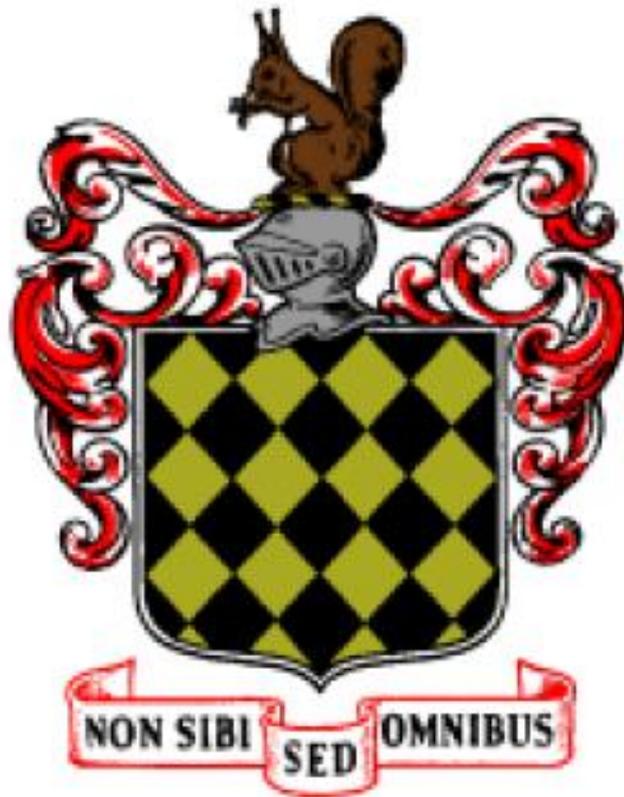


The Blue Coat School



Year 8 Options
September 2021

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Introduction

Using this Booklet

This booklet is for you and your parents to read. It is designed to help you through an important stage in your school career. Please read the booklet carefully, paying attention to the advice given. If there is anything you do not understand do not be reluctant to ask. All your teachers, your Form Tutor, Mr Carney, Mr Fee, Mr Shipgood and Mr Barends, as well as your parents, are there to give you advice and to help you to make the right decisions for you. The booklet explains those courses you have to do – the CORE SUBJECTS, as well as giving details of the OPTIONS you have to choose from.

Making good choices

Choices for Year 9

It is early for students to be making these subject choices, but in order for the timetable for September 2021 to be constructed, it is important that students' initial choices are made by the Easter holidays. Students can if needed change their choices during the summer term and changes can also be considered in the autumn term. However, any changes following the submission of the options form are subject to the availability of remaining places and need to be accompanied by a parental letter.

Why does it matter?

You will be studying the subjects you choose for the next three years, and it is no fun studying one you do not really like. What do you want to do after Year 11? How can this help you decide which subjects to choose? It is worth looking ahead, as decisions you make now may narrow your choices later.

Sometimes you need a GCSE in a subject in order to study it at A level. In the same way, university courses and certain professions have set entry requirements and often require specific subjects at A level. Check carefully as this is not always the case and you can start some subjects from scratch, both at A level and university.

Take some time to research and make your choices in a thorough manner:

- consider which subjects you are good at, are interested in or enjoy: you are likely to do better at them if you are genuinely curious about them
- if you are trying to choose between two subjects, think about how each option fits with your other GCSEs. Does a subject go well with your other choices? Or does a subject provide a welcome change? If you are taking lots of essay-based subjects, it can be good to include one choice with a more practical focus
- if you are more of a scientific person, and you think you might end up doing a degree or job in a scientific subject, more science-based subjects will prepare you more effectively for this
- the same goes for those of you who tend more towards the humanities – naturally, more humanities subjects will stand you in good stead for a future based in the arts and humanities
- if you do not have a preference, or you are not sure what you want to do long-term, ensure that you have a good balance of subjects to give yourself a broad range of knowledge and skills, as this will keep your options open later on

- tempting though it may be, do not select a particular subject just because you like the person who teaches it. Your GCSE choices should be based on what is best for your future, rather than your favourite teachers and what your friends are doing!

It is important to talk to your parents, form teacher and subject teachers to help explore your skills, what you enjoy and your possible career path. Ensure you take advantage of the many opportunities coming your way to develop your knowledge and understanding of future possibilities and how to develop your skills to an even higher level.

Our Key Stage 4 Curriculum

Core Subjects

These are the subjects that all students will take GCSEs in during Key Stage 4 (Years 9, 10 and 11).

- Maths
- English Language and Literature
- Biology
- Chemistry
- Physics

Option Subjects

As well as the subjects mentioned above there is an opportunity to choose from a whole range of additional subjects, shown overleaf, to produce your balanced curriculum. Please note that students cannot pick both Design & Technology and Food Preparation and Nutrition. The complete option scheme is detailed at the end of the booklet along with the pro forma to be completed by you, signed by your parents and returned to your Form Tutor by **Thursday 18th March 2021**.

Compulsory Provision

These are not required to be examined but are a way of ensuring that you continue to receive a broad, balanced and relevant curriculum. This will help you achieve a good all-round education which keeps doors open to possible careers later on:-

- Religious Studies
- Personal Development
- Physical Education



English language

This is a core GCSE that all students must study

Exam board Eduqas

Topics

- Reading for meaning
- Writing narratives
- Writing for different forms including letters, speeches and articles
- Speaking and listening activities

Assessment

Students are monitored regularly through class work, homework, tests, self-assessments and specific assessments on topics. After work is marked, students are encouraged to reflect and act upon strengths and areas for development identified by their teachers.

At the end of the course, there are two public exams (totalling 3 hours and 45 minutes), both testing Reading and Writing.

Teaching and learning

Teaching and learning comprises whole class teaching, group and paired work. Students' oral contributions are much valued in whole class work and in group, paired and individual tasks.

Specific personal qualities

Successful students enjoy reading and take pride in being able to produce a range of different written forms, including articles, short stories and letters. Students should take a keen interest in how language is employed to create effects on readers and listeners.

Time and other demands

Reading and Writing will be equally weighted (50% each)

- Students will be expected to analyse high quality, challenging literature and non-fiction texts from a range of genres and types (from 19th, 20th and 21st centuries);
- there is a focus on technical accuracy. Students will be required to demonstrate that they are able to write clearly and accurately with an emphasis on spelling, punctuation and grammar including the use of critical vocabulary;
- all texts in the examinations will be 'unseen';

Spoken language (speaking and listening) will take the form of a short talk and will be reported on as part of the qualification, but will not form part of the final mark and grade.



English literature

This is a core GCSE that all students must study

Exam board Eduqas

Topics

- a 19th century novel: *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson;
- a Shakespeare play: *Macbeth*
- a selection of poetry written since 1789 including representative Romantic poems;
- an example of British fiction or drama written after 1914: *An Inspector Calls* by J. B. Priestley
- preparation for questions on previously unseen poems.

Assessment

Students are monitored regularly through class work, home work, tests, self-assessments and specific assessments on topics. After work is marked, students are encouraged to reflect and act upon strengths and areas for development identified by their teachers.

At the end of the course, there are two public exams – testing understanding of the above texts and totalling 4 hours and 30 minutes.

Teaching and learning

Teaching and learning comprises whole class teaching, group and paired work. Students' oral contributions are much valued in whole class work and in group, paired and individual tasks.

Specific personal qualities

Successful students enjoy reading and take pride in being able to explore a writer's craft both in spoken contributions in class and in written work.

Time and other demands

Students will be expected to analyse high quality, challenging literature from a range of genres and types (from 19th, 20th and 21st centuries);

- there is a focus on technical accuracy and marks are awarded for this in the literature papers. Students will be required to demonstrate that they are able to write clearly and accurately with an emphasis on spelling, punctuation and grammar including the use of critical vocabulary;
- all examinations are "closed book", meaning that students must have a close knowledge of the above texts enabling them to make quotations and close references.



Maths

This is a core GCSE that all students must study

Exam board Edexcel

Topics

The work will cover the following broad topics:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Additionally, students will be expected to:

- Develop fluent knowledge, skills and understanding
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms

Assessment

Students will sit three 1½ hour papers worth 80 marks each. Paper 1 will be non-calculator with calculators allowed on both Paper 2 and 3. All the content can be assessed on any of the papers.

Teaching and learning

A variety of teaching methods and styles are used in Mathematics and use is made of Interactive Whiteboards, Calculators and Computers as appropriate. Particular attention is paid to the continued development of problem-solving skills.

Students are monitored regularly throughout Key Stage 4 with tests taking place approximately every half-term. Tests are followed by a rigorous self-assessment process where students, with guidance from their teacher, set targets to enable them to achieve greater understanding.

Specific personal qualities

This course is compulsory.

Time and other demands

All students will follow the specification for the Higher Tier of the Mathematics GCSE. If the department feel it necessary, some students may be entered for the Foundation Tier, however, this decision will not be made until later in the course.

There is no controlled assessment for Mathematics.



Biology

This is a core GCSE that all students must study

Exam board AQA

Topics

- Builds on what has been taught at Key Stage 3
- The use of mathematics will run through all the key topics
- There are seven main topics: cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance and evolution and ecology.

Assessment

Two written papers completed at the end of Year 11. Each exam is 1 hour 45 minutes and covers about half of the topics.

Teaching and learning

- The new GCSE Biology course has been redesigned and the sequence of topics is now more logical. Students are expected to develop good analysis and interpretative skills coupled with more confidence in using practical equipment. A mixture of note taking, practical activities, internet research and problem solving are employed. Discussion sessions on topical items from the media may also feature.

Specific personal qualities

The good student habits used on your progress reports will outline all the key features you should display to be a successful student.

Time and other demands

This is a linear course which will require all the students to sit their written examinations in the summer of Year 11.

The students will sit two examination papers. Each paper will assess knowledge and understanding from different topics. Each paper will be 1 hour and 45 minutes. The papers are equally weighted and the question types range from short answers to more structured and open response style questions.

Practical work is at the heart of science and there are ten required practical's which all schools must carry out but we will do much more than this. The required practicals are all familiar using apparatus and materials which school commonly use. They range from using a light microscope to investigating the effect of pH on the rate of reaction of an enzyme. The practicals will be integrated into the day to day teaching of the seven key topics.



Chemistry

This is a core GCSE that all students must study

Exam board AQA Science Suite, Chemistry GCSE

Topics

Topics include:-

- Sub-atomic particles and how structures affect behaviour of matter chemical and allied industries
- Organic chemistry-alcohols, polymers and DNA
- A study of the Periodic table, its development and patterns found within it

Assessment

Practical work forms an integral part of the course and is assessed continually by the subject teacher as well as in written examinations.

Teaching and learning

A balance between theory; 'How Science works' problem-solving, practical experimentation and investigation in the laboratory, internet research and classroom discussion on the relevance of Chemistry in everyday life, including the use of media reports.

Specific personal qualities

Good numeracy skills tenacity and scientific curiosity.

Time and other demands

This is a linear course which will require all the students to sit their written examinations in the summer of Year 11.



Physics

This is a core GCSE that all students must study

Exam board AQA GCSE Physics

Topics

Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, The Particle Model of Matter, Atomic Structure and Space Physics

Assessment

These are assessed in two papers, both completed at the end of Year 11. Each Exam is 1hr 45minutes and covers about half of the topics. There is no practical exam or separate practical assessment but students are required to have completed eight specified practical activities. The two examination papers will include questions relating directly to these activities. These questions will comprise 15% of the marks available.

Teaching and learning

The principal aim of the course is to develop a level of understanding which will equip students both to study Physics at a higher level and engage with scientific and technological issues in an informed way. The skills of analysis and problem solving gained are also more widely applicable.

Learning methods will vary but will feature practical work, problem solving and comprehension and explanation exercises. Calculation features more strongly at this level too.

Specific personal qualities

Students will get the best from this course if they are curious and tenacious. A questioning nature will help them to deepen their understanding, as some of the concepts are quite counter intuitive, they may be difficult to assimilate at first.

Time and other demands

Regular homework and key piece assessments.



Geography

This is a GCSE that you can choose as your humanity or as one of your free choices

Exam board AQA

Topics

The Physical Environment:

The Challenge of natural hazards.
Physical Landscapes in the UK (Rivers & Coasts)
The Living World – rainforest and deserts.

The Human Environment.

Urban Issues and Challenges.
The Changing Economic World.
The Challenge of Resource Management (water resources option focus)
Fieldwork and geographical skills are presently undertaken in the Llandudno and New Brighton.

Assessment

There are assessments in three papers, all completed at the end of year 11.
Paper 1 Living with the physical environment (one hour 30 minutes)
Paper 2 Challenges in the human environment (one hour 30 minutes)
Paper 3 Geographical applications (one hour 15 minutes) – questions based on our fieldwork visits, a pre-release booklet provided by the examination board and wider geographical skills.

Teaching and learning

A variety of teaching and learning styles are encouraged, these include problem solving, comprehension, model making, student presentations, use of edited videos and PowerPoints, topic work and fieldwork. All resources are available to students on Teams. All lessons and resources are number referenced for ease of use.

Specific personal qualities

A willingness to always try your best and to meet homework deadlines are important qualities. Student participation is always encouraged together with a genuine curiosity about the world around us.

Time and other demands

Assessment includes knowledge tests, extended answer questions and end of unit tests. Homework is set on a regular basis and is designed to support the learning taking place in class.



History

This is a GCSE that you can choose as your humanity or as one of your free choices

Exam board AQA

Topics

The GCSE History programme offers up a rich and diverse programme of study that encourages students to engage with topics from the medieval era right up to the Twentieth Century. We will be studying the development of different European Societies and we will be asking questions about the formation of our own society and Britain's role in the wider world. Lessons will be focused on empowering students to assess significance, analyse key events and support ideas with specific evidence. We aim to develop articulate and inquisitive students who are able to understand, and explain, how knowledge of the past can serve to inform the present.

Over the course of the GCSE we will be studying:

- Germany, 1890-1945.
- Migration, Empire and People, c.790 to the Present
- Conflict & Tension, 1918-1939
- Edward I, 1272-1307

Assessment

Students will be taught how to undertake extended pieces of written work and they will be assessed on their ability to write effective essays and critically analyse and evaluate a range of source materials appropriate to the demands of the GCSE specification. Students will sit two written examinations at the end of Year 11 which will assess the range of skills they have developed over the duration of the course.

Teaching and learning

The skills, knowledge and understanding required will be developed through a range of learning situations, including: presentation, research, source analysis, essay writing, and exploring examination technique. Students will also be offered the opportunity to attend a curriculum enrichment visit to Berlin.

Specific personal qualities

The study of History requires commitment, interest and the enjoyment of a subject which gives you a unique opportunity to explore events which have shaped our present world.

Time and other demands

Students will be encouraged to read relevant materials outside of class to further supplement their knowledge and understanding of the past.



French

This is a GCSE that you can choose as your language or as one of your free choices

Exam board AQA

Topics

There will be a specified number of broad themes relating to:

- Identity and culture
- Local, national and international areas of global interest
- Current and future study and employment

These topics look both at you and your personal experience, for example describing your family, how you use technology, but also you will begin to explore these topics relating to French-speaking countries, for example what the education system is like in other countries where French is spoken.

Assessment - You will be assessed in the four main skills: reading, listening, writing and speaking. Each skill is externally assessed at the end of Year 11, with the speaking exam taking place just after Easter. Each skill is worth 25% of the final grade.

Teaching and learning

In French, you will regularly practise all four skills through interactive and engaging activities: running dictations, class surveys, whiteboard work, translation competitions. You will develop your confidence in speaking through class debates, partner work and group discussions. Listening is frequently practised through hearing your teacher speak in French, as well as using authentic listening materials to tune your ear. You will read a range of texts in French and complete different activities on these; this might include gap fills, finding phrases or answering questions in English and French. You will also practise your writing skills and write pieces on a range of topics, this could include writing a blog about the pros and cons of social media.

Specific personal qualities

In Languages, we ask that you are always willing to give things a go- it is ok to make mistakes; in the long run this makes you a better linguist. Resilience will be necessary at times to keep going when things get tough (for example when learning tricky tenses) but it will pay off; by the end of GCSE French you will have an ability to communicate with other people in a foreign Language- and that's impressive!

Time and other demands

Students are usually entered for the Higher Tier papers, and will be expected to develop and use their understanding of grammar progressively through the course. Homework typically involves learning vocabulary for mini tests to check progress bi-weekly, alternated with a reading or listening comprehension.



Spanish

This is a GCSE that you can choose as your language or as one of your free choices

Exam board AQA

Topics

There will be a specified number of broad themes relating to:

- Identity and culture
- Local, national and international areas of global interest
- Current and future study and employment

These topics look both at you and your personal experience, for example describing your family, how you use technology, but also you will begin to explore these topics relating to Spanish-speaking countries, for example what the education system is like in other countries where Spanish is spoken.

Assessment

You will be assessed in the four main skills: reading, listening, writing and speaking. Each skill is externally assessed at the end of Year 11, with the speaking exam taking place just after Easter. Each skill is worth 25% of the final grade.

Teaching and learning

In Spanish, you will regularly practise all four skills through interactive and engaging activities: running dictations, class surveys, whiteboard work, translation competitions. You will develop your confidence in speaking through class debates, partner work and group discussions. Listening is frequently practised through hearing your teacher speak in Spanish, as well as using authentic listening materials to tune your ear. You will read a range of texts in Spanish and complete different activities on these; this might include gap fills, finding phrases or answering questions in English and French. You will also practise your writing skills and write pieces on a range of topics, this could include writing a blog about the pros and cons of social media.

Specific personal qualities

In Languages, we ask that you are always willing to give things a go- it is ok to make mistakes; in the long run this makes you a better linguist. Resilience will be necessary at times to keep going when things get tough (for example when learning tricky tenses) but it will pay off; by the end of GCSE Spanish you will have an ability to communicate with other people in a foreign Language- and that's impressive!

Time and other demands

Students are usually entered for the Higher Tier papers, and will be expected to develop and use their understanding of grammar progressively through the course. Homework typically involves learning vocabulary for mini tests to check progress bi-weekly, alternated with a reading or listening comprehension.



Art

This is a GCSE that you can choose as one of your free choices

Exam board Eduqas – Fine Art

Topics - The course consists of a portfolio unit (coursework) and a controlled assignment. The course will cover the development of skills in painting and drawing, as well as experimenting with other media, such as printing, sculpture and digital photo manipulation. Each unit of coursework will be based upon a theme, such as landscape, portraiture, still life, which will be explored through developing a portfolio of work and researching and analysing the work of relevant artists. The controlled assignment is externally set and again involves exploring a theme, producing a set of preparation and a final piece.

Assessment - Throughout the three years, coursework will be assessed regularly and feedback will be given in sketchbooks as well as through one to one discussions. Coursework carries 60% of the overall marks, controlled assignment 40%. All work is marked internally and moderated externally.

Teaching and learning - In Year 9 students will be introduced to a range of materials and techniques through a series of workshops. Students will develop practical skills whilst exploring ideas based upon a theme. As students move into Years 10 and 11, they will start to work more independently, making connections with the work of other artists and thoroughly exploring their themes through to final outcomes. Throughout the three years of GCSE studies an integral part of the course is the sketchbook which students work in regularly to record ideas and observations, to experiment with materials and techniques, and to chart the development of their ideas.

Specific personal qualities - The most important requirements for studying Art to GCSE are a keen interest in the subject and a high level of self-motivation. You will be required to develop ideas independently and take responsibility for the production of your portfolio. Drawing and painting skills will be developed during the course, but some ability should already be evident. The Art rooms are open most lunch hours for students to continue with their work.

Time and other demands - Art can be a GCSE which demands a lot of time for some students. All work produced during the GCSE course, whether in class or for homework is potentially part of the portfolio unit, so needs to be completed to a high standard. Students will be required to select and present work for assessment by January of Year 11, when the controlled assignment will be given out. This will involve approximately 6 weeks preparation time and a 10 hour controlled test. Coursework carries 60% of the overall marks, Controlled assignment 40%.



Business

This is a GCSE that you can choose as one of your free choices

Exam board AQA

Topics

Business In the Real World– This topic provides students with the knowledge of the different types of business legal ownership and methods of expansion for growing businesses.

Influences On Business – The students will explore the role of ICT in business, look at ethical issues that affect business behaviour and also learn about the way that government legislation, taxes and central bank interest rates influence business activity.

Marketing – Students will have the opportunity to learn about the Marketing Mix. They will study various pricing strategies adopted by businesses. Students will gain an insight into methods of promotion used by small and large businesses and have the opportunity to produce their own advertisements.

Finance – This topic introduces the basics of financial management to the students. The students will learn about the methods of financing a start-up/growing businesses, complete cash flow forecasts and conduct break-even analysis.

People in Business – In this area of the syllabus, students will look at recruitment and selection techniques used by businesses and other human resource issues such as training and theories of employee motivation.

Operations Management – This topic covers a wide range of operational issues including; customer service, stock control and production management.

Assessment - There are two x 1 hour 45 mins exams taken in the 3rd year of the course. (90 marks each)

The exams consist of a variety of multiple choice, short answer and longer essay-style questions assessing all aspects of the content above.

Teaching and learning - The students should never leave a Business lesson without seeing the relevance to everyday life. There is a direct link between the business world and ICT and this is reflected in the way the course is delivered.

Specific personal qualities

Business combines well with any of the option block courses and is a very popular option choice with students looking to study a new and exciting subject. A good grade at GCSE will help any student considering pursuing a career in Accountancy, Business Management, Economics, ICT, Journalism, Media, Law, Marketing and Retail.

Time and other demands In addition to lessons a good business student should be aware of real world business and current affairs stories.



Computer Science

This is a GCSE that you can choose as one of your free choices

Exam board OCR

Topics - The qualification will build on the skills, knowledge and understanding established through the Computer Science topics covered during Key Stage 3. The content has been designed give a firm foundation of understanding and to begin the fundamental steps towards computational thinking and problem-solving.

Computer Systems - This part of the course will develop students understanding of the functionality of hardware and software. Students will explore networks and how computers communicate within a network. The first part of the course is broken down into the following: Systems Architecture, Memory Storage, Computer Networks and Protocols, Network Security, Systems Software, Data Representation, Impacts of Technology.

Computational Thinking and Algorithms - incorporates and builds on the knowledge and understanding gained in Computer Systems, encouraging learners to apply this knowledge and understanding using computational thinking. Students will become familiar with computing related mathematics. Students will be introduced to the following topics: Algorithms, Searching and Sorting Algorithms, Programming Fundamentals, Producing Robust Programs, Boolean logic (logic gates), Programming Environments.

Assessment - There are currently two written papers worth 50% each. Students will have the opportunity to develop a programming project in Year 10 This project does not count towards the GCSE grade.

· Computer Systems – 90-minute paper (50%)

· Computational Thinking and Algorithms – 90-minute paper (50%)

Teaching and learning - Lessons are taught primarily in computer rooms but ordinary classrooms may be used for some theory-based lessons. A range of teaching styles are used and a strong emphasis is placed on developing deep understanding as well as making connections between each strand of the specification. During practical lessons students are encouraged to work independently, develop their problem-solving capability and to critically review their own and their peers' work. The use of hardware, such as the Raspberry Pi and the Micro:Bit, are integrated into Python coding lessons, enabling students to experience real life applications for their codes. In addition, students are given numerous enrichment opportunities through a variety of exciting competitions at KS4

Specific personal qualities - Computer Science is a very challenging yet popular choice at GCSE. It helps to develop logical thinking as well as high levels of resilience.

Time and other demands - Written papers are sat in the summer of Year 11.



Design & Technology

This is a GCSE that you can choose as one of your free choices. If you choose this course you cannot also choose Food Preparation and Nutrition

Exam board OCR

Topics - Students will develop their subject knowledge in Design & Technology by building upon KS3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes or products in response to issues, needs, problems and opportunities with confidence. Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of Design & Technology activity, both historic and present day, students will develop an understanding of its impact on daily life and the wider world and understand that high quality Design & Technology is important to the creativity, culture, sustainability and the well-being of the nation and the global community.

Assessment - Clear, simple structure to help students meet the required standard. Support booklets will be given to maximise grades and work will be regularly assessed to give individual feedback.

One Project – consists of a single design and make activity selected from a range of board set tasks. (approx 45 hours completed in lessons).

With the new linear approach towards GCSE examinations all controlled assessments will be completed from 1st June in Year 10 until February half term.

Teaching and learning - Students will be enthused and challenged by the range of practical activities possible. Students will design and make quality products and will be encouraged to foster an awareness of the need to consider sustainability and the environmental impact of their designing. Students will complete focussed practical tasks and one major piece of controlled assessment work. Students will be required to complete online tasks and homework. Students are given a textbook and online learning platform to support their studies.

Specific personal qualities - Interest in the subject from an element studied at Key Stage 3, ability to meet deadlines, a good level of ICT or graphic skills, willingness to develop CAD skills and manufacture using CAD

Time and other demands

Examination = 50%, Controlled Assessment = NEA



Food Preparation and Nutrition

This is a GCSE that you can choose as one of your free choices. If you choose this course you cannot also choose Design & Technology

Exam board OCR

Topics

Students will develop their subject knowledge in Food Preparation and Nutrition by building upon KS3, incorporating knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life. The qualification aims to develop strong practical cookery skills and techniques as well as a good understanding of nutrition. Students will discover the essentials of food science, nutrition and how to cook. In addition to this they will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Assessment

50% GCSE Examination 1x 1hr 30mins (100 marks)

15% Food Investigation (45 marks)

35% Food Preparation (105 marks)

Teaching and learning

Students will be enthused and challenged by the range of practical activities possible. They will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment; develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Production processes and diet and health choices demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Specific personal qualities

Interest in the subject from an element studied at Key Stage 3

Ability to meet deadlines

Time and other demands

Students will complete all NEA Controlled Assessment work within lessons.



Latin

This is a GCSE that you can choose as one of your free choices

Exam board OCR

Topics

Work in Years 9 and 10 is directed towards acquiring linguistic competence. It involves the learning of, and practice in, Latin grammar appropriate to GCSE level. Translation skills are developed through the reading of Latin from various sources, and some translation of simple English sentences into Latin. Vocabulary is limited to a list of about 500 words. In Year 11 much time is spent on the preparation of set texts, and the study of Roman culture. This involves studying small selections from Roman authors, both verse and prose, prescribed by OCR for detailed study.

Assessment

There is no coursework in Latin, nor are there listening or oral exams. The final examination comprises three papers. One paper tests Latin to English translation and comprehension skills. There is also a requirement to translate either three sentences from English to Latin, or to answer some grammar questions on a passage of Latin. The remaining two papers test knowledge and appreciation of a prose (e.g. Caesar) or verse (e.g. Virgil) set texts, as well as background topics such as mythology, gladiators, the Roman army etc.

Teaching and learning

Class-based work consists of teacher-led and independent learning and practice. Grammar and vocabulary tests are a regular feature of assessment and pupils must be prepared to learn and prepare for these.

Specific personal qualities

Latin is an academic and relatively demanding course; students must be prepared for intellectual challenge.

Time and other demands

As students did not study Latin in Year 7 and received only a short taster course in Year 8, there is an expectation that students will be motivated enough to cover the bulk of Latin GCSE in the three years from Year 9 to 11. Considerable revision, particularly in Year 11 for the literature, is essential.

N.B.

In the event that Latin is oversubscribed, academic selection based on results in the Year 8 Latin summer exam will take place to determine those students able to enter the GCSE Latin class.



Music

This is a GCSE that you can choose as one of your free choices

Exam board OCR

Topics

GCSE Music is an exciting and engaging course which develops your skills through a wide variety of styles in the three key areas of performing, listening and composing.

There are five Areas of Study as detailed below:

My Music: Students explore the capabilities of their instrument, voice or technology. Students produce a performance and composition on their instrument.

The Concerto through time: Students study the development of the Concerto from 1650-1910, exploring changes in musical style and context.

Rhythms of the World: Students study the traditional rhythms from four geographical regions of the world. This takes you on an exciting journey from traditional African drumming to Punjabi and Arabic folk rhythms.

Film Music: Students study a range of music used for films including music that has been written specifically for films, the use of the Western Classical tradition within films and music that has been composed as soundtrack for a video game.

Conventions of Pop. Students study and perform a range of popular music from the 1950's to the present day focussing on Rock & Roll, Rock Anthems, Pop Ballads and Solo Artists.

Assessment

The course is assessed in the following ways:

Integrated Portfolio: A performance on your instrument and a composition to a brief set by yourself. **30%**

Practical Portfolio: An Ensemble performance and a composition set to an OCR brief **30%**

Listening and Appraising: A listening paper in which you are required to demonstrate aural recognition and context from music within the Areas of Study 2, 3, 4 & 5 **40%**

Teaching and Learning - During the course you will be performing pieces from the Areas of Study with other students in your group. You will develop your composition skills through short task work. You will also widen your knowledge and understanding of music history and vocabulary through a range of listening and research activities.

Specific personal qualities

Students who choose to take GCSE Music beginning in Year 9 will need to have instrumental skills at a minimum standard of **Grade 2** and you will be expected to have taken the **Grade 1 exam**. Where this is not the case we will ask you to perform one piece in front of a member of the music staff, in order to assess your suitability for the course. If this is the case you will not have a problem reaching the required **Grade 4 standard** by the end of Year 11.



Physical Education

This is a GCSE that you can choose as one of your free choices

Exam Board OCR

Topics

Component 1: Physical factors affecting performance

Applied Anatomy and Physiology and Physical Training

Component 2: Socio-cultural issues and sports psychology

Socio-cultural influences, Sports Psychology, Health, fitness and well-being

Component 3: Performance in Physical Education

Students are assessed in their performance of 3 activities taken from the two approved lists.

Candidates are internally assessed through coursework where they are required to demonstrate effective performance, the use of tactics or compositional techniques and to observe the rules and conventions of three chosen activities. Analysing and Evaluating Performance(AEP), students are also required to demonstrate their ability to analyse and evaluate performance. This is assessed through one written project.

Assessment - Students will be assessed in all 3 components. Component 1: 1 hour written paper - 30% Component 2: 1 hour written paper -30% Component 3: Assessments in 3 practical activities- 30%, Analysing and Evaluating Performance-10%

Teaching and Learning - The skills to demonstrate apply and critically evaluate the factors that underpin performance and involvement in physical activity and sport will be developed through a variety of learning situations including: practical lessons, analysis skills, research, and discussion, essay writing, problem solving, presentations, video evidence and development of examination technique.

Specific personal qualities

Students will be selected for this course on the basis of suitability to the course. Every student at Blue Coat is academically able and so the criteria are based on practical application, which is 40% of the course. If a student opts for this subject, they will be asked to submit a brief portfolio of evidence on three practical applications, each one having equal weighting. The student will be graded on ability/performance for each practical application offered. For selection, the final decision rests with the PE staff. Students who do not have the practical strengths to achieve the highest grades will be strongly discouraged from selecting the course. The PE staff will be happy to provide any further guidance. Successful students gaining a place on the course will have demonstrated a strong commitment to extra-curricular Blue Coat Sport.

Time and other demands

1. Practical performance plus 1 piece of controlled assessment 40%
Written Paper 60% - two written papers 1 hour each (60 marks on each paper)



Religious Studies

This is a GCSE that you can choose as one of your free choices

Exam board Edexcel

Topics

Paper 1: Study of the Christian Religion

Beliefs and Teachings
Practices
Sources of Wisdom and Authority
Forms of Expression and Ways of Life

Paper 2: Study of Hinduism.

Beliefs and Teachings
Practices
Sources of Wisdom and Authority
Forms of Expression and Ways of Life

Paper 3: Textual Studies (Mark's Gospel)

Who is Jesus?
The Nature of Discipleship

Assessment

Christianity - 50%

Hinduism - 25%

Mark's Gospel - 25%

Students are expected to draw on their understanding on non-religious perspectives including Humanism, Atheism and Secularism whilst developing the skills of knowledge understanding and evaluation of all the topics studied.

Teaching and learning - The examination is not tiered so there will be no setting. Most of the course will be classroom based where lively discussion is encouraged and necessary to enable the students to appreciate different points of view and reasons for these views. Individual research, group work, presentations and note taking will also form part of the learning. Relevant speakers are invited into the classroom and visits to places of worship, particularly local churches of different denominations and the Hindu Mandir will also be incorporated. Students will take all papers at the end of the course.

Specific personal qualities - There is no requirement to follow a particular faith. All students are welcome regardless of their belief including those who follow no religion.

Time and other demands

All students are entered for the same examination as there are no tiers. The course will develop the skills of knowledge understanding and evaluation progressively through the course.



Compulsory Personal Development

This is a mandatory, non-examinable part of every student's timetable

Exam board n/a

Topics

Our programme of Personal Development incorporates the government's requirement for all students to receive Personal, Social and Health education. To this, we have added accessible, interactive sessions on issues which are highly relevant to all young people. We talk about Careers Information and Guidance (CIAG), citizenship, relationship and sex education, and financial responsibility.

We also develop students' understanding of democracy, government and the rights and responsibilities of all citizens. We teach them how to use and apply their knowledge and how to research, question, evaluate and debate.

Our aim is for all our students to leave The Bluecoat with the confidence and social skills to succeed in life and to make a positive contribution as global citizens.

Assessment

Assessment will take place in lessons and through discussion, questioning and written reflection. Assessment grades will be given in the 'MOL' form – making more, on or less than expected progress. There will be no external examination.

Teaching and learning

Teaching will encourage students to use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. They will experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Specific personal qualities

Personal Development lessons are a core part of the Blue Coat curriculum because we believe that emotional intelligence and social awareness are just as important as academic achievement. Our aim is to equip students with the self-confidence, knowledge and practical skills to lead healthy, productive and responsible lives.

Time and other demands

Students will have one lesson per fortnight.



Compulsory Physical Education

This is a mandatory, non-examinable part of every student's timetable

Exam board n/a

Topics

Pupils will be taught to:-

-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games: for example netball, hockey, basketball, football cricket, rounder's, rugby, badminton and tennis

-develop their technique and improve their performance in other competitive sports: for example athletics and gymnastics

-perform dances using advanced dance techniques within a range of dance styles and forms

-develop their physical performance through health related fitness activities

-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

- follow pathways in sport for example performer, official, coach or a volunteer

Assessment

Assessment is based on the departmental framework which assesses students' overtime against the activities covered measured against:

- the range of skills developed and acquired in isolation and within a competitive situation
- the quality of those skills in relation to consistency, accuracy, fluency, and control
- students' physical attributes linked to their appropriate levels of fitness and psychological control to perform effectively
- Decision-making skills
- Students will be assessed using the MOL system, making more, on or less than expected progress.

Teaching and learning

Teaching will encourage students to develop the acquisition of skilled techniques, physical fitness components and knowledge and understanding of tactics and strategies. They will work independently and as part of teams. We aim to provide a challenging, disciplined and safe environment for high quality teaching and learning.

Specific personal qualities

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide the opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as teamwork, fair play and respect.

Time and other demands

Pupils will receive 4 X 1 hour lessons over the 2 week timetable.



Compulsory Religious Studies

This is a mandatory, non-examinable part of every student's timetable

Exam board Edexcel

Topics

Broadly the course will follow the following topics looking at issues from a personal, social, Christian and Jewish perspective. The course begins with a study of Judaism as a world religion.

- | | | |
|----|----------------------------|------------|
| 1. | Judaism | in Year 9 |
| 2. | Social Harmony - Holocaust | in Year 9 |
| 3. | Marriage and the Family | in Year 10 |
| 4. | Matters of Life and Death | in Year 10 |
| 5. | Belief in God | in Year 10 |
| 6. | A study of Islam | in Year 11 |
| 7. | Religion and the media | in Year 11 |

Assessment

All students will follow a bespoke Blue Coat General Religious Studies course, which broadly conforms, to the Local Agreed Syllabus. Students will be assessed both formally and informally at the end of each topic.

Teaching and learning

This course – relies on group work, discussion, video and individual presentation. Students are regularly assessed.

The course will also supplement Personal Development and those taking GCSE Religious Studies Full Course.

Specific personal qualities

An open-mind and a willingness to learn and take part in activities which will help to develop greater understanding of the self and the world around us.

Time and other demands

All students will complete a course which challenges their knowledge, understanding and evaluation skills of the topics studied. Assessment will be via self and peer assessment and short end of topic tests.

Other Information

Options Process Summary

Students begin their GCSEs in Year 9 and will take their GCSE exams in Year 11.

The Blue Coat School offers a broad and balanced curriculum that prepares students well for the opportunities they will encounter after their GCSEs.

There are 3 elements to our KS4 curriculum:-

- 6 core GCSE's that all students must take
- 5 option GCSE's where students can select the subjects they most want to study
- 3 compulsory non-examinable courses to support good physical and personal development

The Options Process

The options process for Year 8 students at The Blue Coat School begins on Monday 18th January 2021.

Students must submit a GCSE subject choices form.

The GCSE subject choices form must be submitted via the Team link sent to students after February half term by Thursday 18th March 2021.

Building Your Curriculum

We design and build our Year 9 curriculum around your choices and consequently, it is very rare that students cannot study the subjects they wish to.

Please assist us by ensuring you prioritise your choices and include a reserve choice in the unlikely event that we cannot accommodate your preferred choices.

You may request changes to your choices after you have submitted your GCSE subject choices form. Changes must be requested by parents in writing to Mrs Gill Thomas. We will endeavour to accommodate any requests for changes but cannot guarantee they can always be achieved.

Your timetable gets built during May and June. Consequently, any requests to change your choices after March can only be achieved if they are compatible with the timetable model at that time.

Further Information

If you have any questions about the options process please contact Mr Simon Shipgood at:-

s.shipgood@bluecoatschool.org.uk

Key Dates

Date	Time	Event
Monday 25 th January 2021	-	Year 8 options communication sent to parents
Thursday 18 th March 2021	12.30pm	Closing date for receipt of completed option forms

Student details

Name:		Form:	
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Core

All students will study these 6 GCSE's:

Core	<input checked="" type="checkbox"/>	English language
	<input checked="" type="checkbox"/>	English literature
	<input checked="" type="checkbox"/>	Mathematics
	<input checked="" type="checkbox"/>	Biology
	<input checked="" type="checkbox"/>	Chemistry
	<input checked="" type="checkbox"/>	Physics

Other statutory provision

All students will study these non-examinable courses:

Compulsory	<input checked="" type="checkbox"/>	Personal Development
	<input checked="" type="checkbox"/>	Physical Education
	<input checked="" type="checkbox"/>	Religious Studies

Options

Students should choose 5 GCSEs from:

Humanities (Choose 1)	<input type="checkbox"/>	Geography
	<input type="checkbox"/>	History
Languages (Choose 1)	<input type="checkbox"/>	French
	<input type="checkbox"/>	Spanish
Free choice (Choose 3 and 1 reserve) Indicate your order of preference by circling 1/2/3/R	1 / 2 / 3 / R	Art
	1 / 2 / 3 / R	Business Studies
	1 / 2 / 3 / R	Computer Science
	1 / 2 / 3 / R	Design Technology
	1 / 2 / 3 / R	French
	1 / 2 / 3 / R	Food Preparation and Nutrition
	1 / 2 / 3 / R	Geography
	1 / 2 / 3 / R	History
	1 / 2 / 3 / R	Latin
	1 / 2 / 3 / R	Music
1 / 2 / 3 / R	Physical Education	
1 / 2 / 3 / R	Religious Studies	
1 / 2 / 3 / R	Spanish	

Confirmation

By signing you are confirming that the information provided is correct:

Student signature	Parent signature	Form tutor signature

Please return this form to your form tutor by 26th March 2020