

# MAGDALEN COLLEGE SCHOOL BRACKLEY



Founded 1548

## GCSE OPTION BOOKLET For September 2020



Enquiries Line: 01280 846300  
[www.magdalen.northants.sch.uk](http://www.magdalen.northants.sch.uk)



# Your guide to choosing GCSE options

Dear student,

Welcome to the GCSE options booklet, your guide at an important time of your educational life. Choosing GCSE options can seem like a daunting task, and this booklet is part of our package to ensure that you, and your parents / carers, are fully informed and prepared.

This guide contains important information about Magdalen dates and deadlines. Course descriptions of all courses are enclosed and should be read thoroughly. Further guidance is provided about things to consider when choosing courses. Finally, at the back of the booklet are details about the START: U-explore web-site, and about using this booklet. Your options form is to be found in the middle pages which is to be returned to reception by March 12<sup>th</sup>.

It is extremely likely that you do not yet have a clear career path in mind. Do not worry, some of the most interesting adults I meet still do not know. There is increasing evidence to show that careers in the future will be extremely varied, with some people taking on more than ten different roles or jobs during their working life. GCSEs therefore should *not* be viewed as preparation for a specific job but as a 'broad and balanced education' to enable you to take advantage of *any* career opportunities that are offered.

We want you to choose an ambitious and challenging curriculum. It might be suggested that you choose one subject from each options faculty, it might be that you choose from no less than three options faculties. You should choose either History or Geography as these help you make sense of the world, and ... why wouldn't you choose a language, when it gives you access to a different way of learning, teaches you specific but transferable skills, and gives a different perspective on the world? Finally, the benefits of the Arts and creative subjects are wide ranging in developing different skills, knowledge and intelligence and one of these is also recommended.

There are no easy answers and it will take thinking and reflection. To guide you through the options process and to support your thinking, you and your parents / carers are invited to an options interview with a member of staff (Thursday 30<sup>th</sup> January). You are also invited with your parents / carers to the GCSE options information evening (Thursday 13<sup>th</sup> February), and you will have a day in school (Friday 28<sup>th</sup> February) focused entirely on your options choices. Furthermore, you are invited to use an on-line resource 'START: U-explore', which is our externally provided, independent, careers guidance package.

We want all our students to aim high, to be successful and to have 'big lives', and we'll work with you so this can be achieved.

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## Key Dates:

**Options assembly      Tuesday 21<sup>st</sup> January 2020**

Initial briefing to students in assembly about the options process & key dates

**Options interviews:      Thursday 30<sup>th</sup> January 2020 4pm onwards**

All students and their parents / carers will be invited to a short interview with a member of staff for a preliminary discussion about their options and their GCSE study and career choices.

**Options Evening:      Thursday 13<sup>th</sup> February 2020 6 – 8:00pm**

Students and parents / carers are invited to meet informally with subject teachers to discuss GCSE subjects.

Presentations will be held in Waynflete hall to provide an overview of the options process and guidance towards choosing GCSE options.

**Extended Learning Day: Friday 28<sup>th</sup> February 2020**

Students work through the options process, investigate how the 'U-explore' careers advice package can support choices, and receive guidance from staff on the various option subjects.

**Option Form Deadline: Thursday 12<sup>th</sup> March 2020**

The options form is to be found in the middle pages of this booklet.

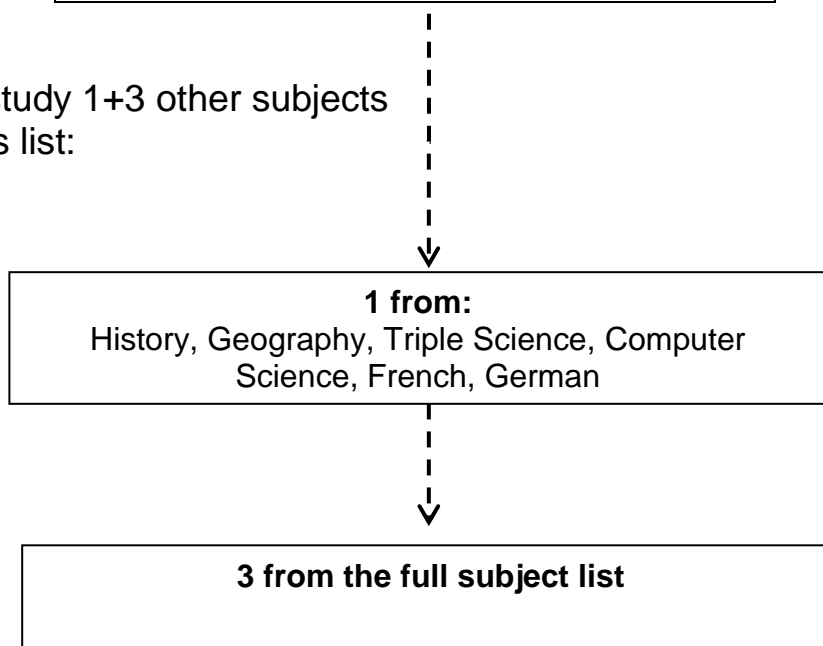
Please hand the options form to tutors or to Waynflete reception as soon as possible after the Extended Learning Day, and by the deadline above.

# KS4 CURRICULUM 2020

All students will follow the core curriculum:

|   |
|---|
| <b>Mathematics</b>  |
| <b>English</b><br>(All students study both English Language and English Literature) |
| <b>Combined Science</b><br>Double GCSE Award  |
| <b>Religious Education (RE)</b><br>Delivered during timetabled lessons              |
| <b>PSCHE</b><br>Delivered during assemblies and Extended Learning days              |
| <b>Games</b>  |

Students then study 1+3 other subjects from the options list:



# COMPLETING THE OPTIONS FORM

## IMPORTANT INFORMATION, PLEASE READ CAREFULLY

### SUBJECT CHOICES

As shown above, students study four subject options in addition to the core curriculum. Therefore, at the end of Year 11, most students finish their KS4 curriculum with 10 GCSEs.

Students should consider their options carefully. The government has made it clear that in the future, one of the measures schools will be assessed on is the number of students who achieve the English Baccalaureate qualification (EBacc) which is a pass in all of the following subjects:

- English Language or English Literature
- Mathematics
- Double Science or two of Biology, Chemistry or Physics, Computer Science
- History or Geography
- MFL: French or German

The argument is that these are 'facilitating' subjects. Studying these subjects provides a breadth of both knowledge and skill, which prepares students for an uncertain future. Research shows that people who have studied these subjects frequently have more choice in university courses and frequently do well in employment over time, which means many enjoy increased opportunities and increased earnings.

Magdalen has taken the decision however, that students should not to be obligated to study *all* these subjects to fulfil the EBacc, believing that students should have a free but guided choice, but must instead study at least *one* of these subjects.

GCSEs are not to be viewed as preparation for a specific job. It is essential that students have a range of subjects and a breadth of study, to maximise the options available to them in the future, in both education and careers. A broad range of skills and knowledge provides in our opinion, the best foundation for whatever arises in the future. Therefore, it might be suggested that students consider selecting two of the EBacc subjects, or an option from each of the different faculties, for example. They should consider studying a language, as it provides a type of learning and knowledge not available elsewhere, which may be of benefit in the future.

However, whilst looking forward it is also important that students choose subjects that they will enjoy and in which they are more likely to be successful.

### ALLOCATING CHOICES

**Students are asked to select 5 choices initially from the full list of options, 1 from the first block, then 4 ranked 2 - 5 in the second block.**

Only after we have these do we build blocks for timetabling and staffing. Students study one option in each block.

Students have to be willing to study any 4 of the 5 subjects they choose. The blocks are built by selecting all students' first options, then by selecting their second and so on. It is important, therefore, that students rank order their options accurately and understand that they will be allocated any 4 of their 5 choices which includes their compulsory option.

Only if we can't allocate 4 of their 5 choices we will speak individually with students and their parents / carers.

We will endeavour to meet as many of our students' choices as possible. However, there are sometimes situations where we are unable to do this. Two options might be in the same block for example. It may be the case that a course is under-subscribed and is therefore not viable to run, or that a course is over-subscribed and we are obliged to limit numbers. It is also possible that there will be unforeseen issues with staffing which, if we are unable to resolve, may affect provision. In these circumstances, students will be asked to re-select their choices.

Please be assured that we will do all we can to ensure students begin on courses which best suit their interests, ability and needs, so they maximise their breadth of learning potential for success. It will be *extremely unlikely that students will be able to change their options once courses have started in September*, so it is important that careful consideration is given to these choices now.

If at any time during the options process you would like further advice or clarification, please do not hesitate to contact school with details of your child and the nature of your query, either by phone or by email:

- For general queries email: [generalenquiries@magdalen.northants.sch.uk](mailto:generalenquiries@magdalen.northants.sch.uk)
- For Mathematics related queries: [jonathan.pinsent@magdalen.northants.sch.uk](mailto:jonathan.pinsent@magdalen.northants.sch.uk)
- For English related queries: [dr.k@magdalen.northants.sch.uk](mailto:dr.k@magdalen.northants.sch.uk)
- For Science related queries: [nick.dixon@magdalen.northants.sch.uk](mailto:nick.dixon@magdalen.northants.sch.uk)
- For Humanities related queries: [katy.lilley@magdalen.northants.sch.uk](mailto:katy.lilley@magdalen.northants.sch.uk)
- For Expressive Arts (PE, Music, Drama, BS): [adamJ29@magdalen.northants.sch.uk](mailto:adamJ29@magdalen.northants.sch.uk)
- For Technology Faculty including CS/ICT: [natalie.tadman@magdalen.northants.sch.uk](mailto:natalie.tadman@magdalen.northants.sch.uk)
- For Languages related questions: [helen.wolfenden@magdalen.northants.sch.uk](mailto:helen.wolfenden@magdalen.northants.sch.uk)

Guidance and advice is also available from outside school:

- [www.u-explore.com](http://www.u-explore.com) – our independent careers guidance provider
- [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) – national careers guidance
- [www.careersbox.co.uk](http://www.careersbox.co.uk) – independent on-line library of careers guidance
- [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) – careers information
- [www.university.which.co.uk](http://www.university.which.co.uk) – guidance about universities



# THE CORE CURRICULUM

The core curriculum includes the subjects that all students follow. Although these are compulsory, please read the descriptions to see how they link with other subjects.

- English Language & English Literature
- Mathematics
- Science - Double Award (extending science study to Triple Science is an option )
  - (both include Biology, Chemistry, & Physics)
- Games
- RE

# ENGLISH

We aim to promote a life-long love of reading, a passion for discussion and a desire to promote creative writing, whilst at the same time, shaping and improving students' literacy skills.

All Year 10 and Year 11 students will work towards a qualification in both English Language and English Literature. Ofqual have approved both these GCSEs – both GCSEs will be examined by terminal exams at the end of Year 11. The examination board chosen is AQA.

## ENGLISH LANGUAGE

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of language. For GCSE English Language students should read fluently and with good understanding of a wide range of texts from the 19th, 20th and 21st centuries. Students will use knowledge gained from wide reading to inform and improve their own writing using different language and styles of writing for different purposes. The GCSE English specification aims to give students the command of English they will need when they leave school, and encourages them to speak and write clearly and effectively in Standard English.

## ENGLISH LITERATURE

Students will study a Shakespeare play, a 19th century novel, a modern text as well as poetry.

Shakespeare: students will answer one question on a play of our choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

The 19th-century novel: students will answer one question on their novel of our choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Our aim is to introduce students to a range of literature, and to encourage each individual to develop and express a thoughtful response to what they read, giving evidence from the texts for their views.

## CAREER IMPLICATIONS

A qualification in English is essential for all careers. Grade 5 is a common requirement for further education and training. It is also important to note that students who do not achieve a grade 4 in an English GCSE in Year 11 are required by the government to take it again in Year 12.

# MATHEMATICS

Students are now studying for the new Mathematics GCSE which was being examined for the first time in summer 2017. It has been designed to be more rigorous and with a greater emphasis on problem solving. The new qualification is assessed through three written examination papers taken at the end of Year 11.

Students will be entered for either foundation or higher examinations, with grades 1-5 available at foundation tier and grades 4-9 available at higher tier. Final decisions about tier of entry will be made during Y11. This will be determined by past performance, target grades and teacher assessments.

## CONTENT

Topics are organised into six subject areas:

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

Students will be judged on the three following assessment objectives:

- Using and applying standard techniques
- Reasoning, interpreting and communicating mathematically
- Solving problems within mathematics and in other contexts

The five year scheme of work begins in Year 7 and leads to GCSE at the end of Year 11. It is designed to enable students to develop fluent skills and understanding of mathematical methods and concepts and to provide opportunities for the application of mathematical techniques to solve problems. Students will develop skills in reasoning mathematically and in communicating mathematical information in a variety of forms.

## CAREER IMPLICATIONS

A qualification in Mathematics is essential for almost every career. Those who progress to higher level qualifications in Mathematics are in the fortunate position of having a wide range of career choices. The abilities to use logical thought, to formulate a problem in a way which allows for computation and decision, to make deductions from assumption and to use advanced concepts are all enhanced by the study of Mathematics. It is for this reason that mathematicians are increasingly in demand. Higher level qualifications in Mathematics can lead to careers in, for example, finance, statistics, engineering, computers, teaching, and accountancy. It is also important to remember that students who don't achieve a grade 4 in their Mathematics GCSE in Year 11 are required by the government to take it again in Year 12.

# SCIENCE (DOUBLE & TRIPLE OPTION)

Science gives a greater understanding of the technological society in which we live, of the physical and biological world around us and the whole fascinating universe still beyond our reach, but not beyond our imagination or understanding.

In September 2016, a new National Curriculum for science was introduced. This is innovative, engaging, challenging, and student centered. It aims to develop valuable skills of evaluation and investigation whilst also encouraging debate and discussion of the wider implications and applications of science in society. It will develop scientific literacy and develop a greater understanding of how science works.

There **are two pathways** through GCSE Science. **All students follow pathway 1 and may choose Triple Science as an option for pathway 2:**

- **Pathway 1** is the universal offer that consists of two GCSEs in science (often referred to as **Combined Science** or **Double Science**). This is compulsory; students study all three disciplines (Biology, Chemistry and Physics). Grades for both GCSEs are combined, so students study the equivalent of two thirds of a GCSE in all 3 sciences.
- **Pathway 2** consists of three separate science GCSEs, one in each of Biology, Chemistry, Physics. Together these are often referred to **Triple Science**. The science content covered during the extra science lessons is challenging but exciting.

All exams are at the end of Year 11. Double Science students will complete six one hour and 15 minute exams. Triple Science students will complete six one hour and 45 minute exams. The GCSEs will be assessed against the new 1-9 grading system. There will be no controlled assessment in the GCSE, but practical skills will be assessed via written exams.

## CAREER IMPLICATIONS

Science is a foundation for a wide variety of careers, and a necessary qualification for a broad range of courses in Higher Education, e.g. Medicine, Nursing, Physiotherapy, Agriculture, Environmental Sciences, Landscape Design and Management, Engineering, Chemical Analysis, Forensic Science and Architecture. The analytical and investigative skills developed in Science can also be useful in non-scientific advanced courses, e.g. Art, Business Studies and Economics.

Choosing to study Triple Science, due to the extra time and therefore material covered, could be considered a better foundation for those considering these careers. However, it should be noted that taking Double Science will not bar anyone from studying science A Levels.

### TRIPLE Science:

- Definitely ☺
- Definitely NOT!
- Maybe - questions to be answered: .....

.....  
.....

# RELIGIOUS EDUCATION (RE)

All students will start work on this AQA GCSE qualification in Year 9, which will provide them with the opportunity to examine challenging philosophical questions and discuss complex ethical issues in contemporary society. This will lead to a full GCSE qualification at the end of Year 11. All students will sit two exam papers in Year 11.

## **SYLLABUS & ASSESSMENT DETAILS**

### **PAPER 1 - The study of religions – beliefs, teachings and practices.**

Students will investigate the religions of Christianity and Judaism, looking at what these faiths believe and how they practice their faith in Britain today.

Students will then be assessed by completing a 1 hour 45 minutes exam which includes multiple choice and essay style exam questions.

### **PAPER 2 – Thematic studies**

Students will investigate religious, philosophical and ethical themes including;

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Students will then be assessed by completing a 1 hour 45 minutes exam which includes multiple choice and essay style exam questions.

### **What is the value of Philosophy and Ethics?**

If you are interested in a career in Law, Medicine and the Media where you have to make important decisions, evaluate evidence and ask difficult questions: this course will provide you with valuable training in thinking skills and provide a valid preparation for life.

# CORE GAMES

The school's expectations are that students will become skilfully accomplished, physically confident, perceptive and active participants in healthy activities. They will refine, develop and improve themselves over time and hopefully become proud of their achievements.

## **PHYSICAL SKILLS & FITNESS**

Including:

- Skilled performance
- Co-ordination
- Reaction Time
- Agility
- Balance
- Speed
- Power Strength
- Stamina
- Suppleness
- Muscle Endurance
- Body Composition and Growth

## **DECISION MAKING:** Including:

- Tactics and Strategies
- Composition/Choreography
- Exercise and Healthy Living
- Analysis of Performances
- Lead and Officiate
- Take Part in Competitive Activities in School
- Know how to get Involved in Physical Activity Outside of School
- Intrapersonal life-skills, such as empathy, resilience, responsibility, self-motivation, self-management, integrity, collaboration, resilience, communication (listening and speaking), influence, innovation and evaluation.

## **THE PERFORMER ACHIEVES HIGHLY ACCORDING TO THEIR ABILITY**

- Accomplished in physical skills, developed through challenge in lessons.
- Fit in physical conditioning and maximal output activities
- Knowledgeable in how to maintain healthy habits.
- Quick to make thoughtful decisions and to solve problems
- Confident when Leading and Officiating activities.
- Equipped with intrapersonal life-skills and showing physical, social and emotional wellbeing.

## **AIMS OF GAMES**

Students will participate in 3 compulsory Games lessons per fortnight, taking part in a range of activities. Within Games there is an increased element of choice within the programme as students approach Year 11, and an increased expectation that students will become more responsible for the activities or phases with lessons.

Our high-quality Physical Education curriculum will inspire pupils to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values such as fairness and respect.

The MCS response to the National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- engage in aesthetic and performance focussed activities
- engage in leading and officiating within these activities
- lead healthy, active lives

## **ATTAINMENT**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, ie all students can:

- use and develop a variety of tactics and strategies to overcome opponents or produce aesthetic performances within team or individual activities
- develop their technique and improve their performance in other competitive sports or non-competitive physical activities
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- engage in leading and officiating within these activities
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

# OPTIONS SUBJECTS

Thinking about which subjects to study until the end of Year 11 can be daunting, but is also exciting. For many students it is the first time they have been able to decide what they want to do in school. As students have to stay in education or training until they are 18 years, it is worth keeping in mind how the choices made now provide a good foundation for potential pathways beyond the age of 16. However, all learning has value and not studying a subject at GCSE is rarely the end of all opportunities.

All students are advised to study either History or Geography as these provide an avenue to understanding the world. Students should also strongly consider studying a language, as these give a different way of learning, teaches specific but transferable skills, and provides a different perspective on the world. Additionally, studying a creative or Arts subject provides alternative skills, knowledge and intelligence not developed elsewhere, so consideration should be given to one of these.

When considering your subjects you might also like to consider:

- ✓ What am I good at?
- ✓ What do I enjoy? What do I not enjoy?
- ✓ How do I like to learn?
- ✓ How do these subjects prepare me for life after Year 11 & GCSEs?
- ✓ How do these subjects link to the kind of career I might be interested in?
- ✓ What skills do these subjects give me? Is there a range of skills & knowledge?
- ✓ How do these subjects allow me to develop personally?

Remember, all students **MUST** study one subject from History, Geography, Triple Science, MFL or Computer Science, and then three others from the full list. For example, a student could study History as their option 1, German as option 2, then any two others.



# ART & DESIGN: FINE ART

## Why choose Fine Art?

*Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in fine art GCSE. Art is about looking, learning, thinking and communicating. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.*

Fine Art offers opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Art gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.

We study the Fine Art endorsement, which is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish. Fine art is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas for your other options.

You may study any of the following areas or a combination of them:

drawing  painting  sculpture  installation  photography and the moving image  printmaking  mixed media  land art.

For component 1 (coursework element), you will produce a portfolio of work consisting of one project. Component 1 counts for 60% of your total GCSE marks.

Component 2 is the externally set assignment for which you will produce personal work in response to one of the starting points given by the exam board. You will have a preparatory period to develop your ideas and explore your chosen theme, followed by a supervised period during which you will complete the work for this component. Component 2 will count for 40% of your total GCSE marks.

## Further study and career opportunities:

Studying GCSE Fine Art can lead to all sorts of exciting career opportunities, including:  
Architect • Art therapist • Artist in residence • Illustrator • Multimedia artist • Mural artist • Museum/gallery curator • Painter • Printmaker • Sculptor • Teacher • Fashion Design • Jewellery Design • Interior Design • Advertising • Engineering • Graphic Design • Theatre Design • Make-up Artist • Textile Design • Costume Design • Garden Design •

## Fine Art:

- Definitely ☺  
 Definitely NOT!  
 Maybe - questions to be answered: .....

.....

# ART & DESIGN: TEXTILES

## Why choose Textile Design?

*Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? Do you enjoy making? If so, you should consider a course in textile design. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.*

Textile design is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will find out about a whole range of techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish.

The textile design course offers the opportunity to develop skills over a broad range of textile and fashion techniques and applications, such as printing, dyeing, knitting, mixed media, surface design, garment construction and embroidery.

Practical work may be produced by researching and developing ideas using drawing, digital exploration, sketchbooks or work sheets supported by critical evaluation and an awareness of contemporary and historical influences.

You will have the opportunity to learn about many different approaches to textiles. You may study any of the following areas or a combination of them:

- Fashion design • Fashion textiles • Costume design • Printed and/or dyed fabrics and materials • Domestic textiles, wallpaper, soft furnishings • Constructed textiles • Art textiles • Installed textiles

For component 1 (coursework element), you will produce a portfolio of work consisting of one project. Component 1 counts for 60% of your total GCSE marks.

Component 2 is the externally set assignment for which you will produce personal work in response to one of the starting points given by the exam board. You will have a preparatory period to develop your ideas and explore your chosen theme, followed by a supervised period during which you will complete the work for this component. Component 2 will count for 40% of your total GCSE marks.

## Further study and career opportunities:

Studying GCSE Textile Design can lead to all sorts of exciting career opportunities, including:

- Textile technologist • Costume designer • Creative director • Surface pattern designer • Fashion designer • Fashion illustrator • Fashion journalist • Fashion stylist • Interior designer • Teacher or lecturer • Textile designer • Theatre designer • Upholsterer • Wallpaper designer

## Textiles

- Definitely ☺
  - Definitely NOT!
  - Maybe - questions to be answered: .....
- .....
- .....

**GCSE OPTIONS FORM**  
**- SEPTEMBER 2020**



# Magdalen College School

## GCSE options 2020

Name: ..... Tutor Group: .....

Please indicate on the table below 5 subjects, (*1-5 in rank order*) you would like to study at GCSE; note that your curriculum should be 'broad & balanced', and develop a range of skills and knowledge.

|   |  |
|---|--|
| <b>1: Choose 1 of the following subjects (ranked number 1):</b> |  |
| Computer Science  |  |
| Geography   |  |
| History   |  |
| MFL - French  |  |
| MFL – German  |  |
| Science: Triple   |  |
| <b>2: Choose 4 subjects from the following (ranked 2-5):</b>    |  |
| Art & Design: Fine Art  |  |
| Art & Design: Textiles  |  |
| Business Studies  |  |
| Computer Science  |  |
| Design & Technology   |  |
| Drama   |  |
| Food Preparation & Nutrition                                    |  |
| Geography   |  |
| History   |  |
| IT: OCR National in Information Technology                      |  |
| MFL – French  |  |
| MFL – German  |  |
| Music   |  |
| Physical education  |  |
| Science: Triple science   |  |
| Sociology   |  |
| Study Support   |  |





# BUSINESS STUDIES

## **Course Aims** (Edexcel exam board):

The course is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

## **What will I learn?**

### **Theme 1**

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

### **Theme 2**

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

## **Is this course right for me?**

Do you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands

## **What do I need to know, or be able to do, before taking this course?**

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

## **Career Implications**

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 support you in gaining an understanding of what is involved in a business-related profession, such as finance, law, HR, sales, buying, operations, social media, PR, accountancy, marketing/ advertising and management. You will find elements of the course across all professions and the skills you acquire on this course will not only complement the career choice you make but the choices you make in daily life.

## **Business studies**

Definitely 😊       Definitely NOT!       Maybe - questions to be answered:

.....

# COMPUTER SCIENCE

Students will follow the OCR GCSE Computer Science.

GCSE Computer Science is designed to boost computing skills essential for the 21<sup>st</sup> century.

## WHY CHOOSE GCSE COMPUTER SCIENCE?

**Engaging and contemporary** – Exam boards have talked to companies like Microsoft, Google and Cisco, organisations like Computing At School (CAS), plus teachers and academics to build a balanced and inspiring course

**Focus on cyber security** – particularly relevant nowadays, this course reviews phishing, malware, and firewalls, and people as the ‘weak point’ in secure systems.

**A greater emphasis on ‘computational thinking’** –students can learn the theory and apply it in real life situations, in a variety of computing languages.

**Encourages mental versatility** – Students use their new-found programming skills on an independent coding project by solving a ‘real-world’ problem of their choice.

Computer Science is all about problem solving, analysing and modelling problems, designing solutions and then evaluating them. Students discover:

- How and why computers work
- Data and how it is transferred
- Programming
- Designing and developing applications
- Project management techniques.

It uses technology to come up with creative and practical answers to questions and problems.

The British Computer Society, the Chartered Institute for IT and the Royal Academy of Engineering endorse the course. Additionally, it counts towards the English Baccalaureate as a science and is recognised and respected by industry and higher education.

## CAREER IMPLICATIONS

Students can progress to A-Level Computing or further IT vocational qualifications. It will also assist students with industry-standard IT qualifications and degrees in Computing, Engineering and Science.

As you can see, GCSE Computer Science is not just for people wanting a career in the IT and computing industry – the skills and techniques learnt can be useful in many workplaces. The creative and technical skills you learn are relevant to a host of careers in a range of sectors, from the arts and graphics-based roles through to engineering, finance and business.

### Computer Science:

- Definitely 😊
- Definitely NOT!
- Maybe - questions to be answered: .....

.....

.....



# DESIGN & TECHNOLOGY

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

## ASSESSMENT

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. Assessments are as follows:

- Written exam: 2 hours, 100 marks, 50% of GCSE
- Non-exam assessment (NEA) (used to be coursework/controlled assessment):  
30–35 hours approx., 100 marks, 50% of GCSE. Students will produce a working prototype and a portfolio of evidence responding to a contextual challenge. The contextual challenges are released annually by the exam board on 1 June in year 10.

## SUBJECT CONTENT

### 1. Core technical principles

In order to make effective design choices students will need a breadth of technical knowledge and understanding that consists of: new and emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices, materials and their working properties.

### 2. Specialist technical principles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles: Selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms, types and sizes, specialist techniques, surface treatments and finishes.

Each specialist technical principle will be delivered through at least one material category or system. *All will be taught, however students need to select a specialist area:*

a. **Papers and Boards (Graphics)**

b. **Timber, Metal based materials and Polymers (Resistant Materials)**

(Textile, Electronic and Mechanical systems will be covered in each of the options above)

### 3. Designing and making principles

Students should know and understand that all design and technology activities take place within a wide range of contexts, for example, the home, school, work or leisure. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas: investigation, primary and secondary data, environmental, social and economic challenges, the work of others, design strategies, the communication of design ideas, prototype development, selection of materials and components, tolerances, material management, tools and equipment, techniques and processes.

## CAREER IMPLICATIONS

Design & Technology will help you develop to become a well-rounded designer. Progression could be to A Level Product Design, and then university or to an apprenticeship in a range of disciplines.

### Product Design:

Definitely 😊       Definitely NOT!       Maybe  – questions to be answered:

.....

# DRAMA

## WHY CHOOSE DRAMA?

The WJEC GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in, and enjoyment of, drama as performers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.



## EXAM BOARD: WJEC

## ASSESSMENT INFORMATION

### Non-exam assessment: 60%

- Component 1: Non-exam assessment: internally assessed, externally moderated - 40% of qualification
- Component 2: Non-exam assessment: externally assessed by a visiting examiner - 20% of qualification

### Written Exam: 40%

- Component 3: Written examination: 1 hour 30 minutes - 40 % of qualification

## COURSE CONTENT AND ACTIVITIES

### Component 1: Devising Theatre.

- Learners will be assessed in acting.
- Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus  
Learners must produce:
  - A realisation of their piece of devised theatre
  - A portfolio of supporting evidence
  - An evaluation of the final performance or design.

### Component 2: Performing from a Text

- Learners will be assessed on acting.
- Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners must participate in **one** performance using sections of text from **both** extracts.

### Component 3: Interpreting Theatre

#### • Section A: Set Text

A series of questions on **one** set text: *Hard to Swallow*, Mark Wheeler

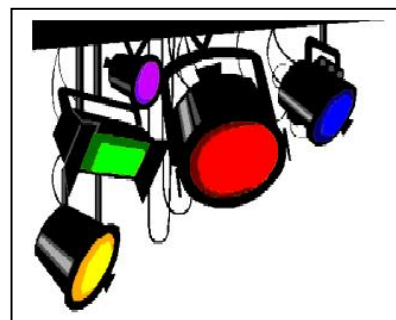
#### • Section B: Live Theatre Review

**One** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## CAREERS & FUTURE OPPORTUNITIES

The study of Drama is useful and important to any career as it builds self-confidence and teamwork. It enables students to speak/perform in public and would be useful for anyone considering a career in the Arts or Business.

The qualification offers a pathway to A-levels in Drama and Theatre Studies or more practical advanced studies related to performance.



### Drama:

Definitely ☺

Definitely NOT!

Maybe  - Questions to be answered:

.....

# FOOD PREPARATION AND NUTRITION

## Why choose Food Preparation and Nutrition for GCSE?

**IT'S NEW AND EXCITING** and is being supported with resources produced by one of the world's most renowned chefs, **Heston Blumenthal**®.

**Exciting and contemporary** – It is designed to motivate students to develop the high level of knowledge, understanding and skills to cook and apply the principles of food science, nutrition and healthy eating.

**Keeps the subject meaningful** – Students learn about improving lives through better knowledge of food, where it comes from and how it affects our bodies.

**Inspiration from around the world** – Students will explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## ASSESSMENT AND STUDY AREAS

**Section A: Nutrition**

**Section B; Food Provenance and food choice**

**Section C: Cooking and food preparation**

**Section D: Skills requirements - preparation and cooking techniques**

Students will be expected to cover all 4 sections in each of the three areas below:

### Food Preparation and Nutrition Examination

The examination will be one hour and 30 minutes and is worth 50% of the overall qualification.

### Food investigation task (10 hours)

This task is worth 15% of the qualification and assesses the scientific principles underlying the preparation and cooking of food. Students are required through practical experimentation to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food.

### Food preparation task (20 hours)

This task is worth 35% of the qualification and assesses the planning, preparation, cooking and presentation of food. Students are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.

## CAREER IMPLICATIONS

A good understanding of food will contribute to a healthy and happy life. Students will develop their knowledge and understanding of food and its importance. They will then apply be able to apply it in their everyday lives or choose to follow a career with food at its heart.

The food industry is one of the largest industries in today's society. There are many career opportunities available including Nutritionist, Dietician, Food-buyer for a large retail company, Chef, Product Development Chef, to name just a few.

**Food:**

Definitely ☺

Definitely NOT!

Maybe  - Questions to be answered:

.....

# GEOGRAPHY

The Geography department uses a variety of interesting and motivating approaches to teaching and assessment. The course has a focus of global issues and links them to students, thus making Geography relevant to the real world in which students live. We study places and themes through an enquiry and independent learning approach. We emphasise the development of key skills through this syllabus that will be valuable to students both in other subjects at school and later in their working lives.

From September 2016, GCSE Geography students will follow the AQA qualification. This exam board covers themes including **natural hazards, ecosystems, urban environments and the use and management of resources**. Assessment is 100% examination. Students attend a **compulsory fieldtrip in the UK** where they will collect data and conduct a fieldwork to enable them to successfully complete the Geographical applications exam paper.

| <b>AQA syllabus</b>   |
|---|
| <b><u>Paper 1: Living with the physical environment</u></b><br>Section A: The challenge of natural hazards<br>Section B: Physical landscapes in the UK<br>Section C: The living world             |
| <b><u>Paper 2: Challenges in the human environment</u></b><br>Section A: Urban issues and challenges<br>Section B: The changing economic world<br>Section C: The challenge of resource management |
| <b><u>Paper 3: Geographical applications.</u></b><br>Section A: Issue evaluation<br>Section B: Fieldwork  |
| <b><u>How it's assessed</u></b><br><b>PAPER 1 &amp; 2</b> - 70% of GCSE<br>Written exam: 2 x1 hour 30 minutes<br><b>PAPER 3</b> - 30% of GCSE<br>Written exam: 1 hour 15 minutes                  |

Geography helps you to make sense of the world around you. It is hands on, relevant and fun. The course will give you the chance to consider big questions which affect our world and to understand social, economic and physical forces and processes which shape and change our world.

## CAREER IMPLICATIONS

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and the business world also value the practical research skills that geographers develop.

### Geography:

Definitely ☺       Definitely NOT!       Maybe  – questions to be answered:

.....

# HISTORY

This is an exciting and engaging course with a range of topics to interest students:

- Crime and Punishment over time with an environment study that looks at Whitechapel and the challenges in policing Whitechapel
- Germany from 1918 through Nazi Germany,
- Henry VIII and his ministers
- Superpower relations and the Cold War: 1941-1991

Not only does this cover a wide range of topics that would prepare students well for A-Level study, it will help students develop skills that will benefit them in their other GCSEs.

An example of a topic studied is Crime and Punishment, which helps students see the factors that have influenced not only the way we have punished criminals in the past but helps us understand the factors that influence the way we define crime. For example students study witchcraft and consider the reasons for this being viewed as a crime, and the influences that led to this no longer been seen as a crime. Students will discuss and study the factors that led to a fear of witches and the way the state responded to that with harsh punishments such as burning them at the stake.

**History is not only a matter of learning dates and facts.**

By studying history we expect students to learn how to find and select information, look for bias and decide whether something is really fact or opinion. We want students to see a wide variety of causes and effects of events and to try to use their imagination, based on knowledge, to understand what other people argued and felt about events in the past.

## CAN WE LEARN FROM THE PAST?

So many people base their decisions and views today on their knowledge and experience of History. We hope that this syllabus will help our students to have a better understanding of some aspects of the world in which they live, and the influences on events which occur now.

## HOW IS THIS EXAMINED?

History is examined through three papers at the end of year 11. You will work with your teacher throughout the course to build the skills, knowledge and experience to help you with the exams. A key element of the Edexcel course and their History papers is the fact that the papers are designed to guide students into the exam by including shorter answer questions at the beginning. There is also no coursework or controlled assessment.

## CAREER IMPLICATIONS

GCSE History is a good qualification for all sorts of jobs dealing with information and people. The skills gained are particularly useful for all kinds of work where communication, decision making and analysis are needed. History is an acceptable qualification for many careers and does not limit career choices at a later date. If students decide to carry on with History to a higher level, they will gain a useful qualification for a wide range of professions such as Law, Social Work, Teaching, Museum Curation, Journalism, Advertising, Banking and Management in Industry, the Armed Forces and Police.

### History:

Definitely 😊

Definitely NOT!

Maybe  Questions to be answered:

.....

# IT: OCR NATIONAL IN INFORMATION TECHNOLOGY

Students will follow the OCR National Certificate in Information Technology.

This course would suit you if you relish a creative challenge and enjoy designing websites, graphic images and using software as well as wanting to gain essential skills for future education, employment and life in our digital age.

## WHY CHOOSE IT?

IT offers essential skills for life beyond school. To quote the Marketing Director of one of the largest UK insurance companies as an employer we look for “a good mix of IT, Maths and English... communication, project management, data handling and analysis skills ... vital for digital growth”. The Government talk about a “Huge Digital Skills Gap”.

People with a knowledge of Cyber Security, Big Data, Project Management and Emerging Technologies are in demand. Information Technology careers are fast moving with plenty of chances of promotion, and demand for IT professionals is surging. In this digital age, the ability to use IT is paramount. In every sphere of contemporary life, the way we work, learn and socialise has been affected by the digital revolution. Whichever path you decide to follow when you leave school, you will need IT skills; further education, universities and employers will expect this.

## WHAT WILL YOU ACHIEVE?

- Practical problem solving with hands on creativity.
- Advanced skills beyond typical GCSE level.
- Skills that are highly valued by employers such as Project Management, Cyber Security, Knowledge of Legislation and Data Management.
- Knowledge on how IT is used to help businesses operate and grow.

## CAREER IMPLICATIONS

This qualification is a good grounding for any students in any discipline since the skills acquired in computer use and applications will apply to any field of study and at any level. Students wishing to go into employment will have the application skills and specialist knowledge to work in administration, marketing, sales, research and development, accounting and creative or technical roles.

Students wishing to continue their IT studies will be able to increase their knowledge and work to an A level standard (Level 3 Award), with UCAS points for the qualifications to apply for University.

**ICT:** OCR National

- Definitely ☺
- Definitely NOT!
- Maybe - questions to be answered .....

# MODERN LANGUAGES

At Key Stage 4, French and German are offered at GCSE and both languages follow the AQA Full Course specification. Students will extend their linguistic knowledge over all four skill areas (listening, reading, writing and speaking): they will be able to use at least three tenses, develop their understanding of key grammatical structures and will know how to give detailed opinions and justifications effectively using a wide range of vocabulary. Students will be able to express themselves at length with a good degree of complexity in writing and speaking. They will also acquire the vocabulary to enable them to tackle challenging reading and listening passages, as well as translate short passages into and out of the target language. All four skills are examined through externally set and marked papers and each is worth 25% of the overall grade.

Students in Y8 are studying both French and German, and can choose to continue with one language, with both, or with none.

## COURSE OUTLINE

In both languages, the following themes are studied in depth and examined in the skills of listening, reading, writing and speaking at Foundation or Higher tier:

|                |   | Sub-topics  |
|----------------|---|---|
| <b>Theme 1</b> | Identity & Culture  | 1. Me, my family & friends (Relationships with family/friends; Marriage and partnership)<br>2. Technology in everyday life (mobile technology/social media)<br>3. Free time activities (sport, TV, cinema, music, eating out)<br>4. Customs & festivals (France / Germany and French / German speaking countries) |
| <b>Theme 2</b> | Local, national, international and global areas of interest | 5. Home town, neighbourhood, region<br>6. Social issues (charity & voluntary work/ healthy & unhealthy living)<br>7. Global issues (environment/poverty & homelessness)<br>8. Travel & tourism  |
| <b>Theme 3</b> | Current & future study & employment                         | 9. My studies<br>10. Life at school and college<br>11. Education post 16<br>12. Jobs, career choices & ambitions  |

**CAREER IMPLICATIONS:** Britain's trading links with Europe mean that linguistic ability is an important asset for employees in industry, commerce, technology and engineering, as well as opening the door to job opportunities abroad. Students with a qualification in a language will have an additional skill to offer. The language option is therefore aimed not only at "linguists" in the traditional sense, but also at those who may wish to pursue quite different careers after their GCSEs. Many universities now offer courses combining a language with other skills

### French &/or German:

Definitely 😊       Definitely NOT!       Maybe

Questions to be answered: .....

.....

# MUSIC



## Why study Music?

Do you enjoy:

- Playing an instrument or singing?
- Composing your own music?
- Creating music using the iMacs?
- Listening to a variety of music including; Classical, World Music, Rock and Pop?



## What will I study?

- Area of Study One: Musical Forms and Devices
- Area of Study Two: Music for Ensemble
- Area of Study Three: Film Music
- Area of Study Four: Popular Music

## Careers and Future Opportunities

A Level Music, Music at University / Music College,  
Professional Musician, Music Teacher, Music  
Therapist, Music Producer, Conductor, Composer,  
Sound Engineer

## **Component One – Performing 30%**

Students are encouraged to develop their knowledge and understanding of music through performing. All students are required to perform a **minimum of two** pieces of which **at least one** must be as a part of an ensemble. The other piece may be performed **either solo and/or** as part of an ensemble.



## **Component Two – Composition 30%**

You are required to create and develop musical ideas in relation to given and chosen briefs. Students are required to submit **two** compositions with a total playing time between **3 – 6** minutes. Students will continue to develop their use of music technology during a number of compositional and arranging tasks.

## **Component Three – Appraising 40%**

You will develop skills in appraising music through the exploration of a wide variety of music linked to the **four** areas of study. You will study the following two pieces in greater detail;

- **Badinerie from Orchestral Suite No.2: J.S.BACH**
  - **Africa: Toto**



### **Music:**

Definitely 😊       Definitely NOT!       Maybe

Questions to be answered: .....

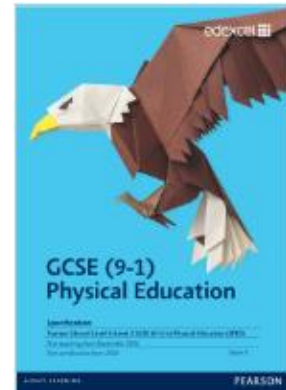
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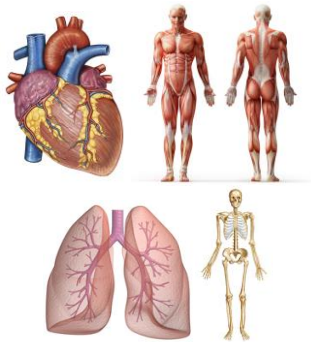
# PHYSICAL EDUCATION

## WHY CHOOSE PHYSICAL EDUCATION?

- Continue to develop your skills in a range of sports.
- Gain the knowledge and understanding of the theory behind performance.
- Strong practical ability is rewarded.
- A good grade at GCSE will help you move on to any AS or Advanced GCE course and the careers listed below.



## EXAM BOARD: EDEXCEL



## ASSESSMENT INFORMATION

### Coursework: 10%

(Personal Exercise Plan, Analysis & Evaluation of Performance)

### Exam: 60%

(Fitness & Body Systems – 1hr 45min written paper = 36% of final grade + Health & Performance – 1hr 15min written paper = 24% of final grade)

### Practical Exam: 30%

(Based on your performance in 3 sports – must be a mixture of individual and team activities )

## THIS COURSE WOULD SUIT YOU IF:

- You enjoy taking part in exercise or sport
- You are often working towards more advanced learning objectives in PE
- You have a keen interest in sport and how the body functions.
- You achieve good levels of attainment in Biology

## COURSE CONTENT AND ACTIVITIES

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Skills during individual activities & team activities
- Carrying out & monitoring of personal training
- Analysis & evaluation of personal training

## CAREERS & FUTURE OPPORTUNITIES

Students who succeed at this subject often go on to study A Level Physical Education and this can lead to a range of career opportunities.

Examples of sport related degrees and careers include; Sport and Exercise Science, Physiotherapy, Sport Technology, Sports Management, Oceanography, Sports Psychology, Army, Police, Teaching, Sports Marketing, Journalism and Leisure and Tourism and many more.

Definitely 😊

Definitely NOT!

Maybe

Questions to be answered: .....

# SOCIOLOGY

Sociology is a critical and questioning discipline and does not necessarily provide those who study it with ready-made answers. Students will need to bring an enquiring and open mind; they will be confronted with ways of thinking about society that are very different from what they are used to. Sociology allows students to gain an understanding of the society they live in through the study of contemporary issues.

In Sociology we study the world in which we live and the role we play in that world. It allows us to acknowledge and celebrate the differences within different social groups that live in Britain today.

## ASSESSMENT

This is at the end of Year 11 and consists of 2 examinations (50%, 50%). The exams are a mix of short answer, structured questions and essay questions, all of which are compulsory. The essay response questions will require candidates to draw together different areas of knowledge and require the students to show several different viewpoints. An example of the sociology examination paper can be found at:

[http://www.eduqas.co.uk/qualifications/sociology/gcse/GCSE-Sociology-SAMs.pdf?language\\_id=1](http://www.eduqas.co.uk/qualifications/sociology/gcse/GCSE-Sociology-SAMs.pdf?language_id=1)

## STUDY AREAS

If you choose to study Sociology you will study a variety of modern day issues and topics. The topic areas studies are:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods
- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

Each topic area is broken down further, the detail of which can be found at:

[http://www.eduqas.co.uk/qualifications/sociology/gcse/GCSE-Sociology-Specification.pdf?language\\_id=1](http://www.eduqas.co.uk/qualifications/sociology/gcse/GCSE-Sociology-Specification.pdf?language_id=1) from pages 6 to 15.

## CAREER IMPLICATIONS

The study of Sociology promotes the skills of enquiry and communication and offers excellent preparation for study in Sixth Form, especially for those students interested in A level Sociology, Psychology, History, English, Biology, Health & Social Care, Law, and Media. Sociology is also useful for students wishing to follow a career that involves dealing with people on a face-to-face basis, ie, counsellors, prison officers, police officers, journalists, human resources - the list is endless.

### Sociology:

Definitely ☺

Definitely NOT!

Maybe  - Questions to be answered;

# Study Support

This option is reserved for students with additional learning needs; or those who may have had support from the Inclusion Faculty in KS3, and takes the place of one GCSE course.

One of the aims of the Study Support option is to develop literacy and numeracy skills as well as learning essential life skills such as how to apply for college or part-time work.

This option directly supports progress in main GCSE courses; as students will be able to extend their understanding of the topics being studied in lessons by underpinning knowledge and accessing online learning resources.

Study Support will only be offered to students whom it is felt would benefit from this support; students will be specifically invited to participate in the course.

If you would like to know more information about Study Support please contact Mrs Davies, Head of Inclusion Faculty & SENDCO.

**Study Support:**

Definitely 😊

Definitely NOT!

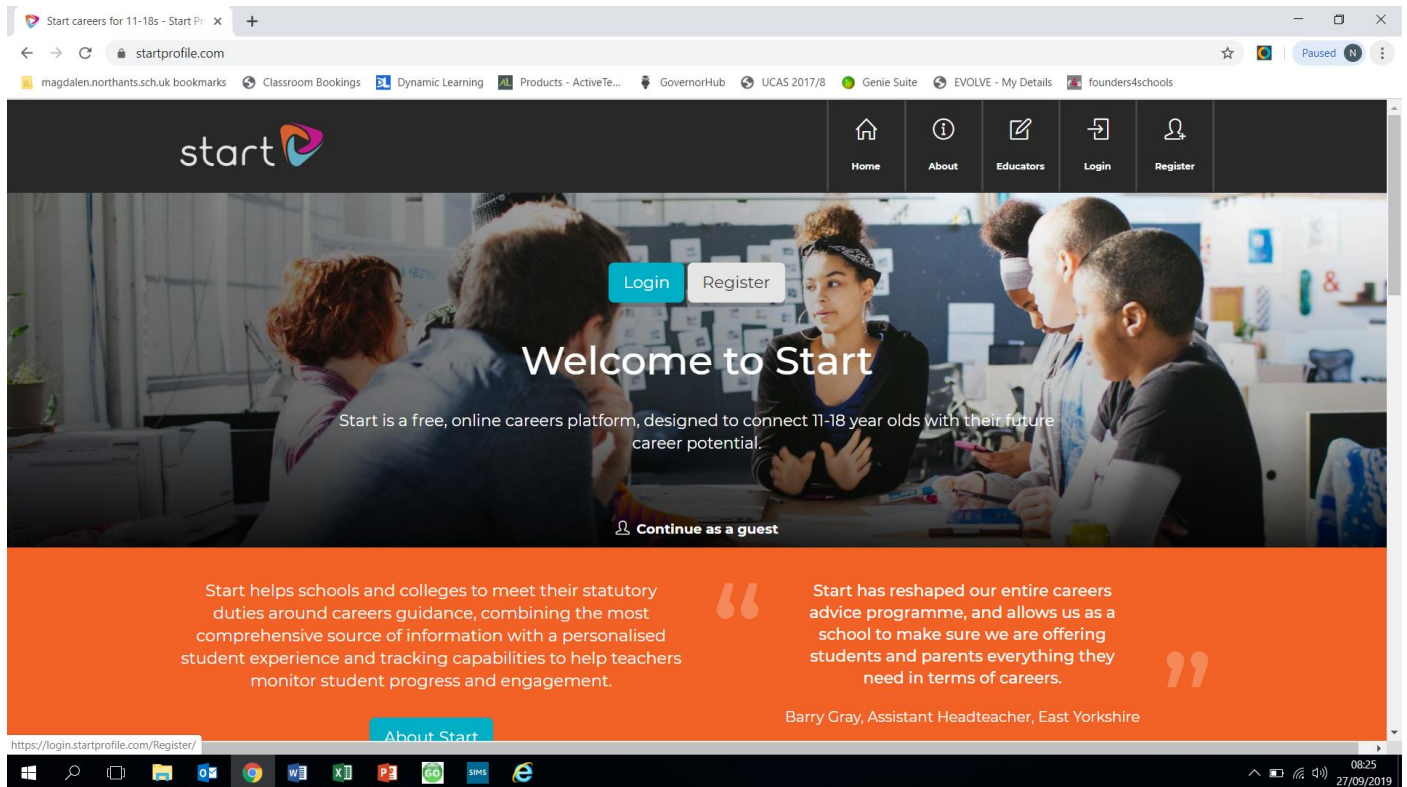
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Questions to be answered: .....

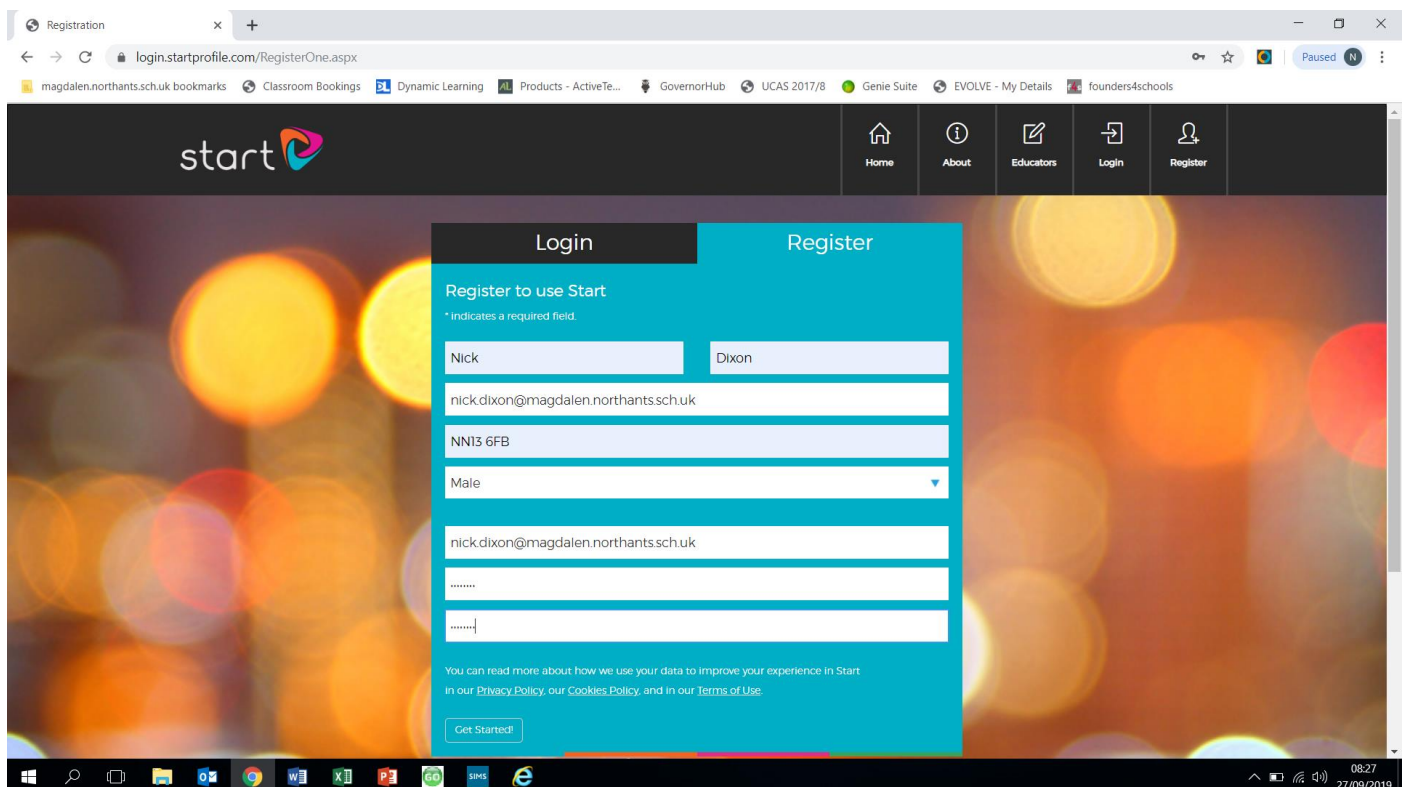
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# How to login to 'START' (U Explore):

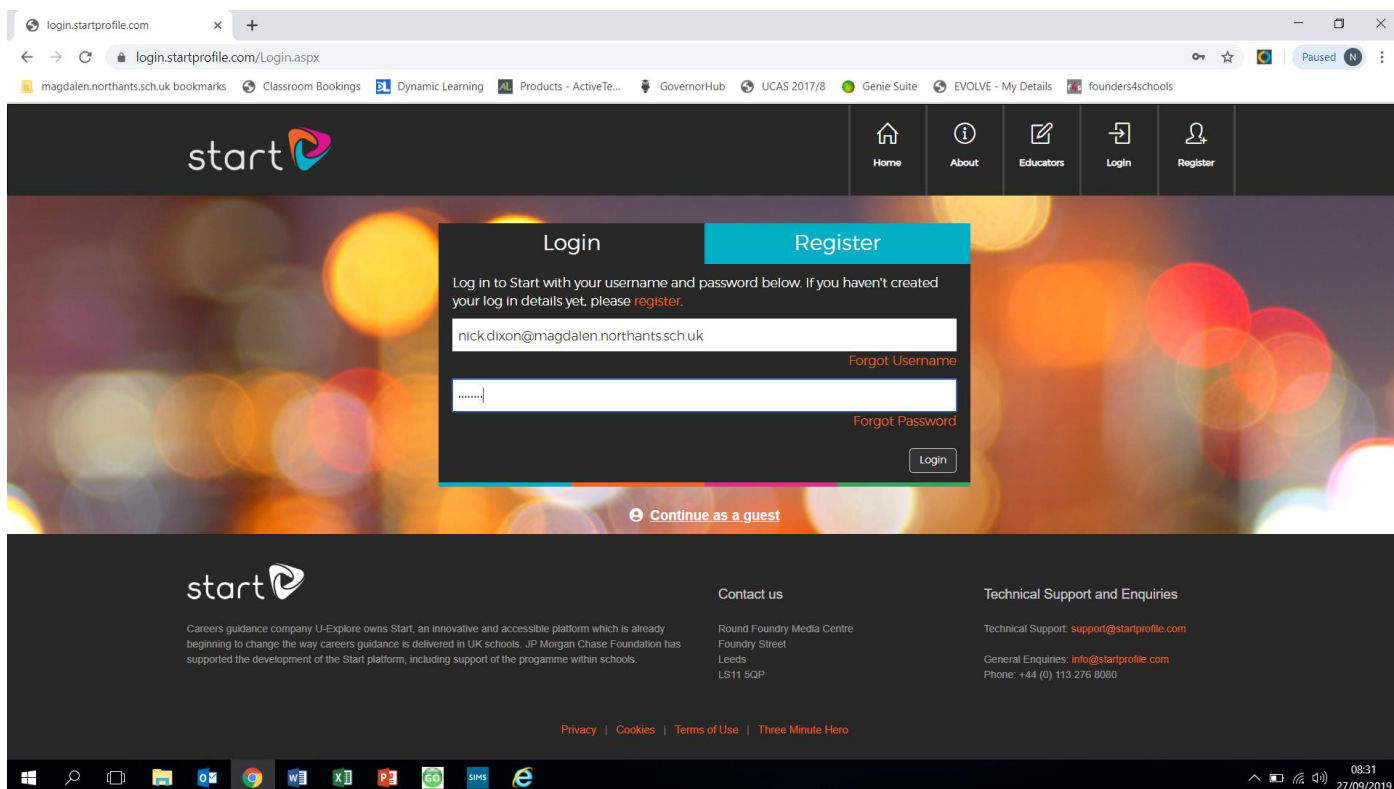
1. Go to [www.startprofile.com](http://www.startprofile.com) and select 'Register'.



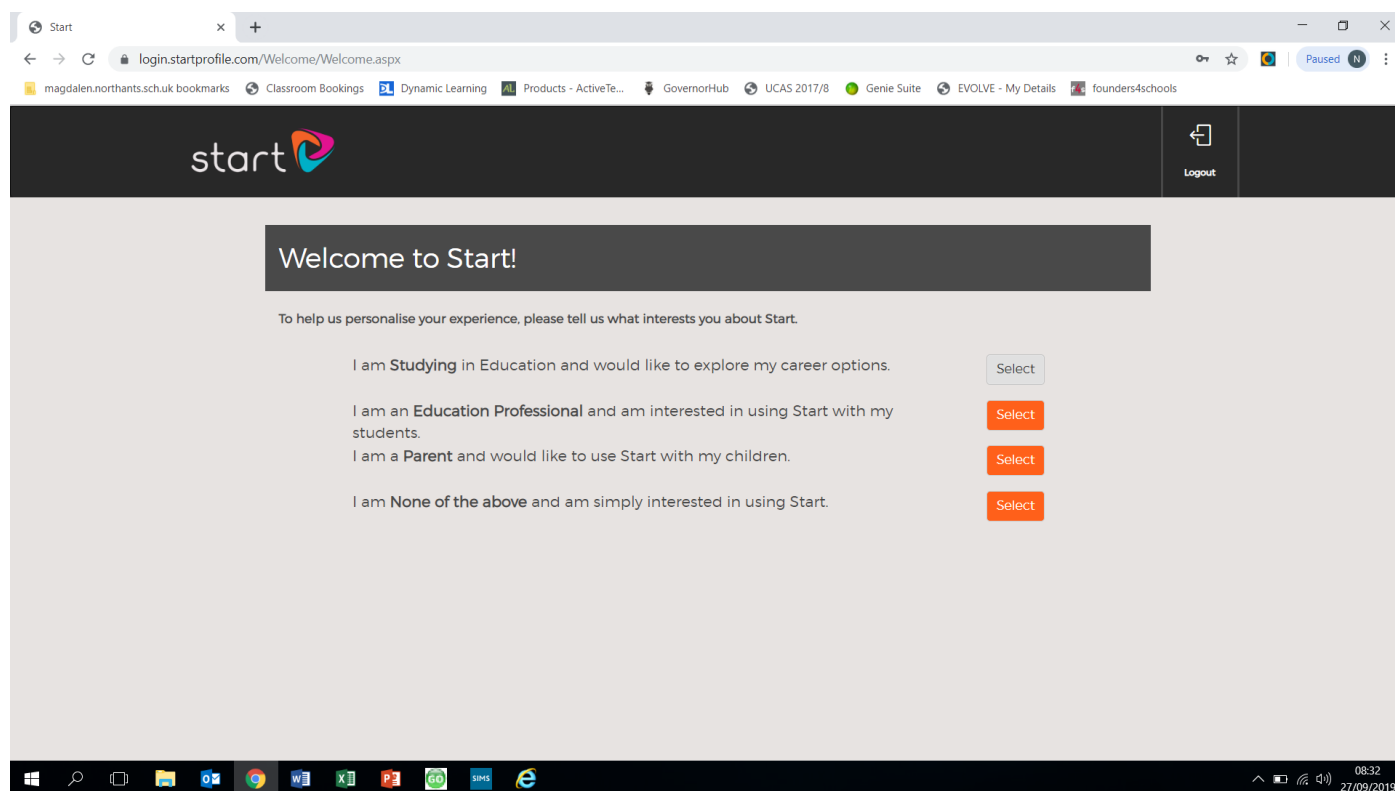
2. Enter your name and school email address. Then the school postcode NN13 6FB. Then your school email again for the username. (If you use your personal email it will not work.). Then enter a memorable password. Write this in your planner. Then click 'Get started'.



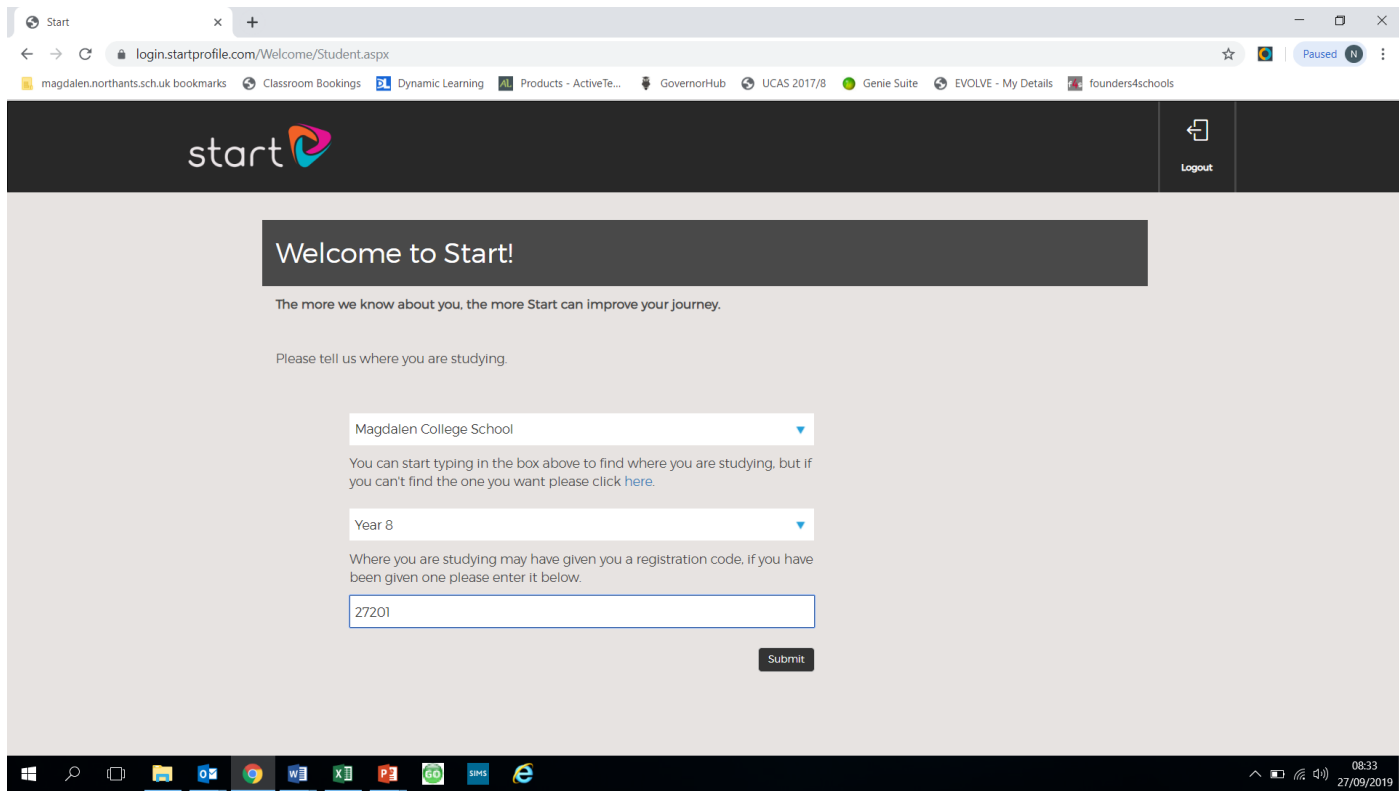
3. Then click on log in and enter your details again.



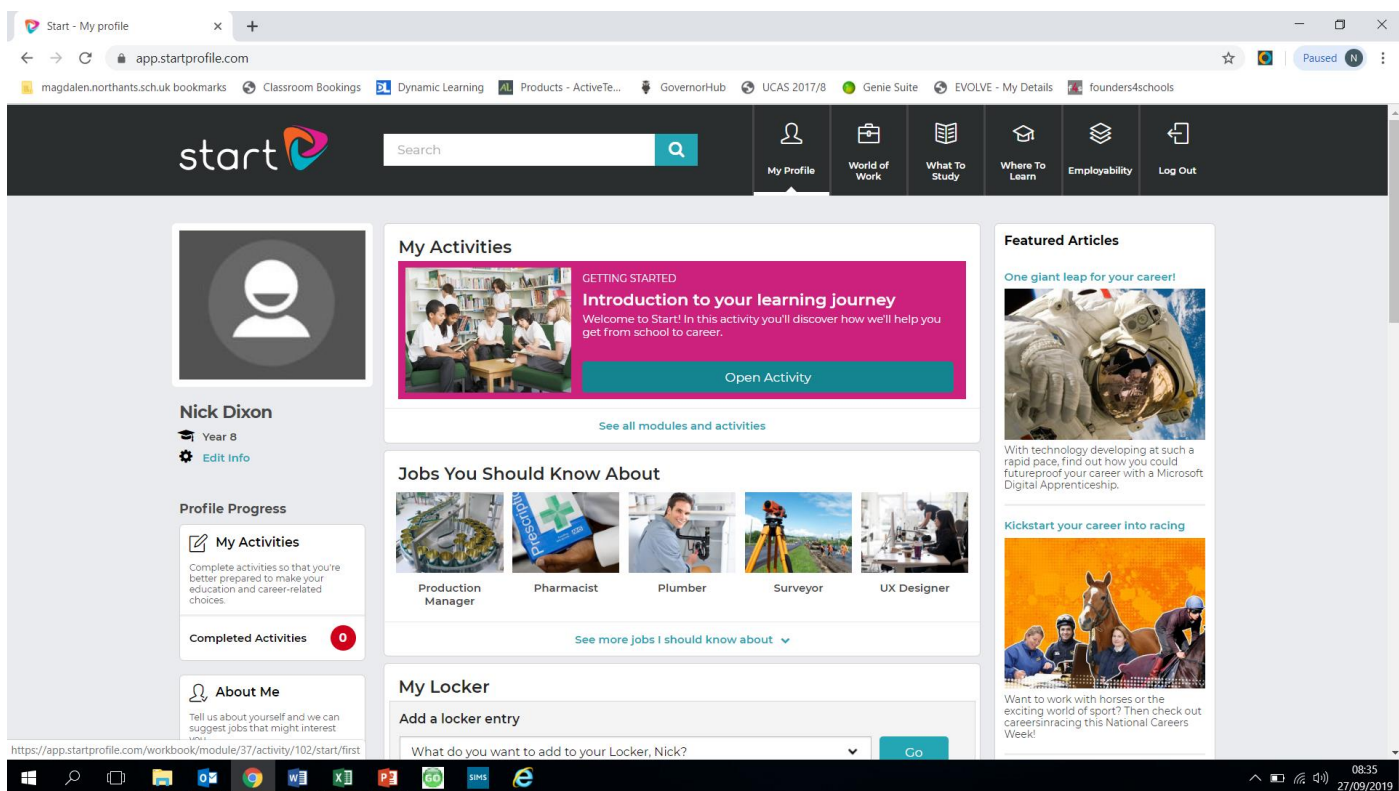
4. Then click the top option.



5. Then select our school in the first drop down, 'Year 8' in the second and then enter 27201 as the registration code.



6. You will start exploring your future by clicking on open activity in the big purple box.



7. Now you are able to access START- U Explore and research your future. Please do come see me if you would like to speak to a career's advisor or I can help in any other way with your future career or careers.

Good luck. Dr Dixon

# Starting to use START - U Explore

Some people know what they want to do for their future job. If you do know ☺ but many people don't, and that is of course okay. It is part of our responsibility to support you in this.

## **PART 1 PRACTICE USING U EXPLORE**

Answer the following questions about two careers / areas of industry.

***For one of the following: a construction worker, a farmer, a veterinary nurse working with animals, use U-Explore to discover:***

Career \_\_\_\_\_

What qualifications do you need? Is it at Degree, A level or GCSE level? What can you do in this career with different qualifications?

What are the key roles and responsibilities of this (what will you have to do each day)?

How much might you expect to be paid? What might this rise to?

Are you likely to be able to be promoted from this position? Where are you likely to work?

## **NOW RESEARCH ONE OF THE FOLLOWING: A DOCTOR, A LAWYER, AN ACCOUNTANT OR A SCIENTIST.**

Career \_\_\_\_\_

What qualifications do you need? Is it at Degree, A level or GCSE level? What can you do in this career with different qualifications?

What are the key roles and responsibilities of this (what will you have to do each day)?

How much might you expect to be paid? What might this rise to?

Are you likely to be able to be promoted from this position? Where are you likely to work?

## **Part 2 What could you do? Answer the questions below:**

Area of interest: \_\_\_\_\_

Area of interest: \_\_\_\_\_

Qualifications needed?

Qualifications needed?

Roles and responsibilities?

Roles and responsibilities?

Day-to-day activities?

Day-to-day activities?

Starting pay? Rising to?

Starting pay? Rising to?

Promotion?

Promotion?

# 1:1 INTERVIEW – PREPARATION

1:1 interviews will take place for all students with their parents / carers in Waynflete hall during the evening of **Thursday 30<sup>th</sup> January 2020** (4-7pm). Please arrive 5mins early, *bring a pencil or pen AND THIS BOOKLET.*

Read pages 3-8 of this booklet, which explains the options process, and highlight any information you feel is important to you, such as dates, times or advice to remember.

|                    |  |             |  |
|--------------------|--|-------------|--|
| <b>Interviewer</b> |  | <b>Time</b> |  |
|--------------------|--|-------------|--|

Before you arrive at your interview, please also complete the following questions:

|  |  |
|--|--|
| 1: What type of work or study do you want to do in the future?<br>Why?   |  |
| 2: If you don't have a clear idea, that's fine - what do you most enjoy or are passionate about? Could this be a career? |  |
| 3: What research have you done about subjects or careers?  |  |
| 4: What subjects do you find most interesting? Read the subject page – do these interest you?                            |  |
| 5: What subjects do you know <i>NOW</i> that you <i>DON'T</i> want to study?   |  |
| 6: What subjects are you considering studying? Do you have a range – one from each faculty for example?                  |  |
| 7: Have you considered studying a language? If not, why not?   |  |
| 8: Any questions for the interviewer, write here.  |  |

At the interview, your teacher may suggest follow-up actions *for you*, shown below:

|  |  |
|--|--|
| At Open Evening, speak to teachers of .....                              | Visit <a href="http://www.U-explore.com">www.U-explore.com</a> for guidance on career pathways                       |
| In your lessons, speak with the teachers of .....                        | Research Apprenticeships at ( <a href="http://www.apprenticeship.org">www.apprenticeship.org</a> ) - is this a goal? |
| Research local college courses for possible pathways to specific careers | Look at the A level prospectus on the Magdalen website – What do you need to study these?                            |
| Use the internet – ‘what do I need to be a .....?’                       | Other?<br>.....  |