to careers in Education, Engineering, Film and Media Industry, International non-profit organisations, Publishing companies, Fashion industry, Game translator, Health services, Social services, Immigration services, Tourism, Marketing, Translators and Interpreters, Diplomatic and Civil Services, Armed Forces, International Aid and Development, International and Corporate Law, Corporate Banking, Project Managers, Broadcast Journalists and Disaster Management.

For further information, please see Mrs C Cabrera-Mix.

SECTION D: OPTIONS FORM

This page should be filled in and kept by you as your copy.

Name: Form:

Please tick ONE humanities choice:	
Geography OR	
History	

Now select **two subjects in option block A** and **two subjects in option block B** that you would be happy to study in Year 10 and 11.

Use numbers **1 and 2** to show us which subject you would prefer in each block (see the example on the right)

Example Block A	
2	Subject A
	Subject B
	Subject C
1	Subject D
	Subject E

Example Block B	
	Subject F
1	Subject G
2	Subject H
	Subject I
	Subject J

Block A	
	Business Studies
	Drama
	History
	Media
	^Hospitality and Catering
	Physical Education
	Product Design*
	Spanish

Block B	
	Art and Design
	Art Textiles
	Business Studies
	Computer Science*
	^Food Preparation and Nutrition
	French
	Music
	Spanish

*guided choice: please make sure you have spoken to the subject teacher before selecting these subjects.

^you can only pick ONE from Hospitality and Catering OR Food Preparation and Nutrition

If you select Physical Education, please state which sport you play competitively outside school:	
---	--

Signature of parent / carer:

Date:

Signature of Form Tutor:

Date:

This page must be carefully removed from this booklet and handed to your Form Tutor by Monday 18 March 2024 9.00am

Name: Form:

Please tick ONE humanities choice:	
Geography OR	
History	

Now select **two subjects in option block A** and **two subjects in option block B** that you would be happy to study in Year 10 and 11.

Use numbers **1 and 2** to show us which subject you would prefer in each block (see the example on the right)

Example Block A	
2	Subject A
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Block A	
	Business Studies
	Drama
	History
	Media
	^Hospitality and Catering
	Physical Education
	Product Design*
	Spanish

Block B	
	Art and Design
	Art Textiles
	Business Studies
	Computer Science*
	^Food Preparation and Nutrition
	French
	Music
	Spanish

*guided choice: please make sure you have spoken to the subject teacher before selecting these subjects.

^you can only pick ONE from Hospitality and Catering OR Food Preparation and Nutrition

If you select Physical Education, please state which sport you play competitively outside school:	
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Signature of parent / carer: Date:

Signature of Form Tutor: Date:

Notes

Please make notes or questions ready to ask at Options Evening.

