

YEAR 9

OPTIONS

2022



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WELCOME TO THE OPTIONS PROCESS

Dear Year 9 Student,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next two years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make choices about future learning that are right for you.

This booklet and the options process are designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs.

Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. All of these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner.

We hope that the information allows you to make the right choices that will see you succeeding over the next two years and beyond

Mrs L. Roberts
Deputy Headteacher



IMPORTANT DATES

It is vital that you are on time for school to ensure you access the options information, guidance and support available in tutor time and in assembly. It is important that you also visit the Y9 options area of the school website as this will give you and your parents/carer a chance to find out more about courses on offer.

**Monday 7
March**

Options Assembly

Introduction to the options process and option blocks.

**Monday 7
March**

Dedicated Options Area on School Website

Here you will find teachers explaining the different KS4 courses on offer so you can learn a little more about each subject.

**Monday 8
March &
Tuesday 9
March**

Options Taster Selection

In form students will select the subjects they would like to experience as part of our KS4 taster day.

**Monday 14
March**

Options Full Taster Day

Students will sample KS4 lessons in the subjects they are interested in studying. This will help students make an informed decision when selecting their final options.

**Wednesday
16 March to
Friday 25
March**

Options interviews

Students will meet a member of the Senior Leadership team for an options discussion. This is an opportunity to ask questions, discuss potential options and check that they fit into future career plans.

**Wednesday 16
March**

Options Selection Form Launched on Teams

You will find your options selection form in the Year 9 area of Teams

**Wednesday 21
April**

Careers Information & Guidance and English Baccalaureate (EBacc) Assembly

**Monday 28
March**

Deadline for Option Forms

You must have completed your options selection form on Teams by this date.

WHAT IS KEY STAGE 4?

The curriculum at Key Stage 4 consists of a mixture of core curriculum subjects and option subjects. Students will be able to choose option subjects according to their strengths and interests. They will be guided through their choices by subject teachers, tutors and other staff to ensure that their choices are appropriate.

We urge that all students opt for a broad and balanced curriculum. Whilst all GCSEs have equal status, they do stress different skills and ways of learning. When making choices students must balance their skills and learning styles in order to keep options open for later life, such as choosing college or A level courses.

What does everyone do?

All students are taught a core programme. The core curriculum comprises of:

MATHEMATICS: This will lead to all students completing their GCSE Mathematics.

ENGLISH: This will lead to all students completing both their GCSE English Language and GCSE Literature.

SCIENCE: All our students will follow GCSE Science and complete either GCSE Combined Science (the equivalent to two GCSEs) or Triple Science (the equivalent to three GCSEs).

RELIGIOUS STUDIES: This will lead to all students completing their GCSE Religious Education.

PHYSICAL EDUCATION: All students will undertake 2 lessons of PE each week. In these lessons students will undertake a variety of diverse physical activities as well as providing students with an opportunity to develop an understanding of their own health and well-being.

HUMANITIES: At the end of Year 9 all students choose to study either GCSE History or GCSE Geography. Students will complete their GCSE at the end of Year 11.

In addition to these core subjects, students can choose one subject from each of the 2 option blocks.

Option Block 1

GCSE Spanish
BTEC Performing Arts (Drama)
BTEC Music (Performance)
BTEC Music (Technology)
GCSE Art & Design
BTEC Engineering
GCSE Computer Science
GCSE Business Studies

Option Block 2

GCSE Spanish
OCR National Certificate in Sports Studies
Cambridge Nationals Creative iMedia
GCSE 3d Design
BTEC Health & Social Care
BTEC Engineering
GCSE Business Studies

WHAT ARE GCSES?

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so will be useful whatever students are planning to do afterwards. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work.

WHAT ARE BTECS AND CAMBRIDGE NATIONALS?

BTEC qualifications and Cambridge Nationals are particular types of work-related qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

WHAT IS THE ENGLISH BACCALAUREATE?

This was introduced by the Government in 2011 as a standard that **some** students can aim for in their KS4 studies. We will advise students on an individual basis if we feel that this route is appropriate for them and their future aspirations. To achieve the English Baccalaureate, students must complete and obtain a **Grade 4 or higher** in the following subjects:

- Maths
- English
- Two Sciences (at Moor Park High School, GCSE Combined Science: Trilogy which leads to two GCSEs. Some students will study GCSE Triple Science).
- Either Geography or History
- A language (at Moor Park we study Spanish)

To achieve the EBacc students will need to therefore opt to take Spanish. It is for this reason we have put Spanish in both option blocks.

The Russell Group of Universities (a collaboration of 20 leading UK universities) are not only interested in the results that students achieve at GCSE and A Level, they are increasingly expecting students to have breadth of study as well as rigour in what they study. This generally means they consider the traditional academic subjects such as those included in the EBacc as more appropriate for entry to their universities.

Department for Education information about the EBacc is included at the back of this booklet.

THE NEW GCSE SPECIFICATIONS AND GRADING SYSTEM

As you may be aware educational reforms by the current Government have led to the revision of qualifications and the introduction of new GCSE specifications in all subjects. The overviews and guidance here is based on the most up to date materials from examination boards. However, it is important to point out that the information contained in the booklet may be subject to change; if this is the case we will inform you as more information is made available.

This cohort of students will be awarded a number from 9 to 1 (9 being the highest) rather than a grade. A grade 7 is comparable to the old grade A, the new grade 4 is comparable to the old grade C, and the new grade 1 is comparable to the bottom of the old grade G.

TOP TIPS FOR CHOOSING SUBJECTS

You should remember these:

Do's

- DO choose subjects which you like.
- DO choose subjects at which you are successful.
- DO choose subjects which you may need for a career or further education.
- DO find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for two years.
- DO talk to the people who know you.
- DO listen to the advice your subject teachers give you.

Don'ts

- DON'T choose a subject just because your friend has chosen it.
- DON'T choose a subject just because you like - or dislike - a particular teacher, they may not end up teaching you.

What happens once options have been chosen?

- Your option form has to be submitted on teams by Wednesday 5 May. You will find the form in the Y9 area within Teams.
- You will meet with Mrs. Roberts if there is a problem with your choices.
- In the summer term you will get a letter with your Options.

COMPULSORY CORE: ENGLISH LANGUAGE AND LITERATURE (AQA)

*“To learn to read is to light a fire; every syllable that is spelled out is a spark.”
- Victor Hugo*

Course Overview

As a core subject, all students study both English Literature and English Language across Years 10 and 11. Exams for both subjects are sat at the end of the two-year course, resulting in two separate GCSE qualifications.

English Literature Overview

Across the two-year course students study a range of literature texts to develop their understanding and appreciation of the power of literature. Literature texts are initially studied and critiqued in Year 10, with plenty of opportunity for recapping, revision and deepening of knowledge throughout Year 11. Set texts for this course are:

- Macbeth
- Jekyll and Hyde
- Animal Farm
- AQA Power and Conflict Poetry Anthology

In addition to the set literature texts, students also study a range of unseen poems.

How is it assessed?

Paper 1 (worth 40% of the GCSE): 1 hour 45 minutes, two essay questions (one on Macbeth and one on Jekyll and Hyde).

Paper 2 (worth 60% of the GCSE): 2 hours 15 minutes, 1 essay question on Animal Farm; one essay question on the anthology poems; 2 questions on unseen poems.

English Language Overview

Across the two-year course, students study a range of fiction and non-fiction texts and develop their ability to respond to a wide range of texts. Students must also develop their ability to write accurately, maturely and with flair, ensuring they are confident in writing both creatively and with purpose.

Students also complete a spoken language endorsement as part of this qualification.

How is it assessed?

Paper 1 (worth 50% of the GCSE): ‘Explorations in Creative Reading and Writing’

Paper 2 (worth 50% of the GCSE): ‘Writers’ Viewpoints and Perspectives’

Length of both exams: 1 hour 45 minutes

Benefits

In addition to developing essential communication skills and an appreciation of literature and the world around us, students who are successful in this subject will be able to study A Levels at college. Colleges normally require students to have passed either English Language or Literature to at least a grade 4 or 5, dependent on the courses students are wishing to study.

There are also a wide range of careers available for those students who may choose to study English at university level, including: journalism; teaching; advertising and marketing; law; public sector careers.

Course Contact: Mrs Aslam, room 8

COMPULSORY CORE: MATHEMATICS (AQA)

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers” - Shakuntala Devi

Course Overview

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills grouped into five areas:

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

Students will build on the work covered during Key Stage 3.

Students will be expected to:

- Use and apply standard techniques, recalling facts and formulae, and using them in multi-stage problems.
- Reason, interpret and communicate mathematically by presenting reasoned, logical proofs and drawing conclusions.
- Solve problems in various mathematical and other contexts.

There will be greater emphasis on problem solving, multistage problems in a variety of contexts, which draw on mathematics from different areas of the specification.

How is it assessed?

There is no coursework for Mathematics.

Three written papers, each of duration 1½ hours, are taken at the end of the course. The papers will be of equal difficulty and there will be a mixture of short and longer questions, including multiple choice, which are drawn from all parts of the specification. A calculator may be used for papers 2 and 3.

The papers are taken at one of two levels: Higher or Foundation.

At Higher level grades 4 - 9 are available. At Foundation level grades 1 - 5 available.

Benefits

Mathematics is one of the core subjects. Students that do not achieve a grade 4 must continue to study mathematics. Achieving a good grade in mathematics can lead to studying AS, A levels, BTECs, NVQs and apprenticeships in a wide range of subjects.

Course Contact: Mr Allison, room 15

COMPULSORY CORE: GCSE SCIENCE (AQA)

“Equipped with his five senses, man explores the universe around him and calls the adventure Science” - Edwin Powell Hubble

Course Overview

- **PHYSICS:** This course is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems and asking and answering questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as the efficiency of electrical appliances and braking distances as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

- **CHEMISTRY:** The course is designed to help students understand how to formulate a scientific approach to understanding the world and solving problems. It starts with the fundamental ideas in chemistry, putting the building blocks in place to allow students to develop an understanding of topics such as chemical structures and their properties, chemical reactions and how to analyse substances. Many of the materials considered are substances that students will come across in their daily lives like oils, metals and drinking water.

- **BIOLOGY:** Students study a series of topics related to the living world and relevant to students. The course is designed to help students understand how science can be used to explain the world in which they live, and the impact humans have. Students can see how science is used to solve problems ranging from infectious diseases to creating bio-fuels.

There is no better way to learn about science than through purposeful practical activities as part of day to day teaching and learning. The course will require students to carry out at least 16 practicals to develop their understanding of the scientific theory.

Students will continue onto one of the following qualification pathways:

- GCSE Combined Science (Trilogy). AQA. This is equivalent to two GCSEs.
- GCSE in Single Sciences (Triple Science). AQA. This is equivalent to three GCSEs.

How is it assessed?

There are six examination papers: two biology, two chemistry and two physics. Each exam is 1 hour 15 minutes for Combined Science and for Triple Science each exam is 1 hour 45 minutes.

Students will be assessed on their practical skills in their exams with 15% of the marks coming from questions relating to the practicals completed in class.

Benefits

Students achieving well in science GCSEs will gain 2 or 3 highly regarded GCSEs. These are known to lead into more career, and further education opportunities than any other available. Sixth Form courses, apprenticeships and employers will include the science GCSEs within their selection criteria. The sciences will give students a particular advantage in careers including the further academic study and research of science, pharmacy, veterinary science, medicine, dentistry, agriculture, pharmaceuticals (research, development and sales), ecology, environmental science, aerospace science and many more. There is a strong element of practical work throughout science, with students completing the AQA 'required practicals', an element of the course requiring practical skills, organisation and communication skills - all of which are highly sought after by employers and further study providers alike.

Course Contact: Mr Desai, room 18

COMPULSORY CORE: RELIGIOUS STUDIES (AQA)

“Diversity is the hardest thing for a society to live with, but the most dangerous thing for a society to be without” - William Sloan

Course Overview

The GCSE in Religious Studies allows students to engage with the key beliefs, teachings and practices in Christianity and Islam, whilst also studying some of the key themes in philosophy, ethics and contemporary moral issues. The course enables students to examine the teachings and attitudes from the main world religions on issues such as war, animal rights, abortion, crime and punishment and euthanasia. Students are also encouraged to engage in discussion and lively debate on their personal response to such issues.

How is it assessed?

Students will sit two examinations. Each of the two examinations will last 1 hour and 45 minutes and are worth 50% of the final grade.

The first examination will assess understanding of religious beliefs (Islam and Christianity) and the second examination will focus on ethical, philosophical and moral issues.

Benefits

This qualification allows progression into general post-16 education and provides students with the foundations to study A Level in Religious Studies. Due to the versatile and wide-ranging skill base of the course students have gone on to focus on the sciences, audiology, teaching, journalism, criminology and even accountancy at university.

Course Contact: Miss Ali, room 27

COMPULSORY CORE: HUMANITIES - GEOGRAPHY (AQA)

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together” - Barack Obama

Course Overview

There are 2 main branches to Geography; Human and Physical.

When studying Physical Geography students will look at the challenge of natural hazards, the living world and the physical landscapes in the UK.

Human Geography allows students to look at urban issues and challenges. They will look at the changing economic world and the challenge of resource management.

Alongside the core topics, students will also study geographical skills, e.g. map and graph skills and will have to use these successfully in their exams.

Students will also complete one human fieldwork and physical fieldwork at GCSE.

How is it assessed?

Students will sit three examination papers.

Paper 1: Living in the physical environment. 1 hour 30 minutes examination worth 35% of the final grade.

Paper 2: Challenges in the human environment. 1 hour 30 minutes examination worth 35% of the final grade.

Paper 3: Geographical applications. 1 hour 15 minutes examination worth 30% of the final grade.

Benefits

Geographers are seen as highly employable due to their combination of transferrable skills including problem-solving and critical thinking. They end up working in a variety of different sectors such as business, finance, human resources, public relations and education. Some go on to work in areas specialising in poverty and climate change, journalism and conservation. The possibilities are endless!

Course Contact: Miss Wells, room 26

COMPULSORY CORE: HUMANITIES - HISTORY (EDEXCEL)

*“A people without the knowledge of their past, origin and culture is like a tree without roots”
- Marcus Garvey*

Course Overview

All students who choose GCSE History will investigate a range of different historical periods:

Thematic Study: Medicine in Britain, c1250-present.

Period Study and British Depth Study: Early Elizabethan England 1558-88 AND The American West, c.1835-c.1895.

Modern Depth Study: Weimar and Nazi Germany, 1918-39.

Please remember, good written communication is necessary at GCSE level. History candidates are expected to demonstrate a good level of grammar and punctuation and an ability to write well-structured essays.

How is it assessed?

History will be assessed through three separate examinations at the end of year 11. The Period Study and British Depth Study paper will be worth 40% and the two other examinations will each be worth 30%.

Benefits

At A Level, history is seen as an extremely relevant and highly regarded academic subject; top universities for example list it as one of their preferred subjects. Many professions such as medicine and law feel that history both opens the minds of students and challenges them. Therefore, history can gain you entry into a wide range of careers, including television, radio, journalism, the police force, law, social work and the civil service.

Course Contact: Mr Holliday, room 23

COMPULSORY CORE: PHYSICAL EDUCATION

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity.” - J F Kennedy

Course Overview

In line with statutory guidance, all students will undertake 2 lessons of Physical Education each week. In these lessons students will undertake a variety of diverse physical activities as well as providing an opportunity for students to develop an understanding of their own health and well-being.

By following the programme of study in core PE, students will gain an understanding of the importance exercise plays on their physical, mental, and emotional wellbeing. And will gain the tools to sculpt a healthy active lifestyle once they leave school.

Alongside this, students experience a rotation of different sports and fitness activities, with the emphasis on students developing, practicing and evaluating their skills in both individual and group activities. Students will also develop the ability and experience of sports leadership within lessons.

Students with an interest in PE should also carefully consider choosing PE as an options subject. This would enable them to study the subject at a deeper level.

Course contact: Miss McGrath, room 32

BOTH OPTION BLOCKS: SPANISH (AQA)

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart” - Nelson Mandela

Course Overview

Spoken in over 30 countries world-wide, Spanish is becoming increasingly important in the world of work. As it is the second most widely spoken language in the world, studying Spanish could lead to exciting opportunities in travel, business and trade.

The objective of the Spanish GCSE at Moor Park is to inspire and encourage students, providing insight into the language and culture that Spanish speaking countries have to offer, allowing students to develop skills in communication, cultural awareness, interpreting and translating. The Spanish GCSE aims to prepare students for further study at A Level and provide a foundation for which they can develop in the future.

How is it assessed?

You will be examined in four main areas covering the essential communicative skills of listening, speaking, reading and writing. Each unit explores a range of topics allowing you to relate your lives and experiences to the study of three main themes: identity and culture, local, national, international and global areas of interest and finally, current and future study and employment. The course follows a linear structure with four exams, one in each attainment area, weighing evenly at 25% each.

Benefits

At both GCSE and A Level, Spanish is considered a highly regarded academic subject with some of the most prestigious universities requiring it for entry. A language qualification opens up language and cultural experiences with the opportunity to work and live in another country and could enhance careers in a range of areas including medicine, law and travel.

MODERN FOREIGN AND COMMUNITY LANGUAGES:

If you speak a language other than English, fluently, and you can read and write in it, it is possible to be entered for a GCSE in this language to compliment your options and increase your qualifications. Usually these exams are done in year 10 to avoid increasing the workload in year 11. Such exams require an element of independent preparation alongside support from the MFL faculty.

Course Contact: Miss Wright, room 30

BOTH OPTION BLOCKS: ENGINEERING (BTEC LEVEL 1/2 PEARSON)

“Strive for perfection in everything you do. Take the best that exists and make it better. When it does not exist, design it.” - Sir Henry Royce

Course Overview

The BTEC Level 1/2 Tech Award in Engineering is for students who wish to acquire technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the student's experience and understanding of the varied progression options available to them.

The qualification gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- development of key engineering practical and technical skills, such as research, observation, measurement, making and using computer-aided design (CAD).
- engineering sectors (mechanical, electrical/electronic and engineering design).
- stages involved in planning and implementing an engineering project.
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

How is it assessed?

The qualification consists of three components that give students the opportunity to develop broad knowledge and understanding of engineering sectors and technical skills in designing and making at levels 1 and 2. Components 1 and 2 are assessed through internal assessment. There is one external assessment, component 3, that builds directly on components 1 and 2 but enables learning to be brought together and related to a real-life situation. The set task is made up of two parts and will be completed in two hours for part 1 and one and a half hours for part 2.

The course is divided into 3 components and is the equivalent of one GCSE. The grades awarded range from Level 1 Pass, Merit and Distinction to Level 2 Pass, Merit, Distinction and Distinction Star.

Benefits

Students who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these students, the attitudes and the reflective and communication skills covered in the qualification will help them achieve.
- study of engineering post-16 through the study of a technical certificate. Students who perform strongly in this qualification compared to their overall performance should strongly consider this progression route that can lead ultimately to employment in engineering sectors.

Course Contact: Mr McHale, room 17 and Mr Patel room, 10

OPTION BLOCK 1: ART AND DESIGN (AQA)

*“Art is not what you see but what you make others see”
- Edgar Degas*

Course Overview

GCSE Art and Design encourages you to develop and explore your artistic skills. You will look at the work of other artists, craftspeople or designers, experiment with a variety of different media, record your ideas in a series of creative methods and create a series of personal informed responses.

The skills learnt in Art & Design will reflect those needed in any creative industry. This will include:

- Problem-solving skills.
- Creativity and independent thought.
- Visual self-expression.
- Independent thought.

How is it assessed?

Component 1 - The portfolio is worth 60% of the overall GCSE grade. Students will produce one sustained project and a selection of further work/mini projects that represent their course of study.

Component 2 - The externally set assignment is worth 40% of the overall GCSE grade. For this component there is a separate externally set task paper from AQA, featuring seven tasks, of which students will choose one to complete. Students will be allocated a period of preparation time to research and develop ideas in response to the chosen question, culminating in ten hours of supervised time to produce a personal outcome.

No formal written exam required.

Benefits

Following the GCSE Art course, you could go on to study A Levels in art, graphics, media, ceramics, textiles, design, illustration, web design or photography. Alternatively, you could study for a BTEC National Diploma, Advanced Diploma or an HND in arts, graphics or illustration.

Another option is to do an apprenticeship in craft/product design based industries. Many employers value an Art and Design qualification, recognising the creative skills you have developed alongside the ability to work independently on large scale projects.

Art is the largest growing industry in this country, the UK's creative industries contribute almost £90bn net to GDP; it accounts for one in 11 jobs, a rate rising more quickly than all other parts of the economy. These jobs are also among the least likely to be lost to automation. (The Guardian)

Course Contact: Mrs Vickery, room 1

OPTION BLOCK 1: PERFORMING ARTS: DRAMA (BTEC TECH AWARD LEVEL 2 PEARSON)

“Theatre is a powerful art form, it teaches lessons about life, society and emotion and more importantly yourself.”- Anastasia Roberts

Course Overview

This course has been designed to provide an engaging and stimulating introduction to the work of performing arts. The course is made up of 3 components that give students the opportunity to develop broad knowledge and understanding of the performing arts industry, and specialist skills and techniques in acting at levels 1 and 2.

Component 1: Exploring the Performing Arts (coursework)

You will explore 3 different styles of Drama, understanding the stylistic features and techniques for each. You will learn how the practitioners work together within each style to create the performance piece. You will be required to present your research and understanding of each dramatic genre in the form of a presentation which you will deliver to your peers.

Component 2: Developing skills and techniques in the Performing Arts (coursework)

Working as an actor requires the application of skills, techniques and practices that allow you to interpret performance work. You will develop your performance skills as an actor by working on existing performance extracts, applying relevant skills and techniques to reproduce the performance work. For this unit you will work as a group to perform scenes from a selected script. You will be required to keep a weekly log of your rehearsals.

Component 3: Performing to a brief (exam)

In this component you must create performance work responding to a brief. The brief is released in January of year 11 and you will have 12 weeks in which to devise an original performance piece and perform it to an audience. You will be required to formally document the planning and rehearsal process as well as evaluating the end performance.

How is it assessed?

Components 1 and 2 are internally assessed and is marked by your teacher.

Component 3 is an exam where all work will be sent to the exam board for marking.

Benefits

The Level 2 BTEC Tech Performing Arts course naturally progresses into the Level 3 BTEC courses in Drama or Performing Arts. It is also a good stepping stone for other related A Level courses in Drama, Theatre Studies and Performance Studies. The vocational course also prepares students for the world of work as employers value the qualification highly as it shows a variety of employment skills such as communication, teamwork, commitment, imagination and confidence, the ability to work independently and within a group.

Course Contact: Mr Burgess, room 2

OPTION BLOCK 1: MUSIC PERFORMANCE (LEVEL 1/LEVEL 2 VOCATIONAL AWARD)

“Music and rhythm find their way into the secret places of the soul” - Plato

Course Overview

This exciting new course is an opportunity for you to develop your music performance and composition skills. You will work with other musicians to collaborate with on set projects as well as working independently to write and perform pieces of your choice. The course is an opportunity for you to be creative and experimental through music making activities and to develop an understanding of how the industry works.

Unit 1- Performance (Internally assessed - 30%)

You will develop knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional work. This could be a cover version of a piece for a concert. As a soloist or working as an ensemble, you will perform one piece or a portfolio of pieces lasting between 3 to 6 minutes long. You will submit video evidence of the rehearsal process. In preparation for your final piece you are required to research the original composer, style and mood of your chosen piece. Through tutorials and set tasks you will develop your music performance skills. You will document your journey through action plans, setting targets and by keeping a rehearsal diary. To conclude you will review your progress, respond to feedback, identify strengths and weakness as well as demonstrating professional working practices including the appropriate health and safety.

Unit 2- Creating (Internally assessed - 30%)

You will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create your own piece of music using their instrument or using notation software to realise your work. You will explore and develop compositional ideas for a given brief. You will be required to explore melody and harmony, form and structure and demonstrate effective use of the musical elements in your work. To conclude the unit you will evaluate your composition, responding to feedback and reviewing your skills.

Unit 3- Music in Practice (Externally assessed - 40%)

For this final unit you will learn how the music industry works and the factors that influence the creation of performance work. You will gain insight into the social, cultural, political and historical contexts which have influenced the development of music. You will learn how to plan and create a music product in response to a given brief set by the examining body. You will explore marketing and promotion techniques and understand the impact that social media has on the music industry. You will pitch your promotional ideas to an audience before evaluating the success of the whole process, identifying strengths and areas to improve in the future.

How is it assessed?

40% external exam

60% internally assessed coursework (which is externally moderated)

Benefits

The Level 1/ Level 2 Vocational in Music (performance) naturally progresses into any Level 3 BTEC or A-Level Music, Performing Arts, Musical Theatre or Media and Production course at college or 6th form. The vocational course also prepares students for the world of work as employers' value the qualification highly due to the variety of employment skills you will develop such as communication, teamwork, commitment, imagination and confidence as well as the ability to work independently and within a group.

Course contact: Mrs Brook, room 3

OPTION BLOCK 1: MUSIC TECHNOLOGY (LEVEL 1/LEVEL 2 VOCATIONAL AWARD)

“Music can change the world because it can change people.”
- Bono

Course Overview

This exciting new course is an opportunity for you to develop your music technology skills, learning how to compose your own pieces of music using a DAW (such as VIP studio) as well as getting hands-on experience using the QU-16 mixing desk to record live sound in the studio. You will work with other musicians to collaborate with on set projects as well as working independently to write and create songs. The course is an opportunity for you to be creative and experimental through music making activities and to develop an understanding of how the industry works.

Unit 1- Performance (Internally assessed - 30%)

You will develop knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional work. This could be a cover version or a remix of an existing song using a DAW. In preparation for your final piece you are required to research the original composer, style and mood of your chosen piece. Through tutorials and set tasks you will develop your music technology skills. You will document your journey through action plans, setting targets and by keeping a work diary. To conclude you will review your progress, respond to feedback, identify strengths and weakness as well as demonstrating professional working practices including the appropriate health and safety.

Unit 2- Creating (Internally assessed - 30%)

You will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create your own piece of music using a DAW. You will explore and develop compositional ideas for a given brief. You will be required to explore the elements of music, effects, sampling, panning, sequencing, live and recorded sound in your work. When creating your own composition, you will demonstrate consideration of style and purpose. To conclude the unit you will evaluate your composition, responding to feedback and reviewing your skills.

Unit 3- Music in Practice (Externally assessed - 40%)

For this final unit you will learn how the music industry works and the factors that influence the creation of performance work. You will gain insight into the social, cultural, political and historical contexts which have influenced the development of music. You will learn how to plan and create a music product in response to a given brief set by the examining body. You will explore marketing and promotion techniques and understand the impact that social media has on the music industry. You will pitch your promotional ideas to an audience before evaluating the success of the whole process, identifying strengths and areas to improve in the future.

How is it assessed?

40% external exam

60% internally assessed coursework (which is externally moderated)

Benefits

The Level 1/ Level 2 Vocational in Music (technology) naturally progresses into any Level 3 BTEC or A-Level Music, Performing Arts, Musical Theatre or Media and Production course at college or 6th form. The vocational course also prepares students for the world of work as employers' value the qualification highly due to the variety of employment skills you will develop such as communication, teamwork, commitment, imagination and confidence as well as the ability to work independently and within a group.

Course contact: Mrs Brook, room 3

OPTION BLOCK 1 AND 2: BUSINESS STUDIES (EDEXCEL)

*“Wealth flows from energy and ideas”
- William Feather*

Course Overview

The course is structured into two themes, focussing on how entrepreneurs start businesses (theme 1) through to growing and global businesses (theme 2).

Theme 1 - Content Overview

Enterprise and entrepreneurship
Spotting a business opportunity
Putting a business idea into practice
Making the business effective
Understanding external influences on business

Theme 2 - Content Overview

Growing the business
Making marketing decisions
Making product decisions
Making financial decisions
Making human resource decisions

How is it assessed?

Students will sit 2 examinations at the end of year 11. Each paper is worth 50% of the final grade and is 90 minutes long.

Benefits

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Course contact: Miss Bailey, room 24

OPTION BLOCK 1: COMPUTER SCIENCE (EDEXCEL)

"I do not fear computers. I fear the lack of them."
- Isaac Asimov

Course Overview

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and develop computer programming and problem-solving skills. You'll also be doing some fascinating in-depth research and practical work. For example, some of the current investigations look at Python script, encryption and assembly language programming. GCSE Computer Science also counts towards the EBacc.

The course will help you learn about critical thinking, analysis and problem solving. You'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

- The computer systems and programming unit will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.
- The practical investigation is all about engaging with computing in the real world. You'll look at a computing topic in more depth and carry out a practical investigation into a computing issue.
- The application of computational thinking exam will call on you to design, code and test a solution to three tasks using a suitable programming language.

How is it assessed?

The course is assessed by 2 external written exams:

Paper 1: Principles of computer science (50%)

Paper 2: On screen exam, 2 hours (50%)

Benefits

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Course contact: Miss Bailey, room 24

OPTION BLOCK 2: SPORT STUDIES (OCR CAMBRIDGE NATIONAL CERTIFICATE)

“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose – it teaches you about life.” - Billie Jean King

Course Overview

The Cambridge National Certificate in sports studies is a vocational qualification in which you will be assessed across 4 units. A range of assessment strategies are used throughout the qualification to provide variety and an opportunity to develop and demonstrate new skills. Assessment methods include examination and assignment work. This may be in the form of posters, leaflets, fact sheets, practical application, written reports, essay, and presentations.

Developing sports skills (assessed practically and through assignment)

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Contemporary issues in sport (assessed through examination)

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Sports leadership (assessed through assignment)

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Developing knowledge and skills in outdoor activities (assessed through assignment)

Students find out about a wide range of outdoor and adventure activities and the organisations that provide access to them. Through planning and participating in these type of activities they will learn about the risks involved and gain an understanding of health and safety, risk assessments and the importance of detailed planning for various scenarios and challenging environments. This will also help them develop their communication, decision-making and leadership skills.

Benefits

As well as being the ideal preparation for a Level 3 Sport or Sports Studies course, OCR Sports Studies (Cambridge National) allows for progression to other related qualifications such as A Level Physical Education. The OCR Sport Studies course can also lead to a wide variety of employment opportunities in areas such as recreational management, coaching, physiotherapy, teaching, officiating, the fitness industry, the armed forces and the Police or Fire Service.

Course contact: Miss McGrath, room 32

OPTION BLOCK 2: 3D DESIGN (AQA)

“Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it’s really how it works.” - Steve Jobs

Course Overview

3D Design is primarily concerned with designing a product to meet a need in a functional and aesthetic manner. On the course you will master design from conception to production. Learning through designing and making, you’ll experiment creatively with traditional design production processes as well as 3D digital technologies including CAD/CAM. You will experiment with media and processes, develop and refine your ideas before presenting your outcomes.

Our aim is to feed your imagination and open your eyes to the possibilities of 3D design and the difference you can make to the world.

3D Design has no final written exam and all assessed work will be completed in school. It is therefore vital that students have excellent school attendance.

How is it assessed?

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks.

Component 2 Externally set assignment: there’s a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks.

NO FORMAL WRITTEN EXAM REQUIRED.

Benefits

You can continue your design studies at A level, where you’ll also be able to choose areas of study to specialise in. If you don’t want to take your design studies any further, the transferable skills you gain will still be valuable. You’ll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly. 3D design can lead you into a range of careers including design engineering and creative product development, fashion design, graphic design, theatre design, animator, video game designer, illustrator, museum curator, photographer, architecture, product design, textiles design, ceramics, advertising, publishing, interior design, fashion and media journalism, retail design, jewellery design, teaching and other manufacturing industries.

Course Contact: Mr. Patel, room 10

OPTION BLOCK 2: HEALTH AND SOCIAL CARE (BTEC TECH LEVEL 1/2 PEARSON)

“They say that apples don’t fall far from the tree, but every apple has its own seeds which need to be understood and nurtured.” - O. S. Hickman

Course Overview

The course is divided into 3 components and is the equivalent to one GCSE. The grades awarded range from Level 1 Pass, Merit and Distinction to Level 2 Pass, Merit, Distinction and Distinction Star. The final grade awarded at the end will be based on an accumulation of the student’s performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

Component 1 Human Lifespan Development:

This component consists of one individually researched in-depth internally assessed piece of written work. This will be taught over 36 Guided Learning Hours (GLH). Within the piece students will be expected to have a wide and detailed knowledge of human physical, intellectual, emotional and social development across the life stages as well as being expected to understand how different people react to the same life event. This piece of work will be set and completed under timed conditions, specified by Pearson.

Component 2 Health and Social Care Services and Values:

Again, this component consists of one internally assessed in-depth piece of individually researched written work. This will be taught over 36 GLH. In the work students will be expected to have a wide and detailed knowledge of what health and social care services are available to people and who might need them. As well as exploring the reasons why people may not be able to access these services and strategies that have been put into place to overcome this. The assignment will also explore the different skills, attributes and values required to give care, including problem solving, empathy and compassion. This assignment will also be set and completed under timed conditions, specified by pearson.

Component 3 Health and Well Being:

This is an externally assessed piece of work. This will be taught over 48 GLH and is a combination of what has been learnt in Components 1 and 2. This concludes in one 2-hour examination in which learners are required to study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations and actions to improve health and wellbeing.

Benefits

A Level 2 award in Health and Social Care can open up many doors and opportunities, including the chance to study the subject further at level 3, here in the Sixth Form. You would also have the chance to take on an apprenticeship in the Health or Social Care sector or enter employment. There is a wide and varied career path to consider when you study Health and Social Care including: midwifery, teaching, nursing, paramedic, radiography, speech therapy, podiatry, and physiotherapy. The list goes on. The skills gained from studying Health and Social Care can be transferred and used in everyday, daily life. An example being: knowing how to communicate effectively can help you with interviews; when you apply for college; university or your first job. After all, being able to communicate with others allows for a more harmonious atmosphere in your career choice.

Course Contact: Miss Romeo, room 21

OPTION BLOCK 2: CAMBRIDGE NATIONALS CREATIVE I MEDIA

“There’s no learning without trying lots of ideas and failing lots of times.” - Jony Ive

Course Overview

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate work force as more and more media products are produced digitally. This qualification will provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The hands-on approach structure of the qualification has strong relevance to the way young people use the technology required in creative media.

How is it assessed?

R093 - Creative iMedia in the Media industry (Exam 40%)

In this unit, students will learn about the media industry, digital media products and how they are planned and used to engage audiences. The topics include: The media industry, product design, pre-production planning and distribution considerations. This will be assessed as a written exam.

R094 - Visual Identity and Digital Graphics (Coursework 30%)

In this unit, students will learn how to develop visual identities for clients and create original graphics using Adobe Photoshop to engage target audiences. The topics include: Develop visual identity, plan digital graphics for products and create digital graphics. This will be assessed by completing a set assignment

Plus 1 Extra Unit (Coursework 30%)

The final unit will be decided on by the class teacher and the students will be given the opportunity to create media using specialised software. This will be assessed by completing a set assignment.

Benefits

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. Learners can go onto studying A levels in Computing or any vocationally related course. Careers include Graphical and digital design roles.

Course Contact : Miss Bailey/Mr Woodhead, room 24

DEPARTMENT FOR EDUCATION ENGLISH BACCALUREATE (EBACC) GUIDANCE

Help your child make the best GCSE choices

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

English language and English literature

Maths

Science

Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science

History or Geography

A language -Ancient or modern

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it’s a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD’S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain’s most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16. The Centre for Longitudinal Studies, August 2017.

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to and employment opportunities. They can also broaden pupils’ horizons, helping them flourish in new environments.

If your child finds languages difficult, don’t forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What’s more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

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