

# Key Stage 4: Option Choices 2024 - 2026

## Dear Students:

*This booklet gives you information about the Key Stage 4 curriculum, which you will start in September. It is important that the subjects you choose to do are the right ones for you — the ones you will be happy and successful doing. This booklet gives details about these subjects and advice about how to make the right choices. My advice to you is very simple; focus on the areas that you have already been told you are doing well in. Don't make choices just because you want to be with your friends – think about your future plans. An Options online link and guidance will be emailed to you the week commencing Monday 19 February for you to complete your choices form and this must be completed **on or before Friday 23 February 2024**.*

## Dear Parents/Carers:

*The options process is an exceptionally important phase in our students' school life. Students have an opportunity to influence their own destiny and choose subjects that will shape the remainder of their educational lives. We recognise that making these decisions, whilst thinking about further education and future career choices, can be difficult. However, students and their parents/carers should rest assured, knowing that we are keen to provide lots of further guidance and advice during the coming weeks. Please read through this booklet and talk to the relevant Course Leaders and subject teachers, or email [info@horsforthschool.org](mailto:info@horsforthschool.org) FAO Mrs Wright if you have questions about any aspect of the process. We wish all students success, whichever set of exciting challenges they choose for themselves.*

**Mrs Wright (Assistant Headteacher)**

## Making choices:

This Options Booklet provides information about the subjects studied in our Core Curriculum offer as well as the Option Choices available to our students. In addition to the Core and English Baccalaureate subjects, all students will study two preferred options from the remaining qualifications. All students are required to fill in an Options online Form listing **2 subject choices and 1 reserve**.

All students are advised to choose their options carefully. All choices should be informed by the following factors:

- Plans for higher education and future career
- Interest and enthusiasm for the subjects
- Aptitude and/or ability for chosen subjects
- Assessment and skills requirements
- Interest and motivation for the subject

Choices must not be dependent on friends or relationships with class teachers.

## The Core Curriculum Offer:

All students study a core offering in the following subjects:

- Mathematics
- English Language
- English Literature
- Science\* (minimum of two GCSEs covering Biology, Chemistry and Physics)

These core subjects will lead to students achieving up to 5 GCSE qualifications.

In addition, all students will complete a non-examined course in core PE and PSHCE in Years 10 and 11.

\*Students can gain three Science GCSEs by selecting Separate Sciences from the option choices.

## **Ebacc Option Choices:**

The vast majority of our students will choose academic subjects which will qualify them to meet the standard required for the English Baccalaureate (EBacc), a measure that has been identified to ensure students are prepared for academic careers. A student will achieve the EBacc if they achieve a Grade 5 or above in all of the following subjects:

- English Language
- Mathematics
- Two Sciences
- A Modern Foreign Language
- A Humanity (History or Geography)

There is no certificate available for students attaining this measure, although universities and employers do hold these subjects in particularly high regard.

All students at Horsforth School have previously selected (in Years 7 and 8) two EBacc options (their Language Option and their Humanities Option) which they have already started studying and will continue to study up to GCSE in Years 10 and 11.

### **The Language Option:**

This was chosen by students at the end of Year 7. All students chose to study either French, Spanish or Mandarin Chinese from Year 8 onwards. They will now continue with this subject as a GCSE course and do not need to make any further language option choices.

### **The Humanities Option:**

This was chosen by students at the end of Year 8. All students chose to study either History, Geography or both from Year 9 onwards. They will now continue with this subject as a GCSE course and do not need to make any further humanities option choices unless they opted to take both humanities subjects (history and geography) in Year 9. These students only will need to choose either History or geography to continue into Year 10 or if they wish to, they can continue with both History and Geography at GCSE but History must be chosen as one of their 2 option choices.

## **We are now asking students to select their final two option choices for Years 10 and 11.**

Horsforth School offers a further choice of two options from the range of subjects listed below:

- GCSE Art
- GCSE Business
- BTEC Business Enterprise
- GCSE Computing
- GCSE Design and Technology
- GCSE Drama
- BTEC Engineering
- GCSE Food preparation and nutrition
- BTEC Health and social care
- GCSE History\*
- Level 2 (Cam Nat) Information Technology
- GCSE Media Studies
- GCSE Music
- GCSE Physical Education
- GCSE Photography
- GCSE Religious Studies
- BTEC Sport Studies
- GCSE Triple science & GCSE Statistics (must be taken together)

\* Only select this if you want to study both humanities (History and Geography) at GCSE. All students will continue with their humanities choice automatically as part of the core curriculum.

## Disclaimer – please note:

- Courses will only run if there is sufficient student demand and the course is economically viable
- The number of classes and students in classes may have to be limited for practical or economic reasons meaning that some courses may have limited places
- Unfortunately, we cannot guarantee you will be allocated all of your choices
- The final decision must, of course, rest with the school
- Opting for a course does not necessarily guarantee entry for a particular examination at the end of that course – this will depend upon student progress over two years
- An oversubscribed subject will be allocated to the students with positive attitudes to learning first.

## Important Dates in the Options Process:

Date	Event	Key information
<b>Week beginning: Monday 29 January</b>	<b>Year 9-10 options assemblies for students</b>	Students will be briefed about their option choices and curriculum for Years 10 and 11 over 4 days of assemblies. <b>Students will also be given a paper copy of the Options Support booklet to take home and keep.</b>
<b>Thursday 8 February (4.30 – 7.30pm)</b>	<b>Year 9 parents' evening</b>	A chance to discuss current progress with subject teachers before making final decisions about option choices. A letter regarding the appointment booking process will follow in due course.
<b>Monday 19 February</b>	<b>Options email sent to students</b>	An email will be sent to all Year 9 students (using their Horsforth school email address) containing the link required for them to input their option choices.
<b>Monday 19 February (6.00 – 7.30pm)</b>	<b>Year 9-10 Options' Support evening</b>	A main presentation in the school hall at 6pm followed by subject stalls for students and parent/carers to ask questions and gather information to support them in the options process.
<b>Friday 23 February (3.00pm)</b>	<b>Option choices deadline</b>	The deadline for all option choices to be made via Options Online

## Support with the Options process:

- If you have a question regarding option choices, please e-mail [info@horsforthschool.org](mailto:info@horsforthschool.org) marked FAO Mrs Wright
- If you can't log on to options online, please e-mail [parentlogons@horsforthschool.org](mailto:parentlogons@horsforthschool.org) for technical support.

## Career Websites for option choice guidance:

- <http://www.careersbox.co.uk/>
- <https://www.prospects.ac.uk/>
- <https://nationalcareersservice.direct.gov.uk>

**Options Subject: GCSE Art**

**Subject Leader: Mr D Questa**

### **Why GCSE Art & Design?**

This course offers the opportunity to learn about visual communication and artistic expression. Students will develop the skills to creatively express their ideas and observations through drawing, painting, ICT and 3D.

The course lays the foundation for the study of Art & Design at AS and A Level and prepares for courses and careers in the creative field, such as fine art, illustration, fashion, graphic design and animation.

### **What will I do?**

Students will learn to:

- develop imaginative and creative ideas based on both visual and written investigations into the world of art from various times and cultures
- experiment with and refine their skills and techniques in both traditional and new media
- record ideas and observations through drawing, painting and photography
- present their own personal responses taking inspiration from the work of other artists.

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

The course is assessed by an examination of a portfolio of coursework (60%) and a 10-hour set task (40%) in response to themes set by the examination board.

Students will be expected to develop work in a sketchbook each week for homework. The provision of basic art materials at home is helpful.

**Grades available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** AQA

**Options Subject:**                **BTEC Tech Award in Business Enterprise**

**Curriculum Leader:**        Mr J Green

## **Why study BTEC Tech Award in Business Enterprise?**

Business Enterprise is a course for people who want to make things happen! This course enables you to develop your technical skills, such as:

- Market research skills,
- Business planning,
- Promotional and financial skills
- Problem solving and Entrepreneurial skills

It's about learning to spot a great business opportunity and what makes some businesses succeed while others fail. It's about understanding where the money comes from in a business, and where it goes. It's an ideal course for people who think that they might like to start their own business one day. You'll learn the knowledge and develop the skills that you'll need to be a great entrepreneur.

## **Is it the right subject for me?**

This course is suitable for people who prefer to be assessed as they progress through a course, rather than having everything hang on exams at the end. Over 60% of the qualification is assessed by internal projects and coursework. Your good work throughout the course will count towards your final grade.

## **What will I learn and how will I be assessed?**

**Component 1:** You will investigate the local business environment in the Horsforth Area, assessing what makes small and medium sized businesses succeed. You will examine the characteristics of two local enterprises of your choice. You will explore how market research helps enterprises to meet customer needs and understand competitor behaviour. You will then investigate the factors that contribute to the success of an enterprise.

**Component 2:** You will individually select an idea for a small business to plan and pitch. You will individually pitch your business plan for an audience and then use the feedback to review your plan and pitch. This component is about using all the knowledge you have gained in Component 1. And create your own business idea and opportunity.

**Component 3 (External Exam) :** You will explore the different promotional methods used by businesses and the factors that influence how they identify and target their market. You will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

**Grades Available:**        The grades awarded range from a Level 2 Pass, Merit, Distinction and Distinction\*. You can also be awarded with a Level 1.

**Awarding Body:**            Edexcel (Pearson)

**Options Subject:** GCSE Business

**Curriculum Leader:** Mr J Green

## Why study GCSE Business?

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

## What will I learn and how will I be assessed?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

<b>Paper 1 – Theme 1 – Investigating Small Business (50% of overall grade)</b>	<b>Paper 2 – Theme 2 – Building a Business (50% of overall grade)</b>
Written Exam (105 minutes – 90 marks) Multiple choice, calculation, short-answer and extended-writing questions 1.1 – Enterprise and Entrepreneurship 1.2 – Spotting a Business Opportunity 1.3 – Putting a Business Idea into Practice 1.4 – Making the Business Effective 1.5 – Understanding External Influences on Business	Written Exam (105 minutes – 90 marks) Multiple choice, calculation, short-answer and extended-writing questions 2.1 – Growing the Business 2.2 – Making Marketing Decisions 2.3 – Making Operational Decisions 2.4 – Making Financial Decisions 2.5 – Making Human Resource Decisions

**Grades Available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** Edexcel (Pearson)

## **Options Subject: GCSE Computer Science**

**Subject Leader:** Mr J Hood

### **Why choose GCSE Computer Science?**

This is a course that has real value and significance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming. Relevant to the modern, changing world of computing, the course is designed to boost computational thinking and problem-solving skills essential for the 21st century. If students would like further guidance on the different course contents, please see Mr Hood, Leader of Learning for Computing.

### **What will I do?**

Throughout the course you will study both Computing Theory and Programming. You will be programming every week as well as investigating how computers work.

Computing Theory includes: Computational Thinking (solving problems and understanding algorithms), Data (storage and representation), Computers (hardware and software), Networks (design and security), Issues and Impact (emerging trends, social, ethical and legal issues)

Programming includes: Designing, writing and testing code using Python, analysing and solving problems and investigating standard algorithms.

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

There are two examinations which are 75 marks each and are 50% of the overall qualification.

Paper 1 is a written paper about Computing Theory and is 1 hour and 30 minutes long. It consists of five compulsory questions focused on each of the five topic areas.

Paper 2 is a practical onscreen examination about Programming and is 2 hours long. You will design, write, test and refine programs using Python in order to solve problems. There are six compulsory questions.

**Grades Available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** Edexcel (Pearson)

**Options Subject: GCSE Design and Technology**

**Curriculum Leader: Mrs S Mayo**

## **Why GCSE Design and Technology?**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and will apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Within this course emphasis is placed on the development of practical skills and students are encouraged to be creative and innovative when working with a wide variety of materials, such as woods, metals, textiles, plastics and electronics. The course may be a stepping stone to a career in design, construction or engineering, but even if not, it will provide students with practical skills, knowledge and understanding in design and manufacture.

## **What will I do?**

You will learn about:

- New and emerging technologies
- Energy generation and storage
- Properties of existing and new materials
- Mechanical devices / Forces and stresses
- Specialist equipment and processes
- Designing and work of designers

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

One examination paper (50%) testing the knowledge of the above areas.

Coursework: (50%)

Substantial design and make task:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating
- Contextual challenges to be released annually by AQA on 1 June in the year prior
- Students will produce a prototype and a portfolio of evidence

**Grades available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** AQA



**Options Subject:**                **GCSE Drama**

**Curriculum Leader:**        Mrs S Kendal

### **Why GCSE Drama?**

For those students with an enthusiasm and interest in drama, the course offers the opportunity to explore improvised and scripted drama. The ability to perform, working both inside and outside friendship groups, and learning lines are all basic requirements. Students will be expected to rehearse after school when required to prepare for their final practical exam.

### **What will I do?**

Investigating and creating drama is a vital part of the course. The study of a full-length play provides the basis for Year 10, followed by scripted work in small groups. The ability to work with others and develop ideas is essential as they are examined on their ability to create and devise their own original drama piece. The course also requires students to visit the theatre at least once during the course and there are many other theatrical experiences offered including a trip to Blood Brothers, workshops from visiting practitioners and our annual weekend visit to London.

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

Year 10:	Paper 1: Devising Students will create their own devised performance	40%
Year 11:	Paper 2: Script practical Students will take part in a scripted performance	20%
Year 11:	Paper 3 Written exam on a live theatre performance	40%

**Grades available:**        GCSE results are awarded on the scale of 9 – 1

**Awarding Body:**        AQA

## **Options Subject: Engineering Manufacture (Cambridge National)**

**Subject Leader:** Mr G Dillon

### **Why study Engineering?**

Engineering Manufacture is an exciting qualification which has been designed and developed by employers and universities. The approach of this qualification is fresh and original. By immersing young people in the excitement and potential of working in the real world of engineering, it will blend together the best of academic and applied learning.

Cambridge National Engineering Manufacture has been chosen, as opposed to alternatives, because of its depth and breadth. This course gives students the fundamental academic knowledge which they will build upon in a level 3 engineering qualification (post 16). Alongside theory, students will be taught and assessed on their ability to use industry standard machinery to manufacture components. As well as classroom-based learning, there will be some opportunities to visit engineering companies, and take part in out of school engineering visits. These visits are essential to be able to learn and discover the real engineering world through applied learning.

The Engineering Manufacture course encapsulates a broad spectrum of Engineering Sectors. From Mechanical, to AutoCAD design.

- > Explore a range of different materials; testing them in such a way to learn their properties and characteristics
- > Explore industry standard manufacturing processes
- > Learn to use CAD design software to operate CNC machinery.
- > Potential visits to various companies to see what Engineering looks like in the real world.

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

There are 3 Units. R014 (40%, exam), R015 (30%, coursework), and R016 (30%, coursework)

In year 10 students will complete their R015 coursework, as well as begin preparation for their R014 exam which takes place at the end of year 11.

In year 11 students will complete their R016 coursework, and also sit their R014 exam in June.

### **Where can the qualification take me?**

After you have finished the obvious progression would be to study the BTEC Level 3 Engineering Diploma in the Sixth Form centre. The Level 3 units build on this course and would put you in an ideal position for either a degree in engineering or an apprenticeship with a local or national engineering firm. It is becoming more common for apprenticeships to begin following Level 3 qualifications.

**Grades Available:** The grades awarded range from a Level 2 Pass, Merit, Distinction and Distinction\*. You can also be awarded with a Level 1.

**Awarding Body:** OCR

**Options Subject:**                    **GCSE Food Preparation and Nutrition**

**Curriculum Leader:**        Mrs S Mayo

## **Why GCSE Food Preparation and Nutrition?**

The GCSE Food Preparation and Nutrition course will provide students with the opportunity to learn important concepts relating to food, from the current principles of healthy eating to food hygiene. Students will also consider environmental and sustainability, cultural, moral and economic issues. As a practical subject the GCSE course requires students to master a wide range of food preparation skills.

Within this course emphasis is placed on the development of practical skills and students are encouraged to be creative and innovative when working with food.

The course may be a stepping stone to a career related to food, but even if not, it will provide students with the practical skills, knowledge and understanding to make informed decisions relating to food choices which are important life skills. There are also many career opportunities relating to this subject.

## **What will I do?**

In addition to practical skills students will study five areas:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

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

Coursework: (50%)

- Task 1: Food Investigation. Written report (1,500-2,000 words)  
Understanding the working characteristics, functional and chemical properties of food.
- Task 2: Food Preparation assessment.
- Electronic portfolio + 3-hour Practical Exam
- Planning, preparation, cooking, presentation of food and application of nutrition to a chosen task.

Written Examination: 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from all 5 sections.

**Grades available:**            GCSE results are awarded on the scale of 9 – 1

**Awarding Body:**            AQA

**Options Subject:**                    **BTEC Tech Award in Health and Social Care**

**Curriculum Leader:**        Mrs C Wright

## **Who is the qualification for?**

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care. The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving learners a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare. The breadth of this course allows learners to identify their strengths and interests to help inform next steps in education and training.

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

**Component 1: Human Lifespan Development** Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

- Internal assessment (PSA) with 4 tasks. Externally moderated. 6 hours of supervised sessions

**Component 2: Health and Social Care Services and Values** Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

- Internal assessment (PSA) with 5 tasks. Externally moderated. 6 hours of supervised sessions

**Component 3: Health and Wellbeing** Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

- External synoptic exam. Externally marked. 2 hour exam paper.

## **What can the qualification lead to?**

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Level in health and Social Care and other related subjects as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care (delivered at the Sixth Form at Horsforth every year), which prepares to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

**Grades available:**            The grades awarded range from a Level 2 Pass, Merit, Distinction and Distinction\*. You can also be awarded with a Level 1.

**Awarding Body:**                Edexcel (Pearson)

## Options subject: Information Technology Level 2 (Cambridge National)

**Curriculum Leader:** Mr R Emmett

This course is exciting, futuristic and fun and will set you up for working life and beyond. It is the first time we have run a course that utilises Augmented Reality and this showcases the cutting-edge nature of the subject. You need to prepare for your Digital Future and this qualification will offer you the opportunity to develop knowledge and skills which will ensure you are digitally literate and able to enter the next stage of your life with the confidence of knowing you are well equipped to deal with the opportunities and risks which lie ahead. The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. Many digital companies are based in Leeds itself.

**Common Misconceptions:** This course CAN complement Computer Science GCSE but the two courses are completely different in content, structure and nature. If Computer Science is not the qualification for you yet you still want to ensure you are digitally literate, then choose this course. If you enjoy Computer Science you can choose both courses as you will learn transferable skills.

### **Component 1 – Understand the tools and techniques that can be used to initiate and plan solutions – written paper**

Students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Students will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels. **Assessment:** Written paper, OCR set and marked

**Component 2 – Data manipulation using spreadsheets** Students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. They will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test. Students will be able to evaluate their solution based on the user requirements **Assessment:** Centre-assessed tasks, OCR moderated

### **Component 3 – Using augmented reality to present information**

In this unit, students will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review their AR model prototype. **Assessment:** Centre-assessed tasks, OCR moderated

**Grades available:** The grades awarded range from a Level 2 Pass, Merit, Distinction and Distinction\*. You can also be awarded with a Level 1.

**Awarding Body:** Edexcel (Pearson)

**Options Subject: GCSE Media Studies**

**Curriculum Leader: Mr A Lee**

## **Why GCSE Media?**

Media Studies is a dynamic, exciting and fun subject, which allows you to study and produce products that you engage with every day, including TV shows, films, social media, games, music videos, adverts and more. You will build on your skills in analysis, literacy and creativity, as we study up-to-date media texts. You will also make your own products, using software that is used by media professionals, and you will also have the opportunity to discover the careers that are available in the media, film and creative industries.

## **What will I do?**

You will study four core units:

1. Media Language
2. Media Representation
3. Media Audiences
4. Media Industries

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

You will be assessed with two exams which will consist of a range of short and extended questions based on the study of a selection of media case studies. Each exam is one and half hours in duration and makes up a total of 70% of your final grade. The non-exam assessment is made up of a practical brief that is released by the exam board, where you will select the type of product that you wish to create. This could be a TV show, a film, a print advert, a music video, a social media page, a game or any other type of media.

The GCSE Media Studies is a linear course and this means that you will sit the two exams and complete the Non-Exam Assessment in Year 11.

## **Where the course can lead:**

With a GCSE in Media Studies you can continue on to further level 2 and 3 vocational and academic study (including our very own Media Studies A Level course), as well as apprenticeships and traineeships.

**Grades available:** GCSE results are awarded on the scale of 9 – 1

**Exam board:** AQA

**Options Subject:**            **GCSE Music**

**Curriculum Leader:**      Ms P Cairns

### **Why GCSE Music?**

This course offers students with varying musical backgrounds the opportunity to study, perform and compose music from many contrasting genres. Both experienced musicians and complete beginners can access this course, with free instrumental lessons offered throughout Year 10 and 11.

### **What will I do?**

Three contrasting sections:

- a) Performing Music: playing an instrument and/or singing both individually and as part of a group
- b) Composing Music: composing two compositions of any genre, using state-of-the-art software
- c) Understanding Music: improving general music theory and listening skills while also studying set study works which will be a mixture of pop/musical theatre and classical.

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

- a) Internal assessment of two recorded performances (External Moderation). One as a solo (April Year 11), one as a member of a group (October Year 11)
- b) Internal assessment of two compositions (End of Year 10 to April Year 11- External Moderation)
- c) 1 ½ hour exam paper with listening exercises and written questions using excerpts of music (End of Year 11-Externally assessed).

**Grades available:**        GCSE results are awarded on the scale of 9 – 1

**Awarding Body:**         AQA

**Options Subject: GCSE PE**

**Subject Leader: Mr D Grannon**

## Why GCSE PE?

GCSE PE provides an opportunity for anyone who is interested in sport to gain a highly recognised qualification whilst studying something that they enjoy. It is well suited to anyone who is regularly involved in sport, either through playing, coaching or officiating, as well as those who enjoy the theory side of PE. If you are thinking of pursuing a career in sport, whether this is teaching PE, working in the sport and leisure industry or training to be a physiotherapist, GCSE PE provides a fantastic stepping stone to A Level PE and Degree Level Sports Science.

## What will I do?

### Theory - Paper 1:

Applied anatomy and physiology (*musculoskeletal system, cardiorespiratory system, aerobic and anaerobic exercise and the short- and long-term effects of exercise*), Movement analysis (*lever systems, planes and axis of movement*) and Physical training (*relationship between health and fitness, components of fitness, principles of training, how to optimise training and prevent injury, effective use of warm up and cool down*) and Use of data

### Theory – Paper 2:

Sports psychology (*classification of skills, goal setting and SMART targets, basic information processing, guidance and feedback, mental preparation for performance*), Socio-cultural influences (*engagement patterns of social groups, commercialisation, ethical and socio-cultural influences*) and Health, fitness and well-being (*physical, emotional and social health, energy use, diet and nutrition*) and Use of data

### Practical:

- Any 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*).

## How will I be assessed?

This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

<b>Paper 1</b>	Written exam – 1 hour 15 minutes. 78 marks. Worth 30% of GCSE
<b>Paper 2</b>	Written exam – 1 hour 15 minutes. 78 marks. Worth 30% of GCSE
<b>Non-exam Assessment</b>	Assessed by teachers and moderated by AQA. 100 marks and worth 40% of GCSE. 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.

**Grades Available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** AQA



**Options Subject: GCSE Photography**

**Subject Leader: Mr D Questa**

### **Why GCSE Photography?**

The course encourages a creative approach to photography, offering opportunities for artistic expression which does not rely on drawing and painting ability.

### **What will I do?**

Students will learn the technical processes involved in producing high quality photographs, including the operation of cameras, development of films, and the use of specialist equipment required for printing in the darkroom. Students will also work with a digital camera and explore a variety of ways of manipulating digital images using computer software.

As students progress in this course, they will be expected to work independently on the selection and taking of original photographs taking inspiration from other artists and photographers. There will also be a 'Theory and History of Photography' component to the course, with regular written and practical homework expected.

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

The course is assessed by an examination of a portfolio of coursework (60%) and a 10-hour set task (40%) in response to themes set by the examination board.

Please note: It will be necessary for students to have a good working 35mm film camera, preferably a manual or dual manual/automatic SLR. While basic materials are provided there will be a one-off payment of £18 at the beginning of each academic year to support the digital component of the course.

**Grades available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** AQA

**Options Subject:**                    **GCSE Religious Studies**

**Curriculum Leader:**        Mrs E Gledhill

## **Why GCSE RS?**

Students will study in depth world faiths to broaden their understanding of the diverse world we live in. They will develop their ability to critical evaluate a range of religious and non- religious beliefs and practices through topical debates. The course will open student's eyes to ethical issues that individuals, religious groups and the human race as a whole face and must engage with regarding the protection of the planet, medical ethics and the justice system. The course is suitable for students who enjoy debates and written work. It will prepare students with knowledge and skills for future careers that involve working with different social groups and the ability to debate and empathise.

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

The students' first examination covers worship and beliefs within Christianity and Buddhism. The second examination, explores religious approaches to morality and life issues.

**Paper 1:            Christianity and Buddhism (50%)**  
Areas of study are Religious Beliefs and Religious Practices.

**Paper 2:            Ethics: Themes (50%)**  
Students explore the ethical and religious attitudes towards 4 themes: Crime, Social Justice, Origins of life and the Sanctity of life and Peace and Conflict.

**Grades available:**            GCSE results are awarded on the scale of 9 – 1

**Awarding Body:**            AQA Religious Studies Spec A

## Options Subject: BTEC Technical Award Sport

**Course Leader:** Mr D Grannon

### Why choose Level 2 Sport?

Level 2 Sport provides an opportunity for anyone who is interested in sport to gain a highly recognised qualification whilst studying something that they enjoy. Learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

### What will I do?

#### Components

Learners are required to complete and achieve all three components in the qualification.

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

### How will I be assessed?

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification. They give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership and communication.

### Where will it take me?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A Levels or study of a vocational qualification at Level 3, such as BTEC Level 3 National Extended Certificate in Sport (which Horsforth Sixth Form offer), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

**Grades Available:** The grades awarded range from a Level 2 Pass, Merit, Distinction and Distinction\*. You can also be awarded with a Level 1.

**Awarding Body:** Pearson

## **Options Subject: GCSE Triple Science and GCSE Statistics**

**Curriculum Leader for Science:** Mr. N. Weedy

**Curriculum Leader for Statistics:** Mr. C. Johnson

**This is a guided choice option.**

**Acceptance onto the course is based on prior attainment in Science.**

**Students selecting this option will study for a GCSE in Statistics in Year 10 alongside their science GCSEs.**

This route provides excellent preparation for A Levels in biology, chemistry, physics or maths and should be seriously considered by students wishing to go onto a career in medicine, veterinary science, dentistry, engineering or computer programming. Students will study statistics GCSE in year 10 alongside their science GCSEs. They will then have extra time in year 11 in order to cover the additional science content. This option is suitable for students with a high aptitude for science and maths. Due to the high academic demands of the course this will be made available to students who have a strong record of achievement. By following this pathway, students will obtain four GCSEs (2 more than the route of taking double science) in each of the scientific disciplines of biology, chemistry and physics and an additional mathematics statistics GCSE.

### **Separate (Triple Science)**

The difference between separate sciences and the double science pathway is that more depth is covered with a much greater emphasis on scientific theory to explore new concepts and develop their understanding to a much higher level. Students will develop and apply their observational, practical, modelling, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments. This includes the critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively. Compared to double science, students study extra scientific knowledge content. In biology, the nervous system (studying the brain and the eye), homeostasis (studying the kidney), as well as inheritance (studying DNA structure and gene expression), cloning, genetics and evolution. In chemistry, students will do additional practicals such as ion identification and titrations which form the basis for many A level investigations, and extend their knowledge of mole calculations to include gases and solutions. Physics studies look at the formation of the solar system and the life cycle of a star. Light and magnetism are studied in more detail looking at lenses and the motor effect. Practical competency is assessed through the use of eight required experiments per GCSE which are completed over the two years. Exams are taken at the end of the course, with two papers required per GCSE each lasting 1 hour 45 mins.

**Grades available:** GCSE results are awarded on the scale of 9 – 1 for each of the different subjects, with grades being separate and distinct.

**Awarding Body:** AQA

## **Options Subject: GCSE Triple Science and GCSE Statistics**

**Curriculum Leader for Science:** Mr. N. Weedy

**Curriculum Leader for Statistics:** Mr. C. Johnson

### **Why GCSE Statistics?**

For those students with an enthusiasm and interest in maths and the sciences, this course offers the opportunity to further explore the statistics element of maths whilst also developing knowledge, skills and techniques needed to support the increased mathematical content of the separate science GCSEs. Real-life scenarios will capture interest and give an insight into the importance of statistics in the real world, whilst also supporting progression to the A-Levels in both maths and the sciences.

### **Course content:**

- The collection of data
- Processing, developing and analysing data
- Probability

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

2 papers worth 80 marks each, both lasting 90 minutes. Papers are evenly weighted with the same assessment objectives, and a calculator can be used for both papers. One overall final GCSE grade is obtained across both papers. Students take these examinations at the end of Year 10.

**Grades available:** GCSE results are awarded on the scale of 9 – 1

**Awarding Body:** Edexcel

**Note: If students do not make the required progress to follow the GCSE Triple Science and statistics course, then they will be asked to study their reserve option choice instead.**