

Bluecoat Meres Academy

Year 8 Options Choices

Monday 1st April 2019



Bluecoat Meres
Academy

believe in yourself, in others, in God

Dear Parents and Students

Making the right decisions about courses may seem daunting but we are sure that with the support of the staff at Bluecoat Meres Academy, we will be able to make this process straightforward and successful. A wide range of staff are available to give advice and guidance where necessary. The Options Evening will provide an opportunity for you to ask questions but please do not hesitate to contact any member of staff at the Academy over the next few weeks if they can be of assistance. This booklet is also designed to help by giving you detailed information about the range of courses available.

Your son / daughter will be given the opportunity to study for a number of Level 2 (GCSE / Vocational) qualifications from September 2019. We believe that allowing a more personalised programme of qualifications from the start of Year 9 will improve the outcomes for the students in our care.

The KS4 courses offered will provide a firm foundation for future careers and further education. In particular, our courses are designed to be a natural stepping-stone to GCE AS/A2 Level qualifications and Vocational Subjects offered in the localities Post-16 provisions.

We are delighted to offer a broad range of GCSEs and Vocational courses. We encourage you to ask as many questions as possible and use the information we have provided to make an informed choice.



Mr Stuart Anderson
Regional Director
Archway Learning Trust

What subjects will my child study?

Your child will study the following core subjects:

English (Language and Literature,) Mathematics, Science, an EBACC option (Geography, History or Spanish) RE and core PE - Section A of this booklet.

Your child will then have a choice of an additional two Option subjects from Section B of this booklet - these two choices could also be additional EBACC subjects (Geography, History or Spanish) or one of the creative subjects.

In order to better prepare your child for the future jobs market they will also choose between either Creative iMedia or a vocational qualification in Sport - section C of this booklet.

GCSE and Vocational Qualifications

We enable all of our students to experience a broad and balanced curriculum. Our curriculum offers opportunities for mental, physical, spiritual and creative development.

Guidance for Students

Think carefully in choosing your subjects from the options list. Think about the following points:

- **Ability:**

Consider carefully the subjects where you are most successful, what did your teachers say at parents' evening, does this match your impression of your ability in each subject?

- **Personal Preferences:**

Some subjects are likely to be more attractive to you. You may enjoy their content or the skills that you have developed in them. Do not be influenced by whether a subject is taught by a particular teacher, as this is not an appropriate approach to making choices that may affect your whole future. Do not choose a subject because your friends have also chosen it. You should make up your own mind.

- **Career:**

At the present time you may have little idea of the career that you wish to follow when you leave the Academy. If you do have firm ideas of a career you should **check the entry requirement carefully**. Even if you are sure at the moment, you may then change your mind later. Keep your options open to maximise your potential career choices!

Where to Get Help

- Discuss your choices fully with your parents / carers.
- Ask advice from Bluecoat Academy staff.
- Book an appointment with the Careers Advisor Ms Martin

FAQs

Are all courses 3 years in length?

Yes, all courses from Year 9 onwards are three years in length, finishing at the end of Year 11.

Can my child take more options than are listed on the options form?

No. Students' timetables will be completely full once the allocated options and core subjects are timetabled. There will not be any time for students to study more subjects.

Can my child change options once they have started?

No. The demand of level 2 qualifications is such that changing part way through would be too detrimental to their progress.

Section A

Core Subjects

English Language

Course

GCSE English Language (8700)

Exam Board

AQA

Assessment

100% terminal examination based on two papers:

Paper 1 (50%): Explorations in Creative Reading and Writing (1hr 45mins)

Paper 2 (50%): Writers' Viewpoints and Perspectives (1hr 45mins)

Course content

Students will draw upon a range of texts as reading stimulus (Non-fiction and Fiction from the 19th, 20th and 21st Century) and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills.

During their course, students will: practice reading and drawing inferences from sections of texts; analyse the use of specific linguistic or structural techniques used by writers; compare texts and the way they present an idea; and evaluate texts based on particular viewpoints. Students will also develop their skills of writing description or narration, as well as discursive pieces (arguing a particular viewpoint). They will develop the ability to plan and produce a text to match a specific purpose and audience, while demonstrating a confident control of Standard English; being able to write grammatically correct sentences and using appropriate spelling and punctuation.

Alongside their studies, Students also prepare for and complete an endorsement on Spoken Language; in which the quality of their speech and delivery can earn a Pass, Merit or Distinction. There are no longer tiers to the exams, and all students sit the same exam papers, which can be awarded a Grade 1-9.

In order to achieve highly on the course, students should read widely outside of lessons and ask questions about texts.

What next?

For most Sixth form/College/Further Education places students must obtain a pass mark of a Grade 4 in GCSE English. If not, they are required to continue studying the subject until they obtain a Grade 4 or reach the age of 18.

Students who enjoy the subject can continue studying English Language at AS and A Level; modules include topics such as: Language and Gender, Language and Power, Language and the Media, Child Language Acquisition, and more. These qualifications help students to build valuable skills in independent research, effective analysis and critical thinking. Such skills are valued highly by Universities, and students can use these qualifications to move on to degree courses in: English, History, Law, Psychology, Sociology, Business and Teaching.

English Language is also a useful background for a variety of careers, including: Media and Journalism, Speech therapy, Teaching or lecturing, etc.

English Literature

Course

GCSE English Literature (8702)

Exam Board

AQA

Assessment

100% terminal examination based on two papers:

Paper 1 (40%): Shakespeare and The 19th-century novel (1hr 45mins)

Paper 2 (60%): Modern Texts, Poetry and unseen Poetry (2hr 15mins)

Course content

Students will explore whole texts in terms of context, plot characterisation and setting. They will learn to distinguish between explicit and implicit meaning and to explain this.

Students will also learn to identify and explore themes and to support their written point of view by referring to evidence from the text. They will be challenged to evaluate different responses to texts and to use writers' social, historical and cultural contexts to inform their evaluations.

In addition, students will be expected to analyse and evaluate how language, structure and form contribute to the impact of texts. In their responses to texts students should expect to have to the relevant linguistic and literary terminology to aid their evaluations.

This course teaches students to write effectively about literature for a range of purposes such as: to explain and evaluate; to discuss and maintain a point of view; to select and emphasise key points and to use relevant quotations and textual references.

The poetry section of this course also requires students to compare and contrast texts critically, with respect to the above skills.

Students will also need to demonstrate their ability to use accurate spelling, punctuation and grammar.

There are no longer tiers to the exams, and all students sit the same exam papers, which can be awarded a Grade 1-9.

What next?

Students who enjoy the subject can continue studying English Literature at AS and A Level. These qualifications help students to build valuable skills in independent research, effective analysis and critical thinking. Such skills are valued highly by Universities, and students can use these qualifications to move on to degree courses in: English, History, Law, Psychology, Sociology, Business and Teaching.

English Language is also a useful background for a variety of careers, including: Media and Journalism, Speech therapy, Teaching or lecturing, etc.

Mathematics

Course

GCSE Mathematics (8300)

Exam Board

AQA

Assessment

Three final examinations - 1 non-calculator and 2 calculator. Grade awarded based on total marks obtained across all three.

Course content

The course enables students to engage with, explore, enjoy and succeed in Maths. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

Students learning is organised into broad topic areas as follows:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

All students will develop confidence and competence with mathematical skills that will enable them to apply their knowledge flexibly to solve problems.

What next?

Mathematics opens doors to a vast number of careers and opportunities. A good GCSE in Mathematics is essential for many apprenticeships and post 16 courses, and a necessity for all A-Level courses.



Combined Science and Triple Science



Course

GCSE Trilogy Science - Combined Science (8464)

GCSE Separate Sciences - Biology, Chemistry, Physics (8461, 8462, 8463)

Exam Board

AQA

Assessment

GCSE Combined Science - 6 x 1hr 15 minutes exams worth 2 GCSEs

GCSE Separate Sciences - 6 x 1hr 45 minutes exams worth 3 GCSEs

Course content

Both science courses are divided into topics, each covering different key concepts of biology, chemistry and physics.

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students are taught essential aspects of the knowledge, methods, processes and uses of science. They learn to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application.

Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers.

What next?

In addition to the possibility of continuing the subject at AS and A Level, these qualifications are also a useful background for a variety of careers. These include Medicine, Veterinary Science, Biomedical Science, Biochemistry, Midwifery, Pharmacy, Chemical Engineering, Natural Sciences and many more applied courses.

Religious Studies

Course

GCSE Religious Studies Specification A (8062)

Exam Board

AQA

Assessment

Exams:

The study of religions (50%) - 1hr 45 minutes

Thematic studies (50%) - 1hr 45 minutes

Course content

Religious Studies offers students the opportunity to study Philosophical, Ethical and Theological issues across a range of religions: Buddhism, Catholic Christianity, Christianity, Hinduism, Islam, Judaism and Sikhism.

Religious Studies develops students' knowledge and understanding of religious and non-religious beliefs, religious teachings and sources of wisdom and authority. Students are encouraged to construct academic well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the religions studied, as well as an ability to evaluate different arguments.

Religious Studies provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

GCSE RS enhances spiritual and moral development and contributes to health and wellbeing which will broaden personal, social and cultural understanding. It will develop interest in, and enthusiasm for, the study of religion, and relate it to the wider world. They will also discuss, reflect on and develop values, opinions and attitudes on some of the big questions of life and develop their own personal opinion in light of what is learnt.

What next?

Religious Studies not only develops a student's understanding of religions and the wider world, but also develops academic and transferable skills such as debating, analysing, and evaluating.

As well as offering A level Religious Studies consisting of Philosophy, Ethics and Christian Development, which builds on knowledge and skills learned at GCSE, Religious Studies can lead to a wide variety of careers, including Law, Journalism, Medicine, Business, Politics, Teaching.



Geography

Course

GCSE Geography 9-1

Exam Board

AQA

Assessment

Paper 1: Living with the physical environment - 35%. 1 hour 30 min exam.

Paper 2: Living with the human environment - 35%. 1 hour 30 min exam.

Paper 3: Geographical applications - 30%. 1 hour 15 min exam.

Course content

Students will learn about the dynamic nature of our planet and the current issues affecting people and the environment today.

Unit 1- Living with the physical environment

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Unit 2- Living with the human environment

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Unit 3- Geographical applications

The geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an appreciation of the interrelationships between different aspects of geographical study. Students will complete two full days of fieldwork- one with a human focus about Nottingham, the other with a physical focus about the Holderness Coast, Yorkshire.

What next?

Geography is increasingly recognised by universities and employers as the “must-have subject” as it is academically challenging and compatible with any subject combination. There is natural progression through to A Level and universities regard it as a “facilitating subject” for any degree course as geographers are highly skilled, versatile and globally aware. Directly linked degrees include Environmental Science, Urban Planning, Geology, Ecology, Earth Sciences, Anthropology, Archaeology, Economics and Politics. Career choices range from Environmental Consultancy, Teaching, Town Planning, International Aid Work, Transport Planner, Tourism, Market Research, Conservation, Environmental Law, Local Government and Green Technology. The list is endless as Geography will only ever create opportunities. As such it one of the top degrees for future employability.

History

Course

GCSE History (8145)

Exam Board

AQA

Assessment

- Paper 1 Understanding the Modern World: (1hour 45 mins 50%)

Conflict and Tension 1890-1918

Germany 1890 - 1945, Democracy and Dictatorship

- Paper 2: Shaping the Nation (1hour 45 mins 50%)

Britain: Health and the People c1000 to present day

Elizabethan England, c1568-1603

Course content

Students will study both the breadth and depth of History and will develop many skills including; reading and learning about the past, arguing and explaining their opinion, solving problems and learning about multiple points of view. Students will also begin to think creatively to gain a better understanding of the world through the topics studied.

The curriculum allows students to understand change and continuity across a long sweep in History as well as gaining an understanding of the complexities of societies or historical situations. Students are also offered the opportunity to study the impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups. Shaping the nation helps students to understand the History of Britain and key events, people and developments which have shaped the nation's History.

In addition the historical environment element of the course allows students to focus on a particular site in its historical context and enables students to study the relationship between a place and historical events and developments. This historic site will change annually.

What next?

Employers highly value the skills taught in History and is one of the most highly sought after qualifications by employers because students are able to use information effectively, evaluate factors, form critical opinions and will be able to present logical and structured arguments both in oral and written form. Careers can include Law, Politics, Journalism, Media, Drama, Theatre, Civil Service, Charity Work, Accountancy, Business Management and Restoration.

There are many careers where it will help if you have studied History.

Languages

Course

GCSE Spanish (1SP0)

Exam Board

Edexcel

Assessment

Listening Exam 25%

Reading Exam 25%

Speaking Exam 25%

Writing Exam 25%

Course content

The GCSE is split into 3 Themes covering all aspects of their own life and that of others in Target Language countries. They do this through increased use of authentic texts and resources with an emphasis on grammar, communication and spontaneity.

Theme 1 Identity and culture - Me, my friends and family, Technology in everyday life, Free-time activities, Customs and Festivals.

Theme 2 Local, national, international and global areas of interest - Home, town, neighborhood and region, Social issues, Global issues, Travel and tourism.

Theme 3 Current and future study and employment - My studies, Education post 16, Jobs career choices and employment.

What next?

Of course you could continue your chosen Language at A level, ideally combining it with different subjects to make you more employable in a global economy. Global businesses with international operations and clients recruit employees with linguistic skills. The languages and level of proficiency required will depend on the role in question and the regions in which the business operates. You will often be paid more if you can offer more than one Language.

Language skills are used for many different careers and job roles across the public and private sector. Aside from the primary and direct use of a language in careers such as translating, interpreting and teaching, being able to speak different languages can also be an added bonus when combined with other skills and roles in different sectors such as engineering, industry, business services, travel and hospitality, legal and administrative, academic, information technology.



Section B

Option Subjects

Food

Course

WJEC Hospitality and Catering (Specification A)

Exam Board

WJEC

Course content

The course focuses on understanding the hospitality industry including:

Kitchen and front of house operations, meeting customer requirements and meeting health and safety requirements.

As this is a vocational course the course delivery is project based culminating in students making recommendations for hospitality and catering to meet specific needs.

The course provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, design and technology and history.

Assessment

Students will study two units:

Unit 1 - The Hospitality and Catering Industry - externally assessed through an on screen assessment and a paper based assessment

Unit 2 - Hospitality and Catering in action - internally assessed

Who should take this course?

Students who are interested in a potential career in catering, food design and manufacturing food science or hospitality would benefit from extending their knowledge and broadening their practical food preparation and nutrition repertoire.

Students who have enjoyed and made good progress in Key Stage 3 Food and those for whom health, hygiene and nutrition are important are suited to this course.

What next?

Hospitality and Catering can lead to a variety of exciting careers within the Food industry. Below are some examples of these:

Food Science	Dietitian	Quality Assurance
Nutrition	Catering	Environmental Health
Restauranteur	Hospitality	Food Engineering
Food Design	Food Production	Food Manufacturing



GCSE Art & Design

Course

GCSE Art & Design 9-1

Exam Board

Edexcel

Assessment

Portfolio (coursework) 60%
Externally set task (exam) 40%



Students must present for assessment one finished coursework project (60%) and one examination project (40%), both of which will include a thorough body of preparation and research work.

The Art teachers assess all student work, these grades are subsequently verified by a visiting moderator from the exam board. The School retains the work for a specified period after which students may claim it.

Course content

Students work will cover a broad range of processes including: drawing, printing, sculpture, collage, painting, composition, pattern making, textile techniques, digital photograph manipulation, abstract and realistic art forms; using a range of materials and equipment

Students will:

- Use and develop new and previously learnt skills via a variety of Art, Craft and Design processes.
- Learn how to think of and produce ideas, by learning how to interpret examination questions.
- Seek imaginative and creative solutions to Art and Design problems and to encourage individuality.
- Study the work of artists, designers and craftspeople from various cultures and use these observations to inform their own work.
 - To enjoy and appreciate Art.

What next?

A qualification in Art and Design is recognised by a wide range of occupations. Art and Design specific careers include: Graphic Design, Theatre Design, Interior Design, Visual Arts, and Craft based industries, Education, Occupational Therapy, and Leisure Services and many more.



Drama

Course

BTEC Performing Arts

Exam Board

Pearson

Course content

The main aims of the course are to:

- To develop students' performing skills.
- To develop knowledge and understanding of the theory of Drama including key drama practitioners and their work.
- To develop students understanding of the entire theatre making process
- To develop students' confidence and personal skills.

Throughout the course, core acting skills and techniques will be taught. These will range from the use of voice and physical movement, to building characters for performance. Students will work on extracts of published texts and on an extended production where they will learn about the performance industry and other roles within the industry. Students will learn how to keep a reflective log and how to track their performance or production progress and set achievable and measurable targets.

The majority of lessons will include practical work on an individual, small group or class basis. Projects will fully meet the assessment criteria and students will be given regular feedback on their progress and advice on how they can improve. Students will then track and evidence their learning and progress through written log books. Students will have the opportunity to work several times with external actors and acting companies to develop their acting skills.

Assessment:

Component 1:

Exploring the Performing Arts - Internally Assessed

Component 2:

Developing Skills and Techniques in the Performing Arts- Internally Assessed

Component 3:

Performing to a Brief - Externally Assessed

What next?

A Drama qualification will indicate to any employer that you can work as part of a team, have initiative and good communication skills. For a wide range of career opportunities, you may be asked to make a 'presentation' during your interview and a qualification in Drama can help you in performing with confidence, clarity and engagement. Drama is recognised and encouraged by *universities when making applications*. This course is useful for anyone intending to pursue a career working with people and essential if you are considering a career in theatre, TV, film or media.



Section C

Creative Media / IT

Course

Creative iMedia

Exam Board

Cambridge National



Assessment

The course has two internally assessed components, and one that's externally assessed:

Component 1: Exploring media products 30%

Component 2: Developing digital media production skills 30%

Component 3: Create a media product in response to a brief 40%

Course content

During **Component 1**, students will:

Learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image
- publishing
- interactive

They will explore:

- content and purpose of digital media products
- style and the use of digital design principles
- idea generation and the production process
- industry regulations and professional practices.

During **Component 2**, students will:

Develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

- **experiment** with a variety of media production skills and techniques
- **apply** the technical skills that they learn
- **reflect** on their progress and use of skills, as well as how they could improve.

During **Component 3**, students will:

Apply digital skills and techniques by responding to a digital media brief.

To do this, students will:

- **learn** how to respond to a media brief
- **Justify** the process and outcome that they have developed
- **plan** their response to the brief
- **apply** skills and techniques to a production
- **reflect** on their application of skills, time management and use of resources.

What next?

This is an exciting course, ideal for candidates interested in working within one of the largest industries in the UK. As the qualification also explores the types of employment available within the media industry, the candidate will develop an awareness of career opportunities within the Creative Media Industries and begin to build a practical portfolio.

Physical Education / Sport

Course

BTEC in Sport

Exam Board

Pearson

Course content



The Physical Education option is intended to offer students the opportunity to further their knowledge and understanding of a wide range of topics within the Sport & Health sector. Students will cover issues to do with anatomy, physiology and sports injuries, health, fitness and training, socio-cultural effects of sport as well as leadership and practical elements.

Students are expected to have an interest in all aspects of Physical Education as their prior experience; understanding of all forms of physical activity and health will help them access the course to a higher level.

Students are required to be committed to Physical Education both inside and outside the classroom by attending or participating in extra-curricular clubs to aid their learning.

Assessment

Students will be assessed on 3 components:

Understand the Body and the Supporting Technology for Sport and Activity - internally assessed

The Principles of Training, Nutrition and Psychology for Sport and Activity - externally assessed

Applying the Principles of Sport and Activity - internally assessed synoptic unit

What next?

The Physical Education option provides a solid basis for students who wish to study A Level Physical Education or BTEC Sport Level 3 National.

Students will be given both academic and vocational experiences which are recognised by UCAS and universities towards tertiary education.

With the growing popularity of Health & Leisure sector, Physical Education is seen as the ideal stepping stone towards professions such as Physiotherapist, Personal Training, Sport Development Officers, Teaching, Coaching and Performance Analysts.





**Bluecoat Meres
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