



Leventhorpe
a business and enterprise academy

Key Stage 4 Options Year 9 – Sep 2020

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KEY STAGE 4 OPTIONS 2020 – 2023

This booklet is for students who will enter Year 9 in September 2020.

Our Aims

The Leventhorpe Key Stage 4 curriculum has two aims:

- to provide opportunities for all students to learn and achieve
- to equip all students with appropriate skills and knowledge to help them progress successfully to their next stage of education or training

The Leventhorpe Key Stage 4 curriculum - overview

At Leventhorpe you start the preparation for GCSEs as you enter Year 9. We end Key Stage 3 in the summer of Year 8 and Year 9 is the start of our Key Stage 4. Some schools still end Key Stage 3 at the end of Year 9, but increasingly schools are giving more time to study for the important GCSE exams. We believe that this gives you the best possible chance to enjoy a wide range of experiences and opportunities in the subjects that you choose for GCSE.

Our staggered curriculum is a little different to what other schools do. At Leventhorpe we ask students to make a choice of six optional subjects to study in Year 9. This means that students will make some important choices about the things they like to learn. It also means that during Year 9 students will experience what a GCSE 'feels like' in terms of challenge, content and assessment. Students will then refine their choice down to four subjects for Year 10.

The aim of our curriculum offer in Yr8 is to encourage students to try subjects before they make a final decision about the subjects they want to take to the end of Yr11. However, this is a very important decision as – once a student has stopped studying a subject – they will not be able to pick it up again. In Yr10, students will only be able to choose from the subject they have studied in Yr9.

The changes to GCSEs...

As you may be aware, the Government have changed the way in which GCSEs are structured over the past few years. Some of the main things you need to be aware of are:

- Students will now be assessed using grades 9-1 instead of grades A-E
- For most subjects, students will now be assessed at the end of Yr11. Very few subjects now include coursework or controlled assessments
- The Government are keen for as many students as possible to study the English Baccalaureate. This is to ensure that students have access to a broad and balanced curriculum that may allow them to make choices later in life. This means that there is an expectation that students will work towards achieving good passes in the following subjects:
 - English
 - Maths
 - Two Sciences
 - Humanities (History or Geography)
 - Foreign Language (French or Spanish).

The Leventhorpe Offer...

Core Curriculum

As part of the English National Curriculum, all students at Leventhorpe will study English, Mathematics, Science and Physical Education. They will also study PSHE (Personal, Social, Health Education) in timetabled lessons during Key Stage 4. In these lessons, students will cover issues linked to Citizenship and Religious Education as part of this programme.

At the end of Year 11, students will take GCSEs in English Language, English Literature, Mathematics and Double Science. Triple Science – Biology, Chemistry and Physics - will be offered to students with strong achievement in Science at a later date.

Optional Curriculum

After the core curriculum, students choose additional subjects from a range of options offered. As mentioned previously, students choose six options in Yr9 and then reduce this to four options in Yr10.

As well as the options that we offer in school, selected students in Yr10 and Yr11 can choose to study a more vocational course at college. There are a variety of courses on offer, including courses on motor vehicle maintenance, construction and hair and beauty. There are only a few places available on these schemes. This will be discussed in more detail when we move into Yr10.

The importance of the choices you make...

The courses that you follow in Key Stage 4 will clearly have an effect on how you spend a proportion of your school week, as well as affecting the direction of your learning and personal development.

Also, since the courses lead to qualifications, these choices may affect your options for education after the age of sixteen, including further and higher education, as well as having a bearing on your career options.

This means that the choices you make now are very important.

Keeping your choices broad and balanced...

As a general rule we expect most students in Year 9 to keep to the following guidance.

The definition of 'broad and balanced' means that we intend for students to keep their options open as they move into Yr9. To this end, we group the subjects into four 'families' of subjects and the expectation is that students will choose one subject per 'family.' Students are then able to make a further two free choices from anywhere within these options.

Some of the things we would like students to bear in mind are:

- Students choosing Technology will study a broad range of Technology subjects in Year 9. This will enable them to select either Textiles, Graphics, Produce Designs or Systems and Control as a specific Technology component in Years 10 and 11. Students could take Food and Nutrition after studying Technology in Year 9 in addition to - or instead of - one the Technology options above.

- Students selecting Business and Enterprise could take either GCSE Business or BTEC Business in Yr10
- I-Media will lead to a Cambridge National qualification which are GCSE equivalent courses with a greater emphasis on project work.

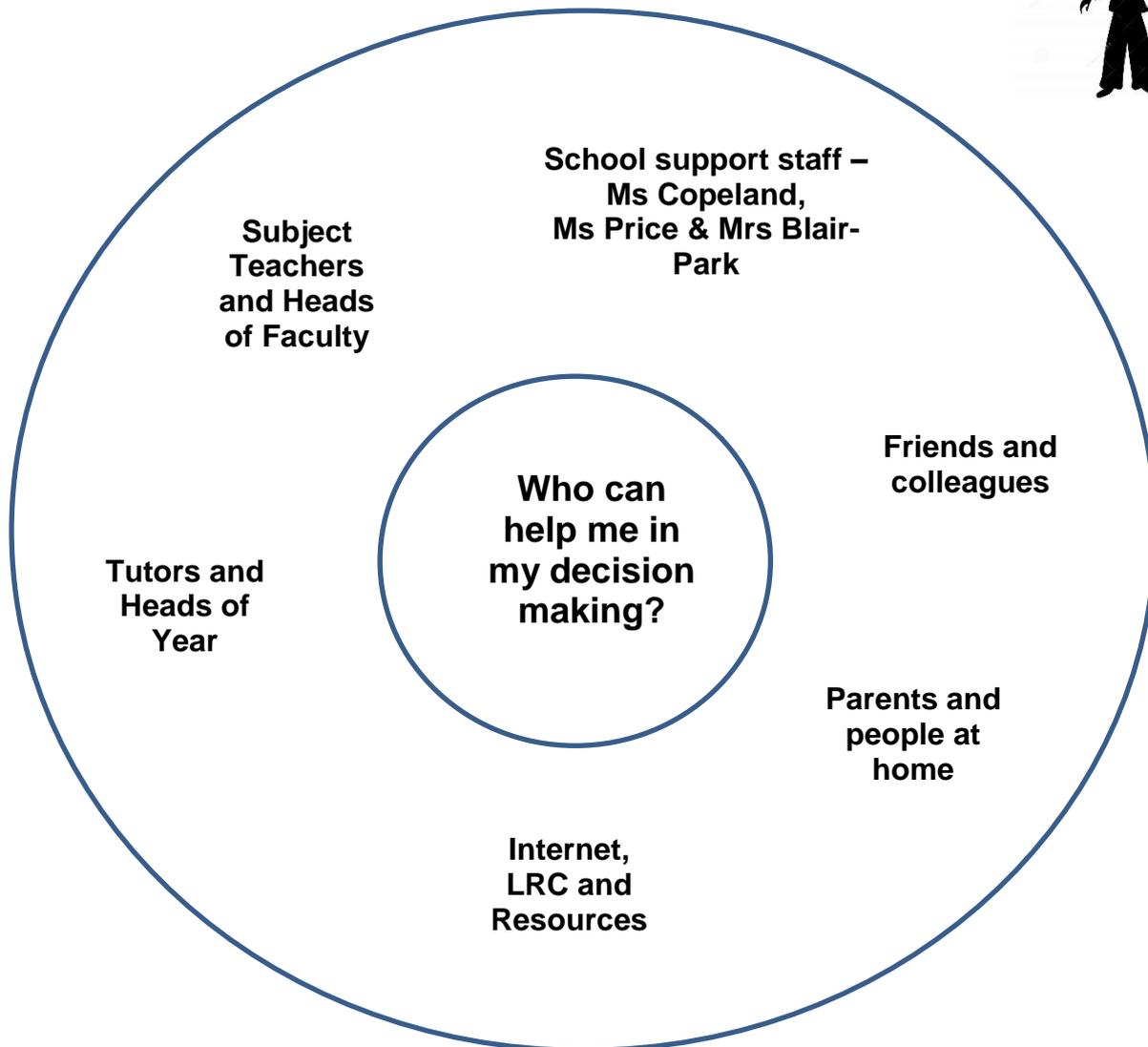
| Humanities | MFL | Creative and Expressive | Social Sciences and ICT |
|-------------------|------------|--------------------------------|--------------------------------|
| History | French | Art | Business and Enterprise |
| Geography | Spanish | Music | Philosophy and Ethics |
| | | Drama | Computing |
| | | PE | I-Media |
| | | Technology | |

We recommend that students thinking of going to university think carefully about their balance of GCSEs and how their choices will be viewed by potential universities and employers. A balance of GCSE subjects can look more attractive as it is likely to show the development of a broad range of skills and knowledge.

In Year 9 we strongly believe that students should not specialise too much and should keep their options open. It is important that students think carefully about dropping certain subjects, as they will not be able to pick them up again at a later date.

By selecting at least one subject from each family, students will keep their options open regarding the English Baccalaureate (E-Bacc).

Who can help me in my decision making?



| | |
|--|---|
| Subject teachers and Heads of Faculty | Speak to subject teachers about what the GCSE course is like in your subject. Think of important questions to ask them |
| Tutors and Heads of Year | Speak to your tutors about how the workload in each subject might be managed. |
| Friends and colleagues | Speak to your friends about what might have influenced their decision making. They may have thought of things that you haven't! |
| School support staff | Speak to support staff in school about how your decisions might affect your pathways in the future |
| Internet, LRC and Resources | Spend a little time researching and looking at different options. Use the internet to look at what you might need for the next steps |
| Parents and people at home | Share your ideas and thought process with people at home. Try to answer the questions they ask of you. After all, they know you best! |

What next?

Some important questions to think about...

There are many issues to think about, but you should answer at least some of the following questions before making your choices:

- Which subjects do I like?
- Which subjects might be especially useful to me?
- Which subjects do teachers/tutors think I should take?
- Which subjects might I need if I go on to 'A' Level?
- Which subjects do I need if I want to go on to Further Education of any type?
- Which subjects do I need for my career? (See "Career Progression" below)
- Which subjects might also give me something for life, as well as for a career or examination?

What should I do over the next few weeks?

- Think about what you enjoy and what you are good at
- Listen to the information from students and teachers
- Talk to the people who are going to help you – parents, friends, tutors
- Engage fully with all the events which are being put on for you

And remember, preparation is everything...

'Give me six hours to chop down a tree and I will spend the first four sharpening the axe...'

Abraham Lincoln

THE CURRICULUM IN YEARS 9, 10 & 11

The following section of the booklet gives brief details of all courses of study for Years 9. It is divided into two sections: the Core Curriculum, which all students must study, and the Optional Curriculum, where some choice is available.

Please read the information in this booklet before attempting to fill in the option choice form.

THE CORE CURRICULUM

ENGLISH LANGUAGE

Exam Board: EDUQAS

In English Language, students will continue to read, take part in discussions, give talks and practise different types of writing. They will study a variety of fiction and non-fiction texts including diaries, autobiographies, newspapers, and other written material and learn how writers craft their texts. They will learn to write in a variety of ways and adapt their writing for different purposes. Students will take two written examinations which will carry 100% of the marks.

ENGLISH LITERATURE

Exam Board: EDUQAS

Most students will also take English Literature as a separate examination. They will study a range of novels, plays and poetry and will learn about character, style and the way texts are constructed and ideas expressed. There will be two written examinations which will carry 100% of the marks. Students will need to know the set texts in detail for this.

MATHEMATICS

New GCSE (9-1) Exam board: **Edexcel**

This is a compulsory subject for all KS4 students and it is taught in attainment-related sets. Assessments are made throughout the year, with Year 10 and Year 11 students both sitting mock exams.

Aims of the qualification

The aims and objectives of the GCSE Mathematics qualification are to enable students to:

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

Tiers of entry

The new GCSE will award students with a grade 1 to 9, with 9 being the highest possible grade.

Examination entry is dependent upon anticipated attainment with entries possible in one of two tiers; foundation and higher.

Students who are entered for the Higher tier can achieve grades 3 to 9.

Students who are entered for the Foundation tier can achieve grades 1 to 5.

A grade 4 is considered a 'standard pass' and a grade 5 is considered a 'strong pass'

Assessment

Students will sit three equally weighted written examinations at the end of Year 11 including:

| | | |
|---------|----------------------|-------------------|
| Paper 1 | Non calculator paper | 1 hour 30 minutes |
| Paper 2 | Calculator paper | 1 hour 30 minutes |
| Paper 3 | Calculator paper | 1 hour 30 minutes |

Areas of study

The new GCSE is divided into six topics areas as follows:

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

SCIENCE

All students study biology, chemistry and physics until the end of Year 11.

Students start the Science GCSE course at the start of Year 9 and all students are taught in mixed ability groups. At the start of Year 10 students are put into sets depending on which science pathway they are following.

The majority of students will follow a GCSE Combined Science course which leads to students gaining two GCSEs.

A number of students who show aptitude during Year 9 will be selected to study for three separate GCSEs in Biology, Chemistry and Physics. This can be useful (but not essential) for those considering studying a science A Level. The decision regarding which students will study for this extra GCSE will be taken at the end of Year 9 and will be based on performance in assessments throughout the year as well as the end of Year 9 exam.

All students study Physics, Chemistry & Biology to a level which could allow them to continue to study Sciences at A Level.

Assessment Structure

All science GCSEs are assessed 100% by examination at the end of Year 11. All students will sit two exams in each of the three sciences. There is no coursework or Controlled Assessments.

Practical work will be assessed in the following way. Students will do a number of practicals specified by the exam board in normal lessons throughout Years 9, 10 and 11. Students will then be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

PHYSICAL EDUCATION – CORE COURSE

In Year 9 students will follow a curriculum similar to that which they have followed during year 9. Their lessons will have more of a focus on games activities and they will study each topic for around 6 lessons before moving on.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

Our PSHE curriculum is based around the PSHE Association programme of study. In each academic year all students will study topics from the three key core concepts:

1. Health & Wellbeing
2. Living in the wider world
3. Relationships (including the new compulsory RSE curriculum set out by the DfE)

The spiral programme will revisit themes from year 7-8, gradually extending thinking, expanding knowledge and developing skills.

We have structured the PSHE curriculum considering the needs of our pupils, our local community and environment.

Year 9 (fortnightly lessons)

Health & Wellbeing

- Changing friendships, social groups and gangs
- Balanced Lifestyle, diet and body image
- Resilience and mental wellbeing
- Drugs and alcohol – peer pressure and managing risk
- Long term effects of alcohol and drug abuse

Living in the wider world

- Careers and aspirations – GCSE options
- Employability skills
- Enterprise & teamwork skills

Relationships

- Family relationships
- Identity and gender, stereotyping and challenging transphobia discrimination
- Homophobia and biphobia
- Healthy, respectful sexual/romantic relationships and consent
- The media's influence on sex
- Online relationships – staying safe

THE OPTIONAL CURRICULUM

Students need to choose, with staff and parental guidance, **six** other subjects, plus **at least one** reserve to study alongside the core curriculum.

Information about the optional subjects available is on the pages listed below:

| Page | Course |
|------|-----------------------------------|
| 11 | Art & Design |
| 12 | Business and Enterprise |
| 13 | Design & Technology Courses |
| 14 | Drama |
| 15 | Geography |
| 16 | History |
| 17 | ICT and Computing |
| 19 | Modern Foreign Languages |
| 20 | Music |
| 21 | Physical Education – GCSE |
| 22 | RS: Philosophy and Applied Ethics |

From a staffing point of view, we are not able to offer internal courses attracting less than about a dozen students. Several of the courses offered will, of course, call for more than one teaching group. Certain courses have restricted entry for reasons of ability or restrictions of rooming and/or staffing; details of these are given in the outline of the Optional Curriculum to follow.

ART & DESIGN

- Art and Design is an exciting and stimulating subject area which enables students to work in a wide variety of media in both 2 and 3 dimensions.
- Qualifications in Art and Design develop creative problem solving and fine motor skills. The creative industries this subject may lead to include, Advertising, Architecture, Fashion and Graphic design, Video Game design, Fashion, Set and Costume design for theatre and film, Education, Photographer, Creative director and Illustration.
- The year 9 syllabus aims to develop the ability to communicate ideas and to develop imaginative and independent ways of working which will include research, producing a personal response.
- The use of the written word is encouraged to show the beginning of an understanding of critical analysis and to aid the narrative of their journey.
- Students are encouraged to produce work which reflects their interests, skills and study of artists' work.
- Two main projects are explored throughout the year. Students can follow their own ideas and links, using their own photography, collected images and references to their chosen artist's work.
- The aim is to develop confident and creative students who are able to explore their ideas with enthusiasm and develop their skills ready for GCSE level work

Ways of working

- Drawing - charcoal, chalk, oil, pastel, pencil, conte, pencil, coloured pencil, pen
- Painting – acrylic, watercolour, poster
- Printing – mono, lino, screen, block
- Digital – scanning, manipulating images, printing, research, photography
- Mixed media - collage, textile media
- 3D – clay, papier mache, modroc, construction

GCSE Art, Craft and Design Exam board: OCR(Specification J170—J176)

This qualification continues to encourage students to develop their skills across a range of disciplines. It provides a foundation for students to pursue further education or to continue their own creative journeys.

Unit 1 Portfolio of Work - 60%

The course is a broad course exploring practical and critical and contextual work through a range of 2D and 3D processes and new media and technologies. Projects are designed to build the necessary skills and understanding to allow students to respond to their interests and current exhibitions. Class work and homework produce a portfolio of work, which accounts for 60% of the pupils' final grade. The remaining 40% is derived from the marking of a final, externally set exam piece.

Externally set task - 40%

The task is set by the exam board from 1 January with unlimited preparation time before the 10 hour exam. The students research and plan their final piece during this time, responding to their chosen starting point examination questions and are able to discuss their ideas and ask for advice from their teachers. Students are marked on their ability to develop their ideas, to experiment with media use, to record ideas and images from direct observation and imagination and to present a personal response. Artist studies are also a vital part of the work.

Final Grade

There is a 60% - 40% weighting of Coursework and the externally set task respectively. All work is to be completed by early May in Year 11 and will be marked by the department then moderated by the exam board.

BUSINESS & ENTERPRISE

The most common pathway for students after Year 9 is to continue on to GCSE Business Studies or BTEC Tech Award in Enterprise. After completing GCSE students can then continue on to the A-Level, whereas the BTEC in Enterprise Level 1/2 will feed into the BTEC Enterprise Level 3 Diploma in Years 12 and 13.

Term 1

“Grow a £” in association with Grove Cottage

Students are asked to think of innovative ways to raise money for a local charity and are tasked with “growing a £” in the most enterprising way. The money that they raise is then donated to Grove Cottage, the Mencap charity in Bishop’s Stortford. Students must be innovative to come up with ideas that will raise the most money and the scheme encourages them to improve their communication, sales and negotiation skills. This is likely to run for the majority of Terms 1 and 2, with a large emphasis on students being pro-active and seeking opportunities to raise funds for charity in their spare time.

Social Enterprise

In keeping with the theme of Grow a £, students will have the challenge of coming up with a new business idea that has an element of social responsibility. They will conduct research into examples of social firms and their contribution to the wider environment and also compare the researched social firm to one which is not a social firm. Students will consider their ethical behaviour along with their corporate social responsibility with a view to understand that some firms that claim to be socially responsible do behave in an unethical manner.

Success vs. Failure

This project will see student conducting research into real life businesses to understand why some are successful and why others fail. It will provide insight in to what makes a leader successful as well as the various factors that measure success and/or failure. In addition, students will also conduct research into philanthropy and why some successful business individuals ‘give it all away’.

Term 2

Breakfast Cereal Challenge

Students are tasked to design and promote a new healthy range of breakfast cereal aimed at children aged 2 – 12. The idea behind the cereal range is to encourage children to eat a healthy breakfast every morning as it has been shown that children who skip breakfast do not perform as well at school and have a tendency to eat more sugary foods, damaging their health and affecting their weight.

Term 3

The Enterprise Zone

Students are given a taster of how GCSE Business Studies lessons might look with a selection of topics that are studied on the GCSE syllabus, using resources from “The Enterprise Zone”. These will hopefully give students an understanding of Business and Enterprise that will allow them to develop both their knowledge and practical understanding of how small businesses operate.

DESIGN & TECHNOLOGY

Students have the opportunity to study Design & Technology at Key Stage 4 by continuing a diverse curriculum in Year 9 and then opting for a preferred specialist area in Years 10 and 11. Students who opt to study Design & Technology in Year 9 will rotate through a range of projects in the following 5 subject areas:

1. SYSTEMS AND CONTROL

This emphasises mechanical and electronic systems. Students will develop a prototype and commercially develop an electronic or mechanical product using discrete components, integrated circuits, levers, gears, CAMs or pulleys.

2. FOOD AND NUTRITION

Students will work in the Food Technology room. The course focuses on developing a whole range of creative designing and making skills, technical knowledge and understanding relating to food products and invaluable transferable skills such as problem solving and time management. Students will cover topics of special diets, sports nutrition, multi-cultural food, celebration and sustainability.

3. GRAPHIC PRODUCTS

Emphasis is placed on the communication of ideas, originality of design, aesthetics and style. Coursework projects include the opportunity to design in the contexts of product design, advertising, illustration, architecture and display.

4. RESISTANT MATERIALS

Emphasis is put on the completion of quality practical work. Students will be given the opportunity to use CAD/CAM laser cutters during the course, as well as a range of hand tools, power tools and machine equipment.

5. TEXTILES

Students have the opportunity to focus on both creative textiles and fashion garment products. The course firmly emphasises the application of knowledge about fibres and fabrics to the practical realization of textiles products.

Design and Technology in Year 9 aims to:

- Encourage creativity and technical application
- Develop design and making capability
- Develop theoretical understanding of materials, processes and manufacturing techniques
- Develop educational skills that can be related to other subjects and further study at Post 16.

It should be noted that rooming, safety and staffing constraints limit the maximum size of the teaching groups in Design & Technology. Students have access to state of the art facilities in the Design & Technology Faculty including; Laser Cutters, 3D Printer, 3 computer suites (PC and Mac) with CAD/CAM software, 2 multi-media workshops, 2 textiles workshops and a modern, fully equipped food room.

All students choosing Design & Technology in Year 9 will study all areas of the Subject, students will opt again in Year 9, for their preferred area of specialism at GCSE.

DRAMA

Exam Board: Eduqas

Drama is an exciting and demanding course. It involves lots of group work and activity, so you must be willing to get up on your feet and join in. There will be ample opportunity to get involved in class discussions, peer assessment and directing therefore you will need to be confident and willing to participate. This course does require students to perform in front of each other therefore it requires positivity and determination.

You will learn and experiment with skills in:

- Acting: use of body language, gesture, facial expressions, movement and vocal work
- Design: set, costume, lighting
- Script work: performing, analysis and writing
- Communication and interpersonal skill (vital in your personal development!)

Assessment:

There are six units of work in Year 9 Drama; Learning new Theatre Practitioners, Runaways, Gothic Horror, Mugged, Musical Theatre and Soap Opera. These units allow students to develop skills in devising, working with scripted material and expanding knowledge of theatre practice. Each unit is assessed twice, once mid unit and once at the end to track progress.

There are small written tasks and assessments throughout the year, which allow the students to learn and develop skills in analysing the rehearsal process and evaluating their own work.

Drama is for you if you like:

- Group work with different people from your class
- You enjoy performing and creating
- You enjoy speaking and listening activities
- You enjoy being active rather than sitting still
- You want a contrast to your other subjects
- Practical assessments
- You are prepared to learn drama terminology and use it consistently
- Participating in class discussions on various topics

What can I do with a GCSE in Drama?

Drama is very popular with employers and colleges because it teaches you to work well with other people, to be organised and to work independently. It improves your confidence and develops excellent communication skills.

It is particularly useful for:

- Jobs where you have to deal with members of the public or give presentations
- Any career which involves communicating with the people around you (all of them!)
- Careers in Theatre, Design, Media, Film, Television
- Further education in Drama

GEOGRAPHY

Year 9 will be a transition year and elements of the new GCSE syllabus will form part of the course. During the Autumn and Spring Term students will study topics that are relevant to the world we live in today, which will help lay some of the foundations for the GCSE course, should they choose to continue their studies beyond Year 9.

The Development Gap considers why, in the twenty first century, there is still a significant gap between the world's wealthiest and poorest nations. Why does the gap exist, how does it impact upon people's daily lives and what can be done to reduce the gap, are some of the key questions that we study. Using the example of diamonds, we ask why having one of the world's most valuable resources may not guarantee a country's wealth.

Can the Earth Cope? focuses on the issues of population growth, resource exploitation and climate change. How will the world respond to these changes as we move towards the middle of the twenty-first century and what impact might each one have upon the lives of students as they are faced with decisions about how the world should deal with these challenges.

In **The Global Fashion Industry** students will be introduced to the concept of globalisation. How has the fashion industry become a global industry and what is the role of TNCs in this process? What problems and benefits does this create for the people employed in it? Does it matter where our clothes are made or the conditions people making them are employed in? Students will decide through a study of the different stages of production and will have the opportunity to redesign their school uniform following fair trade principles.

In the Summer Term of Year 9, students will begin to study the GCSE specification. The first topic we will look at will be **The Challenge of Natural Hazards**. This is a study of tectonic and weather related hazards and why they pose an increasing risk to people and property. Students will study the theory of plate tectonics and the global distribution of earthquakes and volcanoes. They will also learn about how the world's weather systems work and how this can lead to the formation of tropical storms. Closer to home we will study an extreme weather event in the UK and consider how we should respond to these in the future.

Why do Geography GCSE?

First and foremost, do Geography because you enjoy it!

The course will appeal to those students who:

- have an interest in and concern for the environment
- are interested in current affairs and the lives of people in different parts of the world
- enjoy studying a subject that is relevant to their own lives and experiences
- want the opportunity to experience first-hand some of the issues they have studied in the classroom.
- want to develop decision-making and analytical skills which are valued in further education and by employers.

Geography is an appropriate qualification for a wide range of higher education or career choices. It is a link between the Humanities and Science subjects and complements both types of subjects at 'A' Level. Taken with Science subjects it supports university courses such as Engineering, Psychology and Environmental Sciences. Taken with Humanities subjects it supports courses in Business, Law, Media, Politics and Philosophy.

HISTORY

Why Study History?

- What's the most interesting thing in the world? People! Well, that's what History is all about. If you like people, you should like History.
- How can you make sense of the present unless you have a good understanding of the past?
- History isn't just about the past; it prepares you for the future!
- History also challenges you to ask questions and to challenge the status of knowledge – historians don't take things at face value, they question them all the time!

Year 9

The History curriculum in Year 9 aims to prepare students to start GCSE while providing you with an interesting and varied enrichment year.

The topics we learn about include the causes and course of WWII, the significance of key battles in World War II, the Holocaust and the Cold War. Towards the end of the year we open up the range of topics studied to include less political topic areas such as 'life in the Swinging Sixties' and 'the assassination of President Kennedy'.

You will be encouraged to develop your capacity for higher order reasoning and to demonstrate your knowledge and understanding in a variety of creative ways.

Years 10 & 11

Our exciting new GCSE (AQA) will follow on from the topics and learning that you have done in years 7-9.

Germany: Democracy and Dictatorship. You will investigate the final years of the Kaiser's rule in Germany, and the effect World War I and the post war settlement had on the German people. The study then moves on to the events that led to Adolf Hitler coming to power in Germany and finally you will explore the changes that the Nazi regime made to people's lives in Germany between 1934 and 1945.

Your course will also involve an investigation into the broad development of British society, viewed through the lens of the **History of Medicine and People's Health** from c.1000 to the present day.

We also do 2 depth studies. One on the **causes of World War I** and the other on **England under Elizabethan rule**. Incorporated into this will be a study of a historic building or place.

In 2020 we are running our first extended battlefields trip, focussing upon the Western Front during WWI and the changes that took place in weaponry and the style of warfare. We will travel south to Verdun (France) and return via the Somme and Ypres to study Passchendaele and the events that led to the victory of the Allies in 1918.

What skills will you learn?

You will be encouraged to ask questions, evaluate information, think critically and communicate complex ideas effectively. You will learn to understand how people think and what motivates them. Film and video evidence will be used and you will learn to describe, analyse and explain events and learn how to interpret what you see.

Where can studying history take you?

History can give you the skills most universities and employers want, whatever job you have in mind. History is a good qualification for budding journalists, lawyers, accountants, TV researchers, and is also very useful for jobs in marketing, PR, business, social work, tourism, even medicine ... the list is endless.

ICT & COMPUTING

iMedia/ICT

iMedia is designed to develop students' creative, practical ICT skills and extend their knowledge and understanding of using ICT in the creative digital purposes. An ideal preparation for a world in which iMedia touches every part of our daily lives, the course is based on practical work and problem solving and involves developing real-life digital products. **By taking this course, you will broaden your understanding of digital media and the way computers are used in this sector.**

The course is structured into several projects, whereby you will learn new skills and develop your understanding of the theoretical concepts behind these skills. You will be assessed by completing a project, following a set scenario/client brief. Your self and peer assessment skills will improve throughout the course, as you will be expected to do this constantly when working on the projects.

You will be taught a blend of theory content and practical iMedia elements in this year.

In this course you will study the following topics:

- **Digital Graphics:** Use image editing software such as Fireworks and Photoshop to manipulate images
- **Pre-Production Skills:** Learn how to effectively plan digital media products and how legal and cultural issues impact this
- **Video Development:** Understand how to manipulate sound, video and images to produce videos for a client
- **Web Design:** Design and develop websites to suit a given audience and purpose
- **Creepy Pasta:** Understand the use of ICT to produce realistic legend stories

If you choose this option in Year 9, you will be able to opt to study Vocational Creative iMedia (Cambridge Nationals Level 2) in Years 10 & 11.

Computer Science

The course will give you a broad and in-depth understanding of Computer Science and how it relates to modern technology. The course focuses heavily on developing computational thinking and problem-solving skills along with a strong knowledge of procedural programming.

In this course you will study the following topics:

- **Procedural programming:** Using Python, you will develop your text-based programming skills solving a wide range of challenges.
- **Algorithms and problem solving:** You will study the tools and methods used to develop algorithms and solve computable problems.
- **Encryption and ciphers:** You will look at a range of methods used to encrypt and code data, developing an understanding of how modern encryption systems operate.
- **Visual programming:** Using Python, you will create programs employing graphical user interfaces.
- **PC Components:** You will look at the full range of hardware used to build a Personal Computer and learn how to select compatible components based on technical specifications.
- **Data types and structures:** You will learn about the main data types and structures used to create advanced computer programs.
- **HTML & CSS:** You will learn about how webpages are designed and build the skills of HTML and CSS, to develop your own web pages.
- **Computer Science Project:** You will end the year completing a project of your choice, allowing you to explore an area of Computer Science that interests you.

If you choose this option in Year 9, you will be able to opt to study GCSE Computer Science in Years 10 & 11 or Vocational Creative iMedia (Cambridge Nationals level 2).

MODERN FOREIGN LANGUAGES

FRENCH & SPANISH

Exam Board: Edexcel

GCSE specifications in a modern foreign language enable students to:

- develop their ability to communicate confidently with native speakers in speaking and writing, with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clear, standard speech
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a variety of material
- develop awareness and understanding of the culture of the countries where the language is spoken
- be encouraged to make links to other areas of the curriculum to enable bilingual and deeper learning
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

The format of the examination is identical for both languages.

- ✓ Four equally weighted (25% each) final exams as a 2 year linear course
- ✓ Listening, Speaking, Reading and Writing exams will be externally marked (Speaking tests will be conducted by the teacher)
- ✓ No controlled assessment
- ✓ Exams in all four skills will be tiered (Foundation or Higher); students must sit exams in all four skills at the same tier. Teachers guide students towards the tier most suited to their ability.

The language content of the course is delivered through the following themes and topics:

- **Identity & Culture**
- **Local area, Holiday & Travel**
- **School**
- **Future aspirations, Study & Work**
- **International & Global Dimension**

There is currently a residential trip to France offered to Year 9 and 10 students, and a residential trip to Spain offered to Year 10 students.

The course will provide a suitable foundation for further study or for the practical use of the language, both for business and pleasure. French and Spanish are accepted by universities and colleges for appropriate courses. In the past, students have gone on to study French and/or Spanish at degree level as well as combined their language with degrees in Law, Business, Engineering, etc. The knowledge of a foreign language offers wider opportunities to work or travel abroad and will enhance a wide variety of jobs and careers.

MUSIC

Year 9 Music will be a foundation year of musical studies which will prepare students for the Eduqas GCSE Music course. Students will develop their solo and ensemble performance skills, composing techniques and understanding of the elements of Music through listening. Schemes of work are modelled on the GCSE coursework units, and students will prepare a portfolio of performances and compositions which they will refine and improve upon should they choose GCSE Music.

The Year 9 curriculum includes:

Performance Projects: Solo and Group Performance Techniques.

Composing Projects: Songwriting, Film Music, Composition Techniques, using music technology to compose, Classical-Pop Fusion.

Listening: Classical Music, World Music, Popular Music.

GCSE Music Curriculum in Years 10 & 11

Students at Leventhorpe studying Eduqas GCSE Music in Years 10 & 11 are entitled to a free 20 minute instrumental/vocal/music technology lesson once a week.

Unit 1 Understanding Music

Questions

Section A: Listening – unfamiliar music (68 marks)

Section B: Study pieces (28 marks)

The exam is 1 hour and 30 minutes. This component is worth 40% of GCSE marks (96 marks).

Unit 2 Performing Music (Controlled Assessment – 60 marks – 40%)

How Music performance is assessed

As an instrumentalist and/or vocalist and/or via technology

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks).

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by Eduqas. Performances must be completed in the year of certification.

Unit 3 Composing Music

How Composition is assessed

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks)

A minimum of three minutes of music in total is required.

This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by Eduqas.

PHYSICAL EDUCATION (GCSE)

Exam Board: AQA (Specification 8582)

Why Study Physical Education?

Do you like sport? Would you like to be rewarded for playing the sports you enjoy? Have you got an interest in learning the theory behind sports and physical activity? Do you participate regularly in one or more sports outside of school. If you have answered yes to these questions, then you will enjoy and be successful at GCSE Physical Education.

In this course you will improve your knowledge and performance in a range of practical activities and will have the chance to learn about the principles and practices which lead to good performances. The course will help you to develop your confidence, self-esteem and a sense of team spirit. The qualification can lead to further study of Physical Education or Leisure and Recreation or to a career within the Sport and Leisure industry.

You will study:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data to analyse performance
- Sports psychology
- Socio-cultural influences on participation
- Health, fitness and well-being

You will learn how to:

- Develop and apply advanced skills and techniques
- Select and apply advanced skills, tactics, strategies and team skills
- Evaluate and improve performance
- Adopt a variety of roles in an activity such as performer, coach, referee
- Apply rules of activity and safety regulations

Assessment:

The theory content will be split over two 1hr 15minute exams and is worth **60%** of your overall grade. The remaining 40% of the GCSE is made up of 3 activities worth 10% each and one piece of coursework also worth 10%.

At least one practical activity has to be an individual sport and all activities must be assessed as a player/performer. Coaching, leadership and officiating have been removed from the new GCSEs.

You will also be tested in your ability to observe and analyse performance in a practical activity and apply the theory you have learned in planning an action plan for improvement.

The complete specification and list of assessment activities can be found through the following link.

<http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016-V1-0.PDF>

RELIGIOUS STUDIES

Exam Board: AQA Spec Code: 8062

Religious Studies offers you the opportunity to explore some of the fundamental questions about human existence, and of religion and ethics to some of the most important questions about how people behave and why. You'll look at today's issues - including things you see or read about in the news. You'll look at different worldviews (religious and secular) and how they address questions such as, "Is it ever right to kill?", "Why do we suffer?" "Does God exist?" You'll learn about ethics in areas such as abortion, punishment, war, human sexuality and more.

The value of Religious Studies

Religious Studies is important for developing us as members of society. In our modern world, an understanding of different worldviews has never been more important in helping us to understand ourselves and explore our own identity, as well as understanding others.

Studying Religious Studies at GCSE supports a wide variety of A Level and University degree subjects because it touches on so many aspects of life. Students who have studied Religious Studies have gone on to study Philosophy, Theology, History, Psychology, English, Languages, Law, Politics and Economics and Medicine. This GCSE Provides the opportunity to investigate what motivates people and so is a valuable preparation for the modern world of work which increasingly involves working with people across different countries and cultures.

Exams and Coursework

You will have 2 exams, each lasting one hour and 45 minutes. There is no coursework.

Learning and Teaching

The GCSE allows students and teachers to take a creative approach to learning and we will use a variety of teaching and learning methods during the course. These will encourage students to become independent thinkers as well as being successful in their work. Lessons will be varied and incorporate activities such as debates (both silent and verbal), presentation work, role-play and film analysis.

Religious Studies offers students the opportunities to develop important academic and personal skills. You will learn to analyze, assess and evaluate religious, ethical and philosophical approaches. You will also learn to understand, appreciate and evaluate other people's points of view. You will focus on composing your own argument, both in essay form and in discussion.

How is Religious Studies different to what I studied in Year 8?

The course is quite different to that covered in years 7 and 8. The focus turns towards a much deeper understanding of core religious beliefs and practices. There will be an exploration of a range of ethical viewpoints, and students will be encouraged to develop their own opinions whilst showing awareness of the views of others.

Don't I have to do Religious Studies Core in Year 9 anyway?

There is a legal requirement in terms of the amount of Religious Studies you are expected to do – this is why everyone still has to do an amount of Religious Studies in Year 9. These lessons are separate and not connected to the GCSE course.

Do I have to be religious to do the subject?

Absolutely not! People of all beliefs and practices are encouraged to take the course. The point of the subject is to be analytical about significant issues in the world today, and is similar to other humanities subjects in that respect. Whether you are religious or not is irrelevant – what matters is that you want to answer life's big questions, enjoy debating and learning to express your view in a convincing way.

COMPLETING THE OPTION FORM

Students will be given the Option Form on Thursday 26th March 2020.

Before you receive the form you can think about and discuss which six optional subjects you would most like to study in Year 9.

- Consider what you have heard tonight, at the Parents' Consultation on 26th March and in the separate subject assemblies
- Think about the order of preference of your six chosen subjects
- Think about which seventh subject you would like as your reserve - if you are not sure you may put two or more reserves but please indicate the order if you choose more than one!

Whilst every effort will be made to provide you with the subjects of your choice, this may not always be possible. We reserve the right to withdraw any subject which receives insufficient support or to include others at a later date.

This should be regarded as your final choice, as it is difficult to make changes once courses have started in Year 9.

PLEASE COMPLETE THE OPTION FORM AND RETURN IT TO YOUR FORM TUTOR BY WEDNESDAY 1st April.

(Forms returned late may be at a disadvantage when compared with those returned on time).

How the options are allocated

After the deadline for submission of options forms, we will begin to construct the six option blocks, using the students' choices to assess demand for both individual subjects and combinations of subjects. Because of this, **it is extremely important that the subjects chosen are placed in order of preference, with at least one reserve subject.** While the great majority of students will be given all the subjects that they have chosen, our experience shows that there are always a few who will not. This may happen for two main reasons:

- A subject may be so under-subscribed that no class will be created.
- A student may be the only one who has chosen a particular combination and this cannot be accommodated without denying other combinations.

If a student's full combination of six subjects cannot be allocated, then he or she will have a one-to-one interview to explain the situation..