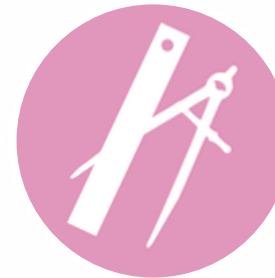
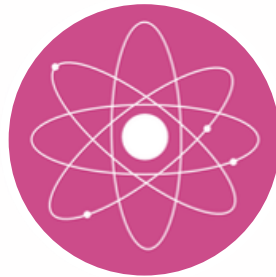


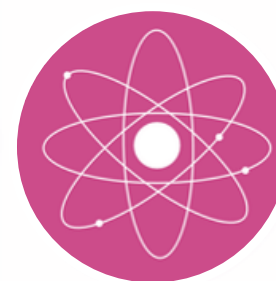
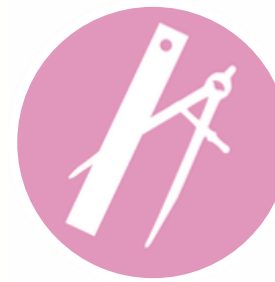


Millthorpe school



KEY STAGE 4 OPTIONS

Information for Year 9 students and parents



2022-24

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KEY STAGE 4 OPTIONS 2022-24

A message from the Head of School

Welcome to our Key Stage 4 Options information booklet. At Millthorpe we have the highest expectations of our young people and want them to gain high value qualifications for further education or employment. It is also important that students are given the opportunity to develop the personal and social skills necessary for success in the 21st century.

I believe our Key Stage 4 curriculum supports both of these aspirations.

Our option choices are structured to keep open as many future careers choices as possible. It is important that Year 9 students take time to talk to staff, older students and of course, their parents/carers so that they make an informed decision.

Parents and students will need to consider the English Baccalaureate (see page 5). This is a group of subjects of high academic value which is strongly promoted by current government policy; English and Mathematics, two Sciences, a Modern Language and either History or Geography. We also offer a

wide range of other courses as our Options process is designed to ensure that all students have the opportunity to achieve their potential, in their area of expertise or interest.

I would particularly like to advise all students that these choices are personal. They should not be concerned about older brothers and sisters, or their friends' choices. If there is any doubt, choose subjects that they enjoy – they are far more likely to be successful if they enjoy a subject than if they or others think it is 'important'.

The key dates on the next page will keep you informed of the Key Stage 4 Options process. If after reading this booklet you have any questions regarding the Options process please feel free to email Mr T Gillbanks, Deputy Headteacher,
t.gillbanks@millthorpe.southbank.academy

Yours faithfully



Ms Greenhalgh
Head of School

Key Dates

Wednesday 12 January 2022

Options process begins

w/c Monday 17 January 2022

Options form e mailed home (Google Form)

Friday 11 February 2022

Deadline for completed options form

Personal Interview

Where necessary students will have an interview with a senior member of staff to discuss option choices.

Summer Term

Parents/carers will be sent a letter home during the Summer Term confirming their child's option choices.

Qualifications

GCSE:

General Certificate of Secondary Education

GCSEs are the main qualification taken by 14 - 16 year olds. GCSEs are graded 9 to 1 and U (Unclassified). All subjects have one Tier of entry except Mathematics, Sciences and Languages which have two Tiers of entry; Foundation Tier grades 5 - 1 and Higher Tier grades 9 - 3. Foundation students will not be able to access the highest grades.

Assessment will be mainly by exam.

Courses are designed for two years of study – they are no longer divided into different modules. Students will take all their exams in one period at the end of their course.

Vocational Qualifications

High quality vocational courses have been developed by exam boards over the last few years. These courses are graded as a Pass (P), Merit (M) or Distinction (D) and are equivalent to GCSEs (see table opposite). Vocational courses offer the opportunity for students to complete coursework which counts towards the final exam grade. Vocational courses offer a more practical 'hands-on' approach to learning. Currently Child Development and Engineering are vocational courses graded by Pass, Merit or Distinction.

Old grades New grades

| | | | |
|-----------|--|------------|----------|
| A* | | D*2 | 9 |
| | | | 8 |
| A | | D2 | 7 |
| | | | 6 |
| B | | M2 | 5 |
| | | | 4 |
| C | | P2 | 3 |
| | | | 2 |
| D | | P1 | 1 |
| E | | | U |
| F | | | |
| G | | | |
| U | | | |

English Baccalaureate

The Government believes that schools should offer students a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration. The EBacc is not a new qualification, it recognises students' achievements across a core of selected academic subjects in getting good passes in GCSEs. The EBacc covers achievement in English, Maths, Science, a language and a humanities (History or Geography). There is no doubt that the EBacc is a solid academic foundation for further study. However, it may not be the only route to Higher Education, especially for those who are talented in Creative or Performing Arts. Our advice is if you decide not to do the EBacc, make sure you have a good reason for not doing so.

Science

All students study Biology, Chemistry and Physics.

Students will study either Triple Science (separate GCSEs in Biology, Chemistry and Physics) or Combined Science.

Triple Science

Students who wish to be considered for Triple Science need to choose it as an Option as more time is given on timetable for Triple Science students.

Students who opt for Triple Science sit two exams in each science: Biology, Chemistry and Physics, resulting in three separate GCSE grades.

Combined Science

Students who take Combined Science also sit two exams in each Science but Combined Science students do not receive separate grades for Biology, Chemistry and Physics. Instead, their marks for each exam are added together and an overall grade for Science is awarded. This grade is a split grade because Combined Science is worth two GCSEs.

FAQs

Can my son/daughter choose Triple Science?

Yes, we want students who are motivated and who have a passion for our subject.

It is worth noting that our local Colleges and School 6th Forms accept candidates for A-Level Science who have achieved grades of 6-6 and above in Combined Science as well as grade 6 in the relevant Triple Science (s).

Do I need to study all three Sciences?

Yes.

Students who opt for Triple Science will complete three separate GCSEs in Biology, Chemistry and Physics.

Students who opt for Combined Science will cover Biology, Chemistry and Physics content and sit two exams for each subject. These marks are added together and a grade awarded that equates to two GCSEs.

Subjects

You can find information on each of the option subjects on the pages listed below:

- 8 Art
- 9 Business Studies
- 10 Child Development
- 11 Computer Science
- 12 Drama
- 13 Ethics
- 14 Engineering
- 15 Fashion and Textiles
- 16 Food Preparation and Nutrition
- 17 French
- 18 Geography
- 19 German
- 20 Graphics
- 21 History
- 22 Music
- 23 Physical Education
- 24 Product Design

Art

Content

The course is broadly based and requires candidates to develop an understanding of Fine Art through the practical activities of making and investigating. The evaluation of their own work and that of other artists, crafts persons and designers from different periods and cultures is a statutory component of the course. This, in turn, leads to a more lively appreciation of the natural and man made environment and enables students to make informed responses to their experiences.

Account is taken of candidates' personal aptitudes and interests in order that they may develop their potential to the full.

By the end of the course, candidates will have experienced working in at least two of the following areas which may overlap and combine.

- Drawing and/or painting
- Sculpture, land art or installation
- Printmaking
- Photography*, film or video
- Mixed media

Please note that a limited amount of written annotation work is part of this course.

*Please note that photography is not 'taught'. Photographs are taken to record and develop ideas.

Coursework

Candidates are expected to develop a personal portfolio of work undertaken during the course of study which must include more than one project. Students' coursework portfolios account for 60% of the total marks awarded.

Externally Set Task

This examination accounts for 40% of the final marks and consists of a series of general themes or starting points from which the candidates have to select one and make a personal response. The paper is set by the Examination Board and is issued from 1 January in Year 11. After the preparation period candidates have to complete their personal project in ten hours of supervised time. Choice of media is at the discretion and preference of individual students.

Progression

The AQA Fine Art GCSE is highly regarded by Further Education institutions and employers.

Students wishing to pursue the subject further may progress to A Level or embark upon a range of higher education Art and Design related courses.

Business Studies

Content

Would you like ... to be your own boss running your own business? To understand just what goes on in the world of work? To know what business look for when they recruit staff? To see how a business gets its money to operate? To know why so many adverts are aimed at teenagers? To understand why the same big businesses operate around the world?

Business is the course to take if you want the answers to these and many other questions. When you leave school you may be working for a business or other organisation. After studying business you will have an insight into just how businesses operates, including how to set up a business of your own. So why should you not be the next Richard Branson?

- This is a practical course using real business as examples
- Learn skills to help you in decision making
- Be one step ahead in understanding how businesses operate.

What you will study

Marketing, including advertising, development of products, setting the best price.

- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.

Why Business ?

- You will be able to understand the business world which you will enter after finishing education.
- You will be able to make informed decisions and put forward arguments to persuade others.
- You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.
- Business can lead on to many vocational qualifications.

Child Development

Content

The Child Development course was designed to provide insight into all aspects of how infants and children up to the age of 5 years grow and develop. This includes pre-conceptual care, pregnancy and post-natal care. It also looks at the supportive and medical role of the professional throughout pregnancy and during the first five years of the child's life.

Students are required to carry out their own primary research study and an observational study of an infant or a child under the age of 5. All students will be required to work independently to produce high quality written reports based on their research. The physical, intellectual and social development norms are studied in details alongside looking at how different types of play can affect and encourage each area of development.

Assessment

This is broken into 3 units and students will be awarded either a level 1 or level 2 pass, merit or distinction.

Unit 1 - Written external exam paper

This covers health and well-being for child development and is worth 50% of the final grade. Topics for this unit are covered throughout Year 10 with the final exam being taken at the end of year 10.

Unit 2 - Research task

This is worth 25% of the final grade and is based on an investigation into the different equipment and nutritional requirements of children from birth to five years. The task must be carried out under classroom supervision for approximately 7 hours of supervised time. Some personal research time will be given as homework in preparation for this task. It is expected that this unit will be completed at the end of Year 11.

Unit 3 - Child observational study

This unit is also worth 25% of the final grade. It involves observations of a child through an investigative/ problem solving approach. The child study will focus on the development of an infant or child and include visits to a local nursery to enable students to carry out their observations and appropriate research. The final outcome will be a written report which includes observations carried out, analysis of all research, an activity linked to the development of the chosen child and the child's development compared to development milestone norms.

A mature and sensible approach is essential as some topics covered are of a sensitive nature.

Computer Science

Content

Computing is of enormous importance to the economy. Computer Science is a discipline itself but is also an 'underpinning' skill set across all subject areas.

Computer technology continues to advance rapidly and the way technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

We take part in Cyber Security competitions and do partake in trips to various organisations involved in this area. This involves a high level of problem solving and a willingness to get things wrong; but be resilient to learn from the mistakes. There is teamwork and other key soft skills involved in this.

OCR's GCSE in Computer Science will encourage learners to: Understand and apply fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.

Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programmes. Think creatively, innovatively, analytically, logically and critically. Furthermore, we learn to understand the components that make up digital systems and how they communicate with each other. This is within the base unit but also as part of network topologies etc.

Assessment Computer systems 50%

Covers: Systems Architecture; Memory, Storage; Wired and wireless networks; Network topologies; protocols and layers; Systems security and System software.

Assessment: Written exam

1 hour 30 minutes. 80 Marks.

Computational thinking, algorithms and programming 50%

Covers: Algorithms; Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages and Data representation.

Assessment: Written exam

1 hour 30 minutes. 80 Marks.

Programming Project

Covers: Programming techniques; Analysis; Design; Development; Testing, Evaluation and conclusions. Totalling 20 hours.

Progression

Computer Science opens the door to very diverse career paths: roles within the games design industry, robotics, network management or perhaps cyber security, digital forensics or even app development.

Businesses and organisations today require an ever-increasing number of technologically aware individuals.

Drama

Content

This is a practical and creative course for those who have a love of Drama and who wish to develop their skills in the subject. It is a challenging but immensely enjoyable course that will enable students to learn new and exciting things about themselves and their abilities. Over the course, students will produce performance work that includes both acting from scripts and devising their own work from a range of stimulus materials. There will also be an introduction to technical skills such as lighting, sound, design and stage management.

Good teamwork is essential and the willingness to work with others, be motivated and share ideas is more important than acting experience. Students will be expected to maintain good attendance, attend compulsory evening theatre visits and exams and, when necessary, to rehearse in their own time; commitment and a focussed hard-working approach are essential if success is to be achieved on this course.

Drama helps build confidence, self-esteem and social skills, and is useful for students wishing to take up jobs working directly with the public. It is an excellent preparation for those who wish to pursue any other further qualifications in Drama or Performing Arts beyond GCSE and for those who wish to audition for Drama colleges in the future.

Practical Work

Practical work is worth 60% of the total marks. And is divided into two components: Devising Drama and Texts in Practice.

Devising Drama is worth 40% of the total marks and tests students on their ability to create, perform, analyse and evaluate their own devised work. This is assessed through both the submission of an individual written devising log documenting the devising process and a final group performance. This component is marked within school and moderated through AQA.

Texts in Practice is worth 20% of the total marks and requires students to perform two key extracts from a scripted play. This component is marked by a visiting assessor from AQA.

Written Paper

There is a final written exam of 1 hour 45 minutes covering three areas: testing knowledge and understanding of theatre roles and terminology, study of a set scripted play and analysis and evaluation of a live theatre production seen. This accounts for the remaining 40% of the total marks.

Ethics

Introduction

Religion and Ethics is an exciting new course covering two of the major world religions and four contemporary ethical themes ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study in many different fields.

Content

The course is divided into two components – Study of Religions and Thematic Studies.

Study of Religions involves students looking at two religions; **Christianity and Buddhism**. For **Christianity** this includes a study of key beliefs, the life of Jesus, worship and festivals and the role of the church. For **Buddhism** this includes a study of the Dhamma, the Buddha and the Four Noble Truths, worship and festivals (including meditation) and Buddhist ethics. Thematic Studies involves students exploring four themes from the viewpoint of Christians and Buddhists. These four themes are:

Religion and Family – covers sex, marriage and divorce and families and gender equality

Religion and Life – covers the origins of the universe and the value of human life (including abortion and euthanasia)

Crime and Punishment – covers crime and the causes of crime and issues surrounding punishment (including the death penalty)

Human Rights and Social Justice – covers human rights (including racial prejudice) and issues surrounding wealth and poverty. The course is assessed by two final exams at the end of the course (one for each component) which both last 1h 45m.

Extra-curricular

The RE department run a trip every two years to Poland where we visit the Nazi concentration camp at Auschwitz and consider the effect the Holocaust had on the Jewish population in Krakow. Students on the Religion and Ethics course will be given first refusal on a place on this trip.

Progression

A qualification in Religion and Ethics can be a benefit in many professions. **Doctors**, for example, need a firm understanding of medical ethics. **Lawyers & Judges** must study Religion & Law as part of their training and finally, **Social Workers** and **Police Officers** must have a good understanding of religious and cultural issues in order to understand and empathise with the people they are entrusted to help.

Engineering

Content

Students undertake five projects in Year 10. These projects help build up skills and introduce students to new processes including: lathe work, welding, casting and computer aided manufacture. Students work in metal although they will also learn about the properties, processes and uses of other materials like plastics and smart materials. Students will develop drawing skills through technical drawing and computer aided design.

None of the mini-projects undertaken in Year 10 count towards their GCSE. It therefore gives students the opportunity to experiment, learn and make mistakes without it impacting on their final grade.

The projects include engineering:

- a pocket screwdriver,
- an iPod speaker,
- a robot arm,
- a bike light
- A pewter cast key-ring

This is a level 2 GCSE equivalent qualification with the grading Distinction*, Distinction, Merit and Pass. The qualification consists of 3 units.

Unit 1 – 25% of final grade

This is a design task normally completed towards the end of Year 10. In this unit, pupils have to design and develop a product from a brief.

Unit 2 – 50% of final grade

This is an extended making task that takes the majority of Year 11 to complete. It is designed to test pupils' making skills.

Unit 3 – 25% of final grade

This is a one hour written exam at the end of Year 11. Pupils are tested on their knowledge of materials, processes and drawing techniques. Pupils are fully prepared for this examination through revision lessons and homework activities.

Progression

If students wish to pursue a career in engineering they have various options after Millthorpe. They may consider 'A' Level engineering, vocational courses or a Modern Apprenticeship where you train in the workplace.

Engineering skills are in demand and are highly valued and recognised by employers and colleges. Engineering is central to an exciting range of businesses and industries, including space, construction, transport and much more.

If students have any questions about the Engineering course please email Mr Bull at s.bull@millthorpe.southbank.academy

Fashion and Textiles

Content

Textiles is intended for those students who are interested in fashion illustration, fashion design or art textiles; making of objects using fabrics and threads. The course will involve working to design briefs, identifying and exploring problems, planning courses of action, using appropriate equipment and materials and designing.

Areas of study will include:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Students can then choose 1 or more areas to develop as they produce the range of work needed to fulfil this subject's GCSE requirements.

Assessment:

Students are required to produce a portfolio of evidence throughout the two year course. They also required to complete a controlled examination, which is similar to a unit of work but produced in a limited time and

concluded in 10 hours under exam conditions.

Assessment is:

60% – Coursework

40% – Controlled Test

Further Education/Future Careers:

Students completing the textile course will gain the necessary skills to continue their artistic development at further then higher education level. The course offers a broad skills base including design, surface decorating and embellishment, construction of textiles items. York College and local sixth forms offer a range of excellent textile courses. Careers in the creative industries are varied and students will discover opportunities as they continue their route through further education courses. GCSE itself develops creativity and practical skills which are relevant and transferable to many areas of work or apprenticeships.

Food Preparation and Nutrition

Content

This is a new course that will replace Food Technology.

It will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating.

Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways. They will develop vital life skills enabling them to feed themselves and others both affordably and nutritiously.

Subject content

Food Preparation skills - these are intended to be integrated into the 5 sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

It is essential that you are prepared to provide your ingredients. If there have been issues with you bringing your ingredients in Key Stage 3 then you need to consider carefully whether this option is suitable for you.

There is no problem studying Food if you are a vegetarian or have allergies as we always offer alternatives.

Assessment

Paper 1: Food Preparation and nutrition

What is assessed

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

How it is assessed

Written exam: 1 hour 45 minutes

100 marks, 50% of GCSE

Multiple choice questions (20 marks)

5 questions each with a number of sub questions (80 marks)

Non-exam Assessment

What is assessed

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of the Non-exam Assessment task.

Task 2: Food preparation assessment

Students knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

How it is assessed

Task 1: Written or electronic report (1500-2100 words including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence of the final three dishes.

French

Content

This is a two year linear full GCSE. It follows the AQA specification and all exams will take place at the end of the course.

Students study all of the following themes:

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

Assessment

Paper 1 Listening - 25% of total grade

Understanding and responding to different types of spoken language.

Written exam:

Foundation Tier (35 minutes - 40 marks)

Higher Tier (45 minutes - 50 marks).

Paper 2 Speaking - 25% of total grade

Communicating effectively in speech for a variety of purposes.

Non-exam assessment:

Foundation Tier (7-9 minutes - 60 marks)

Higher Tier (10-12 minutes - 60 marks).

Paper 3 Reading - 25% of total grade

Understanding and responding to different types of written language.

Written exam:

Foundation Tier (45 minutes - 60 marks)

Higher Tier (1 hour - 60 marks).

Paper 4 Writing - 25% of total grade

Communicating effectively in writing for a variety of purposes.

Written exam:

Foundation Tier (1 hour - 50 marks)

Higher Tier (1 hour 15 minutes - 60 marks).

Geography

Content

Geography is a 'discovery subject'. It provides a way of thinking about the world: looking at it, investigating it, perhaps even understanding it in new ways.

Unit 1: Living with the Physical Environment– 35% of qualification

This unit is concerned with the dynamic nature of physical processes and systems, and human interactions with them. The aims of this unit are to develop an understanding of the tectonic, geomorphical, biological and meteorological processes and the need for management strategies to deal with the consequences of human interference with these processes.

Topics Include:

- The Challenge of Natural Hazards
- The Living World
- UK Physical Landscapes

Unit 2: Challenges in the Human Environment– 35% of qualification

This unit is concerned with human processes, systems and outcomes. They are studied in a variety of places in various states of development. The aims of this unit are to develop an understanding of the need for sustainable management of man-made environments and the areas of current and future challenge and opportunity for these environments.

Topics Include:

- Urban Issues and Challenges
- Changing Economic World
- Challenge of Resource Management

Unit 3: Geographical Applications - 30% of qualification

In this topic students will be required to draw together knowledge, understanding and skills from the full course of study. The Issues Evaluation section contributes a critical thinking and problem solving element to the assessment structure whilst the Fieldwork section requires students to undertake two geographical fieldwork investigations. This means that there will be opportunities for two fieldtrips: Malham Tarn at the end of Year 9 and a local river at the end of Year 10.

An optional residential field trip to Iceland will be offered providing practical experience of the Glaciation, Rivers, Tectonics and Urban elements of the course.

Why study Geography?

In our ever changing world, Geography allows you to keep up to date with interesting global events and topical issues; to see how they will impact on our everyday lives. Students will travel the world from the classroom, exploring case studies in the UK, newly emerging economies and lower income countries. Topics cover a range of social, ethical, political and environmental issues including climate change, poverty, deprivation, global shifts in economic power and the challenges we face in the future. The range of skills that geography helps to develop is so diverse that geography graduates today have the **highest rates of employment of all university leavers**. In an increasingly competitive world geography opens the door to a wide range of career paths.

German

Content

This is a two year linear full GCSE. It follows the AQA specification and all exams will take place at the end of the course.

Students study all of the following themes:

- Identity and culture.
- Local, National, International and Global areas of interest.
- Current and future study.
- Employment.

Assessment

Paper 1 Listening - 25% of total grade

Understanding and responding to different types of spoken language.

Written exam:

Foundation Tier (35 minutes - 40 marks)

Higher Tier (45 minutes - 50 marks).

Paper 2 Speaking - 25% of total grade

Communicating effectively in speech for a variety of purposes.

Non-exam assessment:

Foundation Tier (7-9 minutes - 60 marks)

Higher Tier (10-12 minutes - 60 marks).

Paper 3 Reading - 25% of total grade

Understanding and responding to different types of written language.

Written exam:

Foundation Tier (45 minutes - 60 marks)

Higher Tier (1 hour - 60 marks).

Paper 4 Writing - 25% of total grade

Communicating effectively in writing for a variety of purposes.

Written exam:

Foundation Tier (1 hour - 50 marks)

Higher Tier (1 hour 15 minutes - 60 marks).

Graphics

Content

Graphics is intended for those students who are interested in advertising, illustration and in the promotion of ideas, information and new images.

The course will involve working to design briefs, identifying and exploring problems, planning courses of action, using appropriate equipment and materials, designing and working in a variety of media including computer graphics.

Areas of study will include:

Students will be introduced to the following areas:

- Advertising
- Illustration
- Computer aided design
- Packaging
- Typography

From this experience students can select one or more areas to develop as they produce the range of work needed to fulfil this subject's GCSE requirements.

Assessment

Students are required to produce a portfolio of evidence throughout the two year course. They also required to complete a controlled examination, which is similar to a unit of work but produced in a limited time and concluded in 10 hours under exam conditions.

Assessment :

60% – Coursework

40% – Controlled Test

Further Education/Future Careers:

Students completing the Graphics course will gain the necessary skills to continue their artistic development at further then higher education level. The course offers a broad skills base including design, creative ICT applications Photoshop and use of mixed media which equips students to go on to Graphics courses as well as other design courses .

Careers in the creative industries are varied and students will discover opportunities as they continue their route through further education courses.

GCSE itself develops creativity and practical skills which are relevant and transferable to many areas of work or apprenticeships.

History

Content

We believe in the importance of not just learning history but learning *from* history. Understanding past events, people and their significance gives students a better insight into the world around them. This course features a broad range of topics from 1066 right through to today's world. This is a two year course that is examined with 2 AQA papers at the end of Year 11.

Year 10

Paper 1: The Modern World

In Section A, we study Germany 1890-1945: **Democracy and the dictatorship**. The focus is on key developments in this country's history over a 50 year period including the growth of democracy, the Depression and the experiences of Germans under the Nazis.

In Section B students will study conflict and tension in Asia 1950-1975, including how and why conflict and tension arose, what the consequences were and the role of the nations and states involved. This topic looks at conflict in Korea and the Vietnam War.

These 2 topics will be assessed in a 2 hour exam at the end of Year 11 and is worth 50% of the marks.

Year 11

Paper 2, Section A: Britain - Health and the People

Enables students to look at key developments over a long sweep of time from the year 1000 to the present day. This option focuses on the following questions:

- Why has there been progress in the

health of the British people?

- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How and why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

Paper 2, Section B: Elizabethan England, c1568-1603. This enables students to look at British society at a critical time in the country's development and how the historic environment was shaped by that society. Students will study Elizabeth's court and parliament, life in Elizabethan times and the troubles she faced at home and abroad.

Traditionally we have visited the **Battlefields** as part of our study of Germany and the **Thackray Medical Museum** as part of the Health and the People unit.

What can you do with a History GCSE?

You can go on to study A levels in Modern World, Ancient or Early Modern history, Archaeology, Law as well as others. Some careers that are favoured by people with a History background are: Law, Journalism, politician, company director, archaeologist, curation (museums, galleries, archives and libraries), business, economics and social research.

Music

Content

The course is designed not only to develop the musical interests of students but also to broaden their understanding of other musical cultures and styles. The three main skills which have been developed at Key Stage 3 (Performing, Composing and Listening) are continued through topic work at Key Stage 4.

The Areas of study are:

- Western Classical Tradition
1650 - 1910
- Popular Music
- Traditional Music
- Western Classical Tradition
since 1910

The emphasis is very much on the practical side: students are encouraged to bring their chosen instrument into the classroom in order to develop their skills. It is not essential to play an instrument but it is advisable to learn one during the course.

Students will develop the ability to evaluate and analyse musical elements from specified study pieces.

Students are encouraged to use computer skills to develop their composition work and will use 'Sibelius' notation software. In order to develop performance skills (performance counts for 30% of the course), students should be willing to take part in one of the school ensembles or start their own band: ideally students should already be having lessons on their chosen instrument.

Assessment

Performance: Students will prepare and perform one solo piece which will count towards 30% of their GCSE.

Composing: Students will compose two pieces of music which count for 30% of their GCSE.

Understanding Music: Students sit a 1 hour 30 minute written examination counting towards 40% of their GCSE.

Physical Education

Content

GCSE Physical Education is a theory based qualification which has an element of practical performance included within the syllabus. The majority of the learning will be in the classroom with students gaining knowledge about various aspects of sport, health and exercise. Although there will be practical lessons, it is important to stress that this qualification is not just an extension of PE, and by its very nature it is quite an academic subject. An interest in all aspects of sport will certainly be beneficial for somebody considering this option.

The course will cover:

- **Fitness and Body Systems (Theory)**
Applied anatomy and physiology, movement analysis and physical training.
- **Health and Performance (Theory)**
Health, fitness and well being, sport psychology and socio-cultural influences.
- **Practical Performance (Practical)**
Assessed on 3 physical activities from a set list. One must be a team sport, one must be an individual sport. Final sport could be either.
- **Personal Exercise Programme (Practical)**
Set out the aims of the PEP, plan the PEP, carry out the PEP and monitor and evaluate the PEP.

Assessment

Theoretical Component: 60% of grade

Students will be assessed via 2 written papers. Paper 1 is worth 36% (1 hour 45 minute exam). Paper 2 is worth 24% (1 hour and 15 minute exam).

Questions are a combination of multiple choice, short answer questions and longer essay style questions.

Practical Performance: 40% of grade

The three sports chosen will be internally assessed and then externally moderated. Each sport will be assessed on the candidate's ability to perform specific skills (1-10) and the candidate's ability to be influential in their sport in a competitive situation (1-25). 35 marks will be available for each sport. Practical performance is worth 30% of the final grade.

The Personal Exercise Programme is an individual six week training programme carried out by the candidate. The PEP is internally marked and externally moderated. The PEP is worth 10% of the final grade.

The course has elements of the Science curriculum and will require a good standard of written English. Students often engage in the wider Millthorpe sports calendars, helping out with the extra-curricular programme.

Employment opportunities in the sports industry are broad and varied and this qualification would be a great start for anyone wishing to have a career in sport.

Product Design

Content

In Product Design pupils will make a range of 3D products using a range of materials and manufacturing processes. During the course pupils will work with plastic, wood and metal using a range of techniques from hand tools to the latest industry techniques such as laser cutters and 3D printers.

Students will design, prototype and make primarily functional and aesthetic consumer products and objects.

Drawing skills are also very important. Students will learn to freehand sketch and then develop their ideas in computer aided design applications such as Google sketch-up. These skills enable students to design effectively, communicate their ideas and acquire the skills required in the workplace. Over the two year course pupils will complete a coursework folder and a final controlled assessment.

Portfolio

Students will be required to produce a Portfolio of work that has been completed over KS4. This will comprise of a number of exciting short practical projects such as redesigning and making speaker system. This will be carried out using various manufacturing methods. As part of the portfolio students will include research on relevant design movements and

contemporary designers in order to complete design tasks set out in specific briefs provided. The portfolio counts for 60% of the final grade.

Controlled Assessment

Students will be required to carry out a controlled assessment/examination at the end of KS4. This will be similar to a unit of work previously produced in a limited period of time. Students are given 10 hours under examination conditions to complete this using the skills and techniques gathered whilst completing the portfolio. The controlled assessment counts for the final 40% of the course.

Progression

If students wish to pursue a career in Product design, manufacturing, construction or related industries such as exhibition design they have various options after Millthorpe including A level product design, BTEC National courses and modern apprenticeships. Creative and practical skills are in high demand and can lead to interesting careers.

KS4 Core Curriculum

Key Stage 4 Core Curriculum

All students must study the following subjects at Key Stage 4:

- English Language
- English Literature
- Maths
- Science
- Personal Development
- Physical Education (Non GCSE)

All students will need to complete an Options Form in order to choose the combination of GCSE subjects they wish to study in Key Stage 4. An example of the options form is on the next page. This will be e mailed to parents as a Google Form to be completed by Friday 11 February 2022.

This booklet will be available on the school website with the a PowerPoint Presentation.

Availability of chosen subjects

We try very hard to accommodate every student's choice of subjects. Some courses may not run or have a limited number of places. Students will be informed if this is the case and other options will have to be considered.

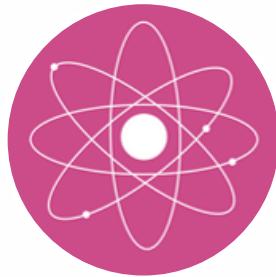
Option Choices

students choose one option from each column

| Option 1 | Option 2 | Option 3 | Option 4 |
|------------------|------------------------|-------------------|--------------------|
| Computer Science | Business Studies | Art (Fine Art) | Art (Fine Art) |
| French | Ethics | Child Development | Business Studies |
| Geography | Fashion and Textiles** | Drama | Child Development |
| German | Food | Engineering | Computer Science |
| History | French | Ethics | Engineering |
| | Geography | Food | Geography |
| | German | French | Graphics** |
| | History | German | History |
| | Music | Product Design** | Physical Education |
| | Triple Science | Triple Science | Product Design |

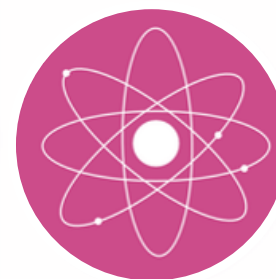


Millthorpe school



KEY STAGE 4 OPTIONS

Information for Year 9 students and parents



2022-24