



**THE KING'S SCHOOL**

**YEAR 9 OPTIONS HANDBOOK**

**2016 - 18**

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Dear Parent,

Your son is now approaching Year 10 and is required to choose the optional subjects he wishes to pursue to GCSE. Our aim over the years has been to develop a broad and balanced education for pupils in Year 10 & 11 and thereby provide a sound base for success and happiness in A Level studies and future life.

Your son's education will comprise compulsory examination subjects taking up about 55% of the week, compulsory non-examination subjects 10%, and optional examination subjects 35%.

**Compulsory examination subjects are:**

<b>Mathematics</b>	All students will study one GCSE in Mathematics. Some students will also study GCSE Further Maths.
<b>Science</b>	A Science course comprising Physics, Chemistry and Biology, normally certified as three GCSE passes
<b>English</b>	Two GCSEs comprising both Language and Literature
<b>Religious Studies</b>	Short course GCSE

**Compulsory non-examination lessons are in:**

**Games**  
**Personal and Social Education**

**In addition your son will choose four options from:**

French, German, Geography, History, Music, Art, Resistant Materials, Religious Studies, Graphics, Business Studies, Physical Education, Computing and ICT. Thus your son will be able to gain a maximum of **eleven GCSE** passes in total.

We would anticipate that most students would choose a language and either Geography or History in their choice of options. The government recently introduced a new performance indicator for schools called the English Baccalaureate, which measures the percentage of students in a school who pass five GCSEs at Grade C or above in English, Mathematics, Science a Modern Language and History or Geography. We must always consider the individual strengths and needs of each pupil however, and therefore this pathway will not be the correct choice for some.

***The process of making Optional Choices:***

## **Year 9 Careers Workshop**

Your son will attend a Careers Workshop during the school day on Wednesday 9 December. Each workshop will last one hour and normal lessons will continue around the workshops.

Pupils will complete two interactive activities which will help them understand the links between Year 9 option choices and careers.

## **Year 9 Options Evening**

**There will be a Year 9 Options Evening on Monday 11 January at 6.30pm where we will issue the Key Stage 4 prospectus.** Please regard attendance at this evening as essential for your son's future success. Pupils are expected to attend the evening with a parent and I hope the evening will put pupils in a position where they will be able to make informed decisions of their own. Due to limited space in the School Hall, we ask that only one parent attends with their son.

## **Year 9 Parents' Evening**

**The Year 9 Parents' Evening will take place on Wednesday 20 January between 4.30 and 7.00pm.** Your son will have made appointments for you using the relevant pages in his planner. This evening will enable you to discuss your son's progress and present a further opportunity for pupils and parents to gather the necessary information to assist them in making the right options for GCSE. Questions can be asked and, hopefully, answers given to any concerns that may be troubling you. By that date you will have had a chance to peruse the Key Stage 4 prospectus at your leisure and discuss preliminary option inclinations. We expect pupils to sit alongside their parents at this evening so they can take an active part in the discussions on their current progress and option choices.

## **Student Interview**

Every Year 9 pupil will have an individual interview with a senior member of staff to discuss GCSE options between Monday 25 January and Friday 29 January. We shall expect that he will bring a completed Key Stage 4 application form with him to this meeting. The prospectus will have been distributed on the 11 January and I hope this will allow plenty of time for discussion at home. All pupils will need to have completed the application form by Monday 25 January.

Once pupils have a provisional programme of study we shall pass the information to Subject Leaders to ask for their opinion on course viability. We shall organise an additional interview for any pupil who is deemed to be unsuitable for a subject. We must ensure that every pupil has a viable programme of study.

GCSEs are important to your son's future. They are more difficult, studied at a higher level and in more depth than Key Stage 3 subjects. Therefore, it is important that he chooses the right subjects and that he is happy, well motivated and hard working from the outset. Success will only come from two years' hard work.

If there are any questions relating to this letter that you would like to discuss in more detail please do not hesitate to contact me. Mr Davis (Head of Year 9) will also support and guide your son through this process and will be happy to offer advice to parents.

Yours sincerely

J A Dixon  
Deputy Headmaster

## Section 1

### Curriculum at Key Stage 4

Pupils entering Key Stage 4 at King's in September 2016 will sit GCSE examinations in the summer of 2018. It is important to remember that pupils in this year group will be expected to remain in full time education or training until they are 17 and should make option choices with this in mind.

As you may be aware the government has begun a process of moving GCSE grades from the traditional letter grades (A\*-G) to numerical grades (1-9, where 9 is the highest). Consequently, the vast majority of your son's GCSEs will be reported numerically in the summer of 2018. A small number of GCSE subjects will continue to use A\*-G grades as they don't convert to the new system until summer 2019. This approach will mean:

- Broadly the same proportions of students will achieve a Grade 4 and above as currently achieve a Grade C and above.
- Broadly the same proportion of students will achieve a Grade 7 and above as currently achieve an A grade and above.
- For each examination, the top 20 per cent of those who achieve a Grade 7 or above will secure a Grade 9 – the very highest performers (about 3% of pupils).
- Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present Grade C, and broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland.
- The new Maths GCSE will be tiered with grades 4 and 5 available through both tiers.

GCSEs are now linear although many subjects still examine part of the course through Controlled Assessment. Controlled Assessments have largely taken the place of coursework at GCSE.

Controlled Assessments can contribute up to 60% of the total assessment. Although the percentage varies from subject to subject it requires the pupil to work independently over a relatively long time period. It is essential that pupils manage their time effectively from the start of their course to avoid a build-up of deadlines. Pupils with time-management difficulties should be careful not to choose too many option subjects in which the final examination is worth only 40%. A table of Key Dates for assessment will be issued at the start of Year 10 to enable pupils to meet crucial deadlines efficiently and parents to monitor the completion and submission of work.

Your son's education will comprise of compulsory examination subjects taking up about 55% of the week, compulsory non-examination subjects 10%, and optional examination subjects 35%.

## Compulsory examination subjects

Mathematics	All students will study one GCSE in Mathematics. Some students will also study GCSE Further Maths	-	7 hours per fortnight
Science	A Science course comprising Physics, Chemistry and Biology, normally certified as three GCSE passes	-	12 hours per fortnight
English	Two GCSEs comprising both Language and Literature	-	8 hours per fortnight
Religious Studies	Short course GCSE	-	1 hour per fortnight

## Compulsory non-examination lessons are in:

Games  
Personal and Social Education

## Optional Subjects

Pupils may choose a further four subjects. Each subject will be allocated five periods per fortnight. We would anticipate that most pupils would choose a Language and either Geography or History in their choice of options.

The government recently introduced a new performance indicator for schools called the English Baccalaureate, which measures the percentage of students in a school who pass five GCSEs at Grade C or above in English, Mathematics, Science a Modern Language and History or Geography. We must always consider the individual strengths and needs of each pupil however, and therefore this pathway will not be the correct choice for some.

Your son will choose four options from:

French, German, Geography, History, Music, Art, Resistant Materials, Religious Education, Graphics, Business Studies, Physical Education, Computing and ICT. Thus your son will be able to gain a maximum of **eleven GCSE** passes in total.

## Guidance on choice of Options

- Most students will choose to study a Language and either Geography or History.
- There is a free choice but it is important to try and achieve breadth and balance, and to consider which subjects offer the pupil the best progression route. For instance, no University insists on specific subjects at GCSE but most are looking for the best possible results across the range of subjects, with exams taken in one sitting and not retaken. Therefore it is important that subjects chosen are those to which the pupil has a commitment, and is confident of achieving well in.

- Remember that, in the end, it is your level of achievement which will matter most. A Grade A is better than a Grade C. Do not choose a subject because someone says it will be 'useful' for you, if either you dislike it or you always do badly at it. A good qualification in Art will serve you better than a poor one in Business Studies. A\* grades are increasingly expected of able pupils.
- It is also true that given the likelihood (for the majority of pupils) that there will be no specific career in mind, the main goal is not to open doors to particular career paths, but to avoid closing career possibilities at this stage. To that end it is most important to consider whether option subjects are complementary to those in the core, or also provide a broad balance of subjects and thus preserve a wider range of opportunities.
- The worst reason for choosing a particular subject is because your friend or your group is going to do it. Similarly, try not to be influenced by which teachers you like best (or least): they may never teach you again and, after all, it's the subject you're choosing, and which will appear on your future qualifications, not the person.

**The school will endeavour to provide all courses detailed in this booklet. However, it is impossible to predict demand for specific courses in any year until after selections have been made. As a result, the School can neither guarantee that all courses will operate in 2016, nor that every boy will get his first choice. It is therefore important to consider alternatives when making choices, including the selection of reserve subjects.**



Year 9 GCSE Application Form  
September 2016

PLEASE WRITE CLEARLY AND COMPLETE IN BLACK INK  
**To be returned at interview week beginning Monday 25 January**

Surname:	
Forenames:	Current Tutor Group:
Date of Birth:	Parental Email Address:
Address:	
Postcode:	Home Telephone No:
Parent/Guardian Name/s:	
Parental Work Tel No:	Parental Mobile No:

**GCSE COURSES (To be completed by all applicants)**

GCSE SUBJECTS YOU WISH TO STUDY - Please select the subjects you wish to study in order of priority after careful consideration of the Year 9 Options Handbook.

Some courses have a strict limit on numbers and may be oversubscribed, therefore each pupil should select two 'reserve' choices. Careful consideration should be given to this process.

	<b>First choice</b>	<b>Second choice</b>	<b>Third choice</b>	<b>Fourth choice</b>	<b>Reserve 1</b>	<b>Reserve 2</b>
	Geography	Geography	Geography	Geography	Geography	Geography
	History	History	History	History	History	History
	French	French	French	French	French	French
	German	German	German	German	German	German
	Music	Music	Music	Music	Music	Music
	Graphics	Graphics	Graphics	Graphics	Graphics	Graphics
	Resistant Materials	Resistant Materials	Resistant Materials	Resistant Materials	Resistant Materials	Resistant Materials
	Computing	Computing	Computing	Computing	Computing	Computing
	ICT	ICT	ICT	ICT	ICT	ICT
	Business Studies	Business Studies	Business Studies	Business Studies	Business Studies	Business Studies
	Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies
	PE	PE	PE	PE	PE	PE
	Art	Art	Art	Art	Art	Art
<b>Subject</b>						

**Career/Higher Education Aspirations**

Do you have any indication at this stage of any Career/Higher Education decisions? E.g. what would you like to read at University? If so, please enter it in the box below so that we can ensure you have chosen the correct GCSE Subjects. Many of you will not yet know, if this is the case please leave blank.

**Current extra-curricular involvement**

**Arts** Activity e.g. Musical Instrument/Drama and at what grade/level

**Sport** Please include any school or extra-curricular sport/activity and at what level e.g. School/District/County

**Important Leadership Positions** e.g. Public Speaking/Volunteering etc. Please give details.

**PERSONAL STATEMENT**

Before you submit your application form, please write/type no more than **500 words** telling us about yourself. For example hobbies, interests, part time jobs, work experience, special clubs or other activities, sports, music etc. You may want to tell us about your interest and passion in the subjects you wish to study at GCSE.

**NB We will be using the quality of your personal statement as part of our over-subscription criteria.**

This can be typed or handwritten on a separate sheet of paper – please ensure you put your full name at the top of the sheet and staple it to this application form.

**Upon completion of this form, the applicant should sign in the box below.**

Pupil signature: .....

I confirm that I have discussed the Year 9 GCSE options booklet with my son ( )  
Parent's Signature: ..... Date: .....

# ART

## Course Title

Edexcel Art & Design 1027 - 1032

## What will I study?

The course consists of three main sections:

1. Skill based introductory modules. Dealing with technical skills in drawing/painting and exploration of 2D/3D media. How to use secondary sources and other artists' work. How to develop ideas fully into visual form and how to evaluate their work.
2. A body of coursework displaying individual responses and development from given themes and responses to artists work. Students are introduced to the themes in specific introductory modules. Students have constant assessment through the duration of the coursework.
3. Examination - with advice and consultation students develop their own body of work to submit for marking.

## What Skills and Qualities are required?

- ✓ Creative
- ✓ Practical
- ✓ Imaginative

## How will I learn?

You will learn through gaining the skills, techniques and processes to develop your ideas into visual form, by being informed of the diverse and exciting world of Art and how to look and use other artists work in their own idea development. You will be encouraged to develop an educated opinion and appreciation of Art forms.

## How will I be assessed?

In formal terms there is weighting of 60% for the coursework element and 40% for the timed test. Assessment follows two broad strands. Firstly students are assessed on their ability to develop ideas from a range of stimuli, including the work of other artists. The second part of the assessment takes account of how well students use the particular process they have chosen to make their work.

## Where could it lead?

Graphic design, Illustrator, Fine Artist, Product designer, Animation, CGI Artist, Media work, Textile designer, Art therapist, Fashion designer, Printmaker, Community arts worker.

## Additional requirements/Information

The full GCSE course specialises in areas of painting/drawing, sculpture, computer graphics and digital video. The course followed is the Fine Art syllabus.

# BUSINESS STUDIES

## Course Title

GCSE Business Studies

## What will I study?

Business Studies is a subject that aims to give you the ability to analyse activities behind the closed door of a business. The six areas of Business Studies are:

- Setting up a Business
- Business structure and objectives
- Marketing
- People in Business
- Operations Management
- Finance

## What skills/qualities are required?

- ✓ Communications skills – both verbal and written. A good command of the English language is particularly important.
- ✓ Reasonable level of numeracy, particularly an ability to interpret data
- ✓ Analytical skills
- ✓ Evaluation skills
- ✓ Organisational skills
- ✓ Initiative
- ✓ Independent learning and research skills
- ✓ Working with others

## How will I learn?

You will learn through practical activities, listening, participating in discussions, making own notes, extended writing, working with others, evaluating your own work and that of others, extended reading and research, work experience, and engaging in a variety of techniques which support personal and co-operative learning.

## How will I be assessed?

The course is assessed by examination and by using a controlled assessment. The controlled assessment will be an investigation into an aspect of business and the write up will be done in class.

## **Where could it lead?**

Business Studies can lead to opportunities in both the public and private sectors. There are now many degree and sandwich courses which combine Business Studies or Management Studies with other subjects e.g. languages, engineering, ICT, law. Career opportunities available are diverse, including marketing, advertising, accounts and finance, management, administration, public relations and personnel. A qualification in Business Studies enables students to use their knowledge in different fields, e.g. arts administration, retailing, health service and hotel management. There are career opportunities both inside and outside the UK.

# COMPUTING

## Course Title

OCR GCSE in Computing

## What will I study?

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- Acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills.

## Skills and Qualities required

- ✓ There are two 20-hour projects and one exam, which require self-motivation and an interest in, and application of, computing theory.
- ✓ An interest in programming – students will be required to write and edit programs as well as general computing theory
- ✓ An interest in modern developments in ICT and Computing
- ✓ An aptitude in mathematics will be a benefit

## How will I learn?

In a supportive, well-equipped classroom environment, the students will work with the Visual Basic programming environment to produce effective computing solutions in a range of contexts. Students also learn about computing theory, software, hardware and computing/programming concepts.

<b>Year 10</b>	
Practical Investigation	Candidates carry out a practical investigation of a computing topic using skills taught
<b>Year 11</b>	
Programming Project	Candidates create solutions to computing tasks
Exam	Computing and programming theory

## How will I be assessed?

Students have to complete 1 90-minute written exam and 2 20-hour practical projects. The practical element accounts for 60% of the final grade.

## Where could it lead?

AS and Advanced GCE in Computing  
Advanced Applied ICT Single Award

If learners want to go on to higher study and employment in the field of Computer Science (programming, game design, cyber-security, artificial intelligence etc.), they will find that this course provides a superb stepping stone.

# **DESIGN and TECHNOLOGY- Resistant Materials Technology**

(Design and making using materials such as wood, metals and plastics)

## **Course Title**

Edexcel 2RM01GCSE in Design and Technology (Resistant Materials)

**Teachers:** Miss Beedham and Miss Thomas

## **During Key Stage 4 candidates will be encouraged to:**

- a) Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity;
- b) Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating product and processes;
  - Engaging in focused tasks to develop and demonstrate techniques;
  - Engaging in strategies for developing ideas, planning and producing products;
  - Considering how past and present design and technology, relevant to a designing and making context, affects society;
  - Recognising the moral, cultural and environmental issues inherent in design and technology.

## **Which skills and qualities are developed?**

- ✓ Good formal drawing and sketching skills
- ✓ The use of your imagination
- ✓ Good design and practical workshop skills
- ✓ Ability to work both individually and as a member of a team
- ✓ Ability to meet deadlines and put in "extra effort"
- ✓ Must be ICT literate

## **How will I learn?**

Through formal drawing and sketching, use of ICT – CAD programmes: Google Sketchup, Techsoft 2D Design or Solidworks, CAM – Roland Cutter, Laser cutter, whiteboard and practical demonstrations, research and evaluating existing products, developing practical skills in the workshop for woods, metals and plastics, design and make tasks for complete products, improvements to final products with consideration of mass production and moral, cultural and environmental issues.

## **Assessment Objectives**

Candidates will be able to demonstrate their design and technology capability through acquiring and applying, knowledge, skills and understanding of:

- a) materials, components, processes, techniques and industrial practice;
- b) when designing and making quality products in quantity;
- c) when evaluating processes and products and examining the wider effects of design and technology on society.

**Assessment is by:**

	<b><u>Controlled Assessment Unit</u></b>	<b><u>Terminal Examination</u></b>	
<b><u>Edexcel</u></b>	Design & Make Project 60% 40 Hours	Written Paper (themed) 40% 1 1/2 Hours	

**Where could it lead?**

Pupils who study the course are well prepared to study AS/A level Product Design of which there is always a high take up. This could enable Careers and University Degree courses in Product Design, Furniture Design, Industrial Design, Graphic Design and Mechanical Engineering.

The high order skills such as problem solving, analysis and evaluation, learned in Design and Technology provide a solid grounding for University studies overall or other forms of Further Education and can be used in Business or Retail for example.

**Additional Requirements/Information**

Pupils will need to buy their own personal drawing equipment in order to work both at school and home e.g. set squares, pair of compasses, colouring pencils, HB, B, & H pencil, black outline pen and an A3 folder.

## **Design & Technology - Graphic Products**

(Design and making using materials such as paper, card, foamboard, Corriflute, and Styrofoam)

### **Course Title**

AQA 4550 GCSE in Design and Technology (Graphic Products)

**Teacher:** Mr Hirst

### **During Key Stage 4 candidates will be encouraged to:**

- a) Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity;
- b) Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating product and processes;
  - Engaging in focused tasks to develop and demonstrate techniques;
  - Engaging in strategies for developing ideas, planning and producing products;
  - Considering how past and present design and technology, relevant to a designing and making context, affects society;
  - Recognising the moral, cultural and environmental issues inherent in design and technology.

### **Which skills and qualities are developed?**

- ✓ Good formal drawing and sketching skills
- ✓ Be prepared to use your imagination
- ✓ Good design and practical skills
- ✓ Ability to work both individually and as a member of a team
- ✓ Ability to meet deadlines and put in "extra effort"
- ✓ Must be ICT literate

### **How will I learn?**

Through formal drawing and sketching, use of ICT – Desk Top Publisher and CAD programmes: Techsoft 2D Design, Google Sketchup, Fireworks or Solidworks. CAM using Roland Cutter and CAMM 1, whiteboard demonstrations, research and evaluating existing products, developing practical skills cutting and fastening graphic materials, design and make tasks for complete products, improvements to final products with consideration of mass production and moral, cultural and environmental issues.

### **Assessment Objectives**

Candidates will be able to demonstrate their design and technology capability through acquiring and applying, knowledge, skills and understanding of:

- a) materials, components, processes, techniques and industrial practice;
- b) when designing and making quality products in quantity;
- c) when evaluating processes and products and examining the wider effects of design and technology on society.

## Assessment is by

	<u>Controlled Assessment Unit</u>	<u>Terminal Examination</u>	
<u>AQA</u>	Design and Making Project 60% 40 Hours	Written Paper (themed) 40% 2 Hours	

### Where could it lead?

Pupils who study the course are well prepared to study AS/A level Product Design of which there is always a high take up. This could enable Careers and University Degree courses in Product Design, Industrial Design, Graphic Design for Packaging or Media, Architecture and Mechanical Engineering.

The high order skills such as problem solving, analysis and evaluation, learned in Design and Technology provide a solid grounding for University studies overall or other forms of Further Education and can be used in Business or Retail for example.

### Additional Requirements/Information

Pupils will need to buy their own personal drawing equipment in order to work both at school and home e.g. set squares, pair of compasses, colouring pencils, HB, B, & H pencil, black outline pen and an A3 folder.

### Why choose a Design and Technology subject?

The philosophy behind Design and Technology is to prepare young people to cope in a rapidly changing technological world, to think and intervene creatively to improve that world, develop the skills required to take an active part in society, develop technological awareness and to help students to become discriminating users, marketers or manufacturers of products.

# ENGLISH LANGUAGE

## Course Title

English Language (EDUQAS)

## What will I study?

A range of fiction and non-fiction texts - both to test your understanding and to enable you to produce your own

Various speaking and listening activities

Extended reading – fiction texts

Creative and persuasive writing

Speaking and listening

## What skills/qualities are required?

- ✓ Effective communication through individual oral presentation, group discussion and role play.
- ✓ Reading with insight, understanding and interpretive ability.
- ✓ Writing with clarity, imagination, organisation and accuracy.

## How will I learn?

You will learn through reading, writing, discussions, listening; analysing prose, drama, poetry, empathy. Homework and independent study are also important to foster good habits for A level.

## How will I be assessed?

Through examination. There will be no controlled assessment as in previous years.

## Where could it lead?

Success in English at GCSE is essential for entry to higher education and to virtually all careers; specific careers that employ English skills include: media, journalism, librarianship, teaching, in short any with a premium on communication. It also helps you to express and explore your own ideas.

# ENGLISH LITERATURE

## Course Title

English Literature (EDUQAS)

## What will I study?

Modern drama

A nineteenth century novel

A selection of poems

Shakespeare

## What skills/qualities are required?

- ✓ Ability to respond to texts critically and to convey response using textual evidence.
- ✓ Ability to explore language, structure, form, meaning and alternative interpretations.
- ✓ Ability to compare texts.
- ✓ Ability to relate texts to social, historical and cultural contexts and literary traditions.

## How will I learn?

Through reading and discussion and through conveying understanding of texts by written work. Homework and independent study are also important to foster good habits for A level.

## How will I be assessed?

Through examination. These will all be closed book.

## Where could it lead?

Literature work helps understanding of a wide range of cultural activities. Specific career areas related to English Literature include: media, journalism, librarianship, teaching, theatre. English Literature is a "gold standard" qualification, highly respected by universities and employers.

# FRENCH/GERMAN

## Course Title

Both languages will be examined with AQA (French code 8658; German Code 8668). This new specification will be taught for the first time starting in September 2016. This qualification is linear, meaning that students will sit all their exams at the end of the course.

## What will I study?

By the end of year 9, pupils will have covered a good deal of the grammar required for GCSE. Furthermore, much work covered in years 8 and 9 will be relevant to the themes identified at GCSE. You will continue to work in the skill areas of Listening, Speaking, Reading and Writing, extending both vocabulary and grammar. The following themes are identified in the subject specification:

### Theme 1: Identity and culture covers the following topics:

Topic 1: Me, my family and friends (Relationships with family and friends; Marriage/partnership)

Topic 2: Technology in everyday life (Social media; Mobile technology)

Topic 3: Free-time activities (Music; Cinema and TV; Food and eating out; Sport)

Topic 4: Customs and festivals in French-speaking countries/communities

### Theme 2: Local, national, international and global areas of interest covers the following topics:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues (Charity/voluntary work; Healthy/unhealthy living)

Topic 3: Global issues (The environment; Poverty/homelessness)

Topic 4: Travel and tourism

### Theme 3: Current and future study and employment covers the following topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

## What skills and qualities are required?

- ✓ Comprehension, both reading and listening, requires candidates to have a good knowledge of vocabulary, an understanding of the structure of the language and the ability to deduce meaning.

- ✓ Written and spoken work require good vocabulary, the ability to understand linguistic patterns and an attention to detail. A sound understanding of verbs and tenses is needed.
- ✓ Good application and consistent efforts with learning are needed, combined with the development of a feel for the language(s) studied.
- ✓ The department's aim is to produce confident and spontaneous language users.

### **How will I learn?**

Comprehension work will be extended by addressing the demands of longer and more complex texts and by refining comprehension techniques. Written work will be developed by the inclusion of larger sequences of language. Speaking will be practised as a class, in small groups and individually. Pupils should extend their range of language and work to improve fluency, accuracy and accent.

### **How will I be assessed?**

Listening (Paper 1) and Reading (Paper 3) are assessed in exams at the end of Year 11. It would be expected that all pupils at King's would sit the Higher papers. These exams are worth 25% of the final exam each and last approximately 45 minutes. There are various question types including English questions to be answered in English, French questions to be answered in French or non-verbal questions. The Reading Paper includes a short translation from the foreign language into English.

Speaking (Paper 2) is assessed in one exam (conducted by the teacher) towards the end of Year 11. Recordings are externally marked by the Board. The exam is worth 25% of the whole exam and lasts for 10-12 minutes. There are three sections which include a role-play exercise, a photo card (which has to be described) and general conversation.

Writing (Paper 4) is examined at the end of the course. At Higher level, the exam lasts 1 hour 15 minutes and makes up the final 25% of the exam. There are 3 questions:

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions.

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions.

Question 3 – translation from English into French (minimum 50 words).

### **Where could it lead?**

A language is an asset that could in future be allied to any skill or discipline and has clear applications within the world of business at all levels including management and the entrepreneurial field. The same applies to, for example, the international legal

system, work within the travel and tourism sector, work in national and local government, the diplomatic service, security, journalism or tourism etc. Language study could clearly lead to a career in translating as well as teaching, either secondary or primary. At university, there are opportunities to study for a joint honours degree offering study of a language allied to another subject and with the possibility of studying or working abroad for one year as part of the course. This applies not only to language study with other Arts subjects, but also Business, Law and even subjects such as Engineering and Computer Studies. The study of French and German offered at King's prepares students for future acquisition of other Latin or Germanic based languages. Students who have studied A level language at King's in recent years have also gone on to study Russian and the attraction of languages such as Mandarin also beckons. Maintaining two foreign languages at school, that is to say both French and German, will set King's pupils apart from many other students in this country and will make them an attractive potential employee in many higher-level and better paid positions.

### **Additional requirements/information**

The Department believes that language learning is a necessary and exciting requirement of the modern world. A GCSE in either French or German forms part of the English Baccalaureate, meaning that a good qualification in Languages is increasingly sought after.

The British Academy recently produced a report entitled "Languages: the State of the Nation". The report summary began by giving priority to its finding that:

**"There is strong evidence that the UK is suffering from a growing deficit in foreign language skills at a time when global demand for language skills is expanding".**

We believe that King's has a part to play in addressing this shortfall by providing comprehensive language provision at both GCSE and A level.

## GEOGRAPHY

### Course Title

OCR Geography GCSE Specification A (J383)

### What will I study?

Content Overview	Assessment overview	Assessment Overview
<ul style="list-style-type: none"> <li>• Landscapes of the UK</li> <li>• People of the UK</li> <li>• UK Environmental Challenges</li> </ul>	Living in the UK Today (01) 60 Marks 1 hour written paper	30% of total GCSE
<ul style="list-style-type: none"> <li>• Ecosystems of the Planet</li> <li>• People of the Planet</li> <li>• Environmental threats to our Planet</li> </ul>	The World Around Us (02) 60 Marks 1 hour written paper	30% of total GCSE
<ul style="list-style-type: none"> <li>• Geographical Skills</li> <li>• Fieldwork Assessment</li> </ul>	Geographical Skills (03)* 80 Marks 1 hour 30 minutes written paper	40% of total GCSE

### Fieldwork

Fieldwork must be undertaken:

- on at least two occasions
- in contrasting locations
- in both physical and human geographical contexts.

The assessment of fieldwork will take place within Geographical Skills (03).

### How will I learn?

You will learn through reading, writing, discussions, listening, analysing data, developing presentation skills using maps and diagrams, the use of applied programmes in ICT and the use of statistics as an analytical tool. Geography Information Systems using digital technology are now a requirement for all Geography courses.

## **What skills and qualities are required?**

- ❖ Analytical Skills
- ❖ Communications skills.
- ❖ Evaluation skills
- ❖ Organisational skills
- ❖ Initiative
- ❖ Independent learning and research skills
- ❖ Working with others
- ❖ Self motivation

## **Where could it lead?**

Geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. We know this is true because so many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills – and much more. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable.

## **Important information**

Geography fits well with almost every academic subject as it develops those transferable skills that are vital in the world of work. The syllabus aims to build on Key Stage 3 and to lay a foundation for advanced study. A GCSE in either Geography or History is necessary to achieve the English Baccalaureate.

# HISTORY

## Course Title:

AQA GCSE History

## What will I study?

The GCSE History content comprises the following elements:

- One period study
- One thematic study
- One wider world depth study
- One British depth study including the historic environment.

## Paper 1: Understanding the modern world

Section A: Period studies

Section B: Wider world depth studies

## Paper 2: Shaping the nation

Section A: Thematic studies

Section B: British depth studies including the historic environment

## Information

The History GCSE for September 2016 is still in a draft format. We are anticipating that it will have been approved in time for more information to be given at the Options Evening.

## What skills and qualities are required?

- ✓ Analytical Skills
- ✓ Communications skills – both verbal and written. A good command of the English language is particularly important.
- ✓ Evaluation skills
- ✓ Organisational skills
- ✓ Initiative
- ✓ Independent learning and research skills
- ✓ Working with others

## How will I learn?

You will learn through reading, writing, discussions, listening, analysing data, developing presentation skills and group work.

## Skills you'll develop through studying History

- Written and oral communication
- Logical thinking and decision making
- Analysis

- Research and deciding between relevant and irrelevant information
- Understanding how a complex series of events interact
- Interpretation, distinguishing between cause and consequence, identifying changes
- Questioning, attention to detail and using evidence
- Evaluating
- Balancing strengths and weaknesses and drawing conclusion

### **How will I be assessed?**

Both Unit One and Unit Two will be assessed by written examination at the end of Year 11. Both exam papers are 1 hour and 45 minutes long and are both worth 60 marks. Unit Three is assessed internally under controlled conditions

### **Where could it lead?**

Employers and universities really value History as it is viewed as a “rigorous” subject which provides students with a wide range of useful skills. The strengths of History as a qualification lie in the possibilities and opportunities it opens up. Employees and universities alike will appreciate the variety of transferable skills provided through study of the subject, chiefly the ability to understand and analyse issues and events to a high level.

### **Additional Requirements/Information**

The syllabus aims to build on Key Stage 3 and to lay a foundation for advanced study. A GCSE in either Geography or History is necessary to achieve the English Baccalaureate.

# ICT

## Course Title

Cambridge Nationals – ICT – Single and Double Award  
Option to do either one or two qualifications worth up to 2 GCSEs

## What will I study?

- Students broaden and enhance their ICT skills and capability into new areas, such as multimedia, programming and project management.
- To become aware of the social, economic and political consequences of the use of ICT systems.
- Study current and emerging digital technologies and the issues raised by their use.

## Skills and Qualities required

- ✓ Persistence – there are up to 8, 10 hour projects which will require an extensive range of skills (balanced with just one, 1-hour exam)
- ✓ Self-motivation
- ✓ An active interest in ICT and technology
- ✓ A desire to enter further study or career where ICT would be a useful asset

## How will I learn?

In a supportive, well-equipped classroom environment, the students will work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

<b>Year 10</b>	
Project 1	Using ICT in business
Project 2	Creating digital images
Project 3	Computer hardware and networks
Exam 1	Understanding computer systems
<b>Year 11</b>	
Project 4	Handling spreadsheets
Project 5	Multimedia Products
Project 6	Computer Games Programming
Project 7	Sound and vision

## Where could it lead?

AS and Advanced GCE in Computing  
Advanced Applied ICT Single Award

ICT is becoming more and more an essential requirement in any career choice. It can be studied purely as a subject in its own right, or as a supporting role for almost any future employment or study.

# MUSIC

## Course Title

Edexcel GCSE Music

## What will I study?

The GCSE Music course is designed to allow the study of Music through the integration of performing, composing, listening and appraising with opportunities to use music technology. It recognises that we live in an age of cultural diversity and covers a wide range of music: classical music, world music, and popular music. The flexible nature of the course allows students to capitalise on different musical interests.

## What skills and qualities are required?

The GCSE Music course is an extension of class work done in Key Stage 3 and caters for a wide spectrum of musical abilities. It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music and to progress to further study. You must be able to sing or play a musical instrument for the performance aspect of the course.

## How will I learn?

The course is divided into three main areas:

Performing	30% All students will need to perform one solo piece and one ensemble piece by the end of the course.
Composing	30% Students will compose music throughout the course using computer sequencing software and will build up a portfolio of compositions in a variety of styles. They will then select two compositions to be submitted towards the final exam.
Listening	40% Students will listen and respond to music from a wide variety of styles and traditions. This will include music from four wide areas:- instrumental music, vocal music, music for stage and screen and fusions. There will be a listening exam at the end of the course.

## How will I be assessed?

Students will be assessed continuously in performing, composing and listening. This leads to 60% performing and composing assessment and 40% exam.

**Where could it lead?**

GCSE Music provides a solid foundation for the AS/A level in Music and is an excellent entrance subject for university because admissions tutors look for well rounded, confident and culturally aware students. The music and entertainment industry is the third largest industry in the UK and GCSE Music could pave the way to any career within the industry. These might include artist management, accountancy, copyright law, events management, journalism, performer, publisher, sound engineer, teacher, tv/radio presenter. Music students also develop all seven of the skills that define employability as announced by the Confederation of British Industry: self management, team work, customer awareness, problem solving, numeracy and ICT. Perhaps most importantly Music is a skill for life and provides opportunity for enjoyment, leisure, participation and social interaction.

**Additional requirements/information**

The department organises various workshops and concert visits during the GCSE course which enhance understanding and knowledge. The department also offers a wide range of weekly ensemble activities and it is advantageous for GCSE Music students to develop their skills through involvement in these rehearsals and concerts.

# MATHEMATICS

## Course Title

The exact syllabus to be followed is yet to be decided, due to the limited amount of specimen materials available at this stage.

## What will I study?

You will study numeracy, algebra, proportional reasoning, shape and space, statistics, and probability building on the KS3 National Curriculum. There is also an increased emphasis on the application of these skills.

## What Skills and Qualities are required?

- ✓ Numeracy
- ✓ Problem Solving
- ✓ Logical reasoning
- ✓ Interpretation of data
- ✓ Clear verbal and written communication
- ✓ Literacy

## How will I learn?

Most lessons will be of a structured whole class interactive style, using interactive white boards to give powerful visual images to aid students learning and understanding of many difficult concepts.

## How will I be assessed?

Regular unit and diagnostic tests are used to monitor students' progress through the course.

At the end of the course students will be assessed at the most appropriate level; higher (nearly all students) or foundation (some years there are no students at this level of entry). Each level is assessed via three examinations, one of which will be non-calculator.

## Where could it lead?

Mathematics GCSE is an essential requirement for many areas of future employment or study. This may vary from the numeracy involved in the retail industry through to academic research. Mathematics is a "gold standard" qualification, highly valued by employers and universities.

## Requirements/Information

As a result of work through the year, performance in Key Stage 3 tests and a summer examination, students are placed in sets for Year 10 and 11 Mathematics. The sets are reviewed during the first term.

Students in the top two sets will take a Further Mathematics GCSE with the AQA board. A few students, who go into a small set, will be taught a reduced syllabus enabling them to gain at best an A grade but more likely B to D grades at GCSE. You will need to achieve Grade B or better, having been taught the full syllabus, to start A level Mathematics in the Sixth Form.

# PHYSICAL EDUCATION

## Course Title

Physical Education – AQA 8582

## What will I study?

Paper 1: The human body and movement in physical activity and sport

### What's assessed

Applied anatomy and physiology  
Movement analysis  
Physical training  
Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

### What's assessed

Sports psychology  
Socio-cultural influences  
Health, fitness and well-being  
Use of data

Non-exam assessment: Practical performance in physical activity and sport

### 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 in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

## **What Skills and qualities are required?**

- High competence in at least 2/3 different sports
- Genuine interest in the psychological and physiological elements of sport
- An understanding of the administration and structure of sporting opportunities for young athletes
- Ability to relate theoretical study to the practical environment

## **How will I learn?**

Year 10 – x 2 theory x 3 practical lessons per fortnight

Year 11 – x 3 theory x 2 practical lessons per fortnight

## **How will I be assessed?**

### **Theory**

Two Written Exams.

X2 1 hour 15 minutes

X2 78 marks papers

60% of GCSE (**30% each**)

*Answer all questions.*

*A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.*

### **Non-Exam Assessment**

Assessed by teachers

Moderated by AQA

100 marks

40% of GCSE

*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.*

## **Where could it lead?**

Teaching, Physiotherapy, Sports Administration, Medicine, Sports Psychology and many more.

# RELIGIOUS STUDIES

**Course title:** AQA Religious Studies Specification B - *Ethics, Philosophy and Religion in Society*.

**What will I study?**

**RE is compulsory for all students in the UK.**

**All students will study the Short Course GCSE, one period per fortnight: Studying only Unit 4 Religious Philosophy and Ultimate Questions (see details below), over two years, the exam is on one paper only at the end of Year 11, accredited as GCSE Short course in RE.**

**In addition, students may wish to study RE as one of their four optional subjects. Any student who opts for the full RE course as one of their four optional subjects will also attend the short course lessons. Students who opt for the full course will study two units and sit two papers in the exam.**

**Full Course Option: In Year 1, (Students will be in Year 10)**

**Paper one topics - Unit 3 Religion and Morality**

This unit is designed to enable Religious Studies to link closely with other subjects, particularly Citizenship and Personal, Social and Health Education, and to contribute actively to pupils' Spiritual, Moral, Social and Cultural development.

**Topic 1:** Religious Attitudes to Matters of Life (Medical Ethics)

Within this topic candidates should be aware of religious beliefs and teachings concerning the value of life, and ethical issues raised by new medical technologies.

**Topic 2:** Religious Attitudes to the Elderly and Death

Within this topic candidates should be aware of religious beliefs and teachings concerning the value of life, the treatment of the elderly, death and what happens after death.

**Topic 3:** Religious Attitudes to Drug Abuse

Within this topic candidates should be aware of religious beliefs and teachings concerning the mind and body.

**Topic 4:** Religious Attitudes to Crime and Punishment

Within this topic candidates should be aware of religious beliefs and teachings concerning human nature, wrong-doing and the punishment of offenders, and repentance and forgiveness.

### **Topic 5: Religious Attitudes to Rich and Poor in British Society**

Within this topic candidates should be aware of religious beliefs and teachings concerning individual wealth and poverty and explanations for the existence of both rich and poor in society.

### **Topic 6: Religious Attitudes to World Poverty**

Within this topic candidates should be aware of religious beliefs and teachings on world poverty and should be aware of how religious leaders and other faith members have interpreted these texts in the light of contemporary life.

## **Full Course Option - in Year 2, (Students will then be in Year 11)**

### **Second paper topics, Unit 4 Religious Philosophy and Ultimate Questions.**

This unit is intended to begin philosophical thinking at GCSE, focussed on matter linked to the Philosophy of Religion. In the examination, candidates will be expected to illustrate their answers by reference to actual arguments put forward by philosophers in relation to the issues.

The final exams in Year 11 – candidates will be required to answer questions on two papers for the full course GCSE award. All King's students are given the opportunity to achieve the full course GCSE in RE.

### **Topic 1: The Existence of God**

Candidates need only refer to one religious tradition in this section. Candidates will be expected to know the following terms: *theist, atheist, agnostic*.

### **Topic 2: Revelation**

This topic looks at the idea of God's self revelation to humanity. It explores the reasonableness of the evidence of revelation, and why revelation is questioned as a real experience.

### **Topic 3: The Problems of Evil and Suffering**

This topic explores the concepts of evil and suffering in a created world, God's responsibility for each, and man's response.

### **Topic 4: Immortality**

This topic considers the meaning of death, and the afterlife. It also explores the reasonableness of such belief, as well as the problems created by it.

### **Topic 6: Science and Religion**

This topic compares and contrasts science and religion, trying to see how similar or different the two are. It particularly looks at two key issues – the origins of the universe, and the origins of life.

### **What skills and qualities are required?**

- ✓ An ability to think
- ✓ Be open minded
- ✓ Skills of analysis
- ✓ The ability to use existing knowledge to answer different questions

### **How will I learn?**

You will learn through discussion, visits from speakers, field trips, ICT and written work.

# SCIENCE

## Course Title

The Examination Board specifications adopted by the Science Department are those of AQA Biology, Chemistry and Physics. Much useful information can be found at the AQA websites; [www.aqa.org.uk](http://www.aqa.org.uk) and [www.sciencelab.org.uk](http://www.sciencelab.org.uk)

## What will I study?

All students will study for awards in three separate science subjects, Biology, Chemistry and Physics. The courses will begin formally in Year 9, after assessment of final attainment at KS3. Each subject will be taught by a graduate specialist in four hours per two week cycle.

## What Skills and Qualities are required?

Enthusiasm, motivation, initiative.

Communication skills – both verbal and written.

Reasonable level of numeracy, particularly an ability to interpret data.

The ability to analyse and evaluate information.

Organisational skills and an ability in planning and carrying out practical investigations.

Independent learning and research skills.

Ability to work with others.

Above all a willingness to put in the time and effort required to **learn** factual basics.

## How will I learn?

Listening, and contributing to discussions in class; studying written notes and texts; watching demonstrations of and carrying out practical work; learning facts; watching videos, ICT presentations; researching information in text books, on the internet and in the Learning Resource Centre; having an enquiring mind and testing observations systematically.

## How will I be assessed?

There will be terminal examinations at the end of Year 11. Throughout the course there will be regular assessment of attainment and progress by the use of end-of-unit tests and examinations.

## Where could it lead?

Most immediately it can lead to further study of the Sciences at A level. To be confident in being able to cope with A level work a student should achieve a high grade at GCSE and have a good level of mathematical ability.

## To which careers might it lead?

Anything involving one of the Sciences - academic, industrial or medical; e.g. research and development, dentistry, engineering, medicine, veterinary sciences, environmental sciences and so on: but as a subject developing generic skills, there is no career that is ruled out.