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*David Nieper*  
ACADEMY

Year 8 Options Booklet  
2018-2021



# Welcome to your Options Evening ...



Dear Parents, Carers and Students,

Welcome to our 2018 Key Stage 4 Information Booklet. I hope you will read this, together with your son/daughter and feel that you are able to discuss the important choices that are available to you.

David Nieper Academy is committed to providing all of its students with a broad and balanced education, thus giving them the best basis for choice and further study at the age of 16. We hope the choices will enable them to specialise in areas where they have particular ability, interest or enthusiasm.

Every year we review the Key Stage 4 Curriculum and this year we have made further changes to support students in their studies. This booklet provides you with the proposed option choices for September 2018.

Tonight, advice from Form Tutors and teachers is designed to help direct your son/daughter to the right courses for them. Y8 students will also have access to individual Careers interviews so that we can ensure students make the right choice for them and their future, more information will be sent to you after the Easter break.

All option choices contained within this booklet are subject to change. There is no guarantee that these options will run as this will depend on the number of students choosing subjects etc. Therefore students should consider alternative courses that they wish to pursue.

The purpose of this booklet is to provide an outline of the full Key Stage 4 Curriculum and specific information to assist with the making of choices where this is appropriate.

**Students need to return final option choices on Friday 16<sup>th</sup> March.**

Yours faithfully

Handwritten signature of Dr. K Hobbs in black ink.

Dr. K Hobbs  
Headteacher

Handwritten signature of Mr C. Endacott in black ink.

Mr C. Endacott  
Assistant Headteacher

# Choosing Your Options

## 1. Who chooses?

You, your parents and your teachers must talk about your choice and agree on the final decision.

## 2. What must I think about before I decide?

**Think** about the qualifications you will need for the job you want or for the next stage of your education.

**Think** about the subjects you like and the subjects you are good at.

**Think** about your learning style.

***You must have a balanced set of courses*** in case you change your mind about your career.

## 3. Who will help me make up my mind?

Your parents, subject teachers, form tutor, Progress and Achievement Leader and careers advisors.

## 4. What do I do next?

Read this booklet carefully. Show it to your parents and talk to them about your choices.

Please remember we may not be able to give everyone their choices. We will discuss the reasons with you and your parents if we cannot give you your top choices.

When you have reached a decision about your Year 9 courses, complete the form at the end of this booklet.

## 5. Will I definitely get to do the subjects I choose?

No. All subjects will only run if sufficient students choose them. This is why we need to ask you to choose two reserve subjects.



# The Choices ...

When choosing your Options it is important to think about how you work best, in order to select the type of qualification that suits you and your preferred pathway.

You will study the following examined courses:

- ENGLISH LANGUAGE and ENGLISH LITERATURE (2 X GCSE)
- MATHEMATICS
- SCIENCE Combined (2 X GCSE) or Triple (3 X GCSE)

In addition you will also take part in

- Physical Education
- Personal, Social Health Education, Careers Education and RE

In addition to the core curriculum, students should choose four of the subjects listed below.

Each option choice will take 3 periods a week.



In order to achieve the EBacc suite of qualifications for Progress 8 and to ensure a broad and balanced curriculum, all students must take **AT LEAST** one of the additional EBacc subjects of History, Geography or Computer Science.

However, to gain the full English Baccalaureate (EBacc) students need to take:

- English
- Mathematics
- Science
- Geography or
- History or
- Computer Science

**And**

- French

The EBacc is awarded when students secure a grade 4 or above at GCSE level across a core of five academic subjects – **It is not a qualification in itself**. For some careers, university courses this combination of subjects may be beneficial. However, it may not be a combination that is appropriate for all students. We will discuss this with you at the options meeting.

# GCSE Changes

Grading has moved to a 9-1 scale, with grade nine being roughly equivalent to a top A\* grade and a grade four equivalent to a low to mid-grade C.

You will continue to receive 4 assessment point reports, from the Academy, which will outline your son/daughters GCSE working at grade, a minimum expected grade and an aspirational grade and their attitude to learning score.

We will keep you informed over the next three years as this grading system develops

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

## GCSE Expectations

- At KS4 there is an expectation that students receive homework that will develop and enrich their studies at David Nieper Academy. The format of the homework will change within each subject. However, it is essential that any homework is completed by the set deadline date.
- If your son / daughter is not making expected progress, they will be expected to attend intervention sessions that are running during lunch time or after school. You will be made aware of any intervention sessions that your son / daughter will be expected to attend.
- Developing independent learning is an important part of your child's education, as we prepare students for future study and careers. It is therefore expected that students engage in wider reading within the subjects that they are studying at KS4.
- Further to this, the Curriculum offers key employability links, within core and option subjects, to further engage and enrich student learning.

# Compulsory – GCSE English

Further information: Mrs Wilcockson

Email: [swilcockson@davidnieper.academy](mailto:swilcockson@davidnieper.academy)

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All students in Key Stage 4 prepare for two GCSEs in their English lessons: English Language and English Literature.

In the English Language GCSE, students will study a range of non-fiction texts in preparation for their English Language exam. The exam consists of two papers: Paper 1 Explorations in creative reading and writing and Paper 2 Writers' viewpoints and perspectives. Both papers test their reading and writing ability.

In the English Literature GCSE, students will study a range of literary texts, including Shakespeare's 'Macbeth', 'An Inspector Calls', 'A Christmas Carol' and poetry from different eras. The exam consists of two papers: Paper 1 – an essay on 'Macbeth' and 'A Christmas Carol' and Paper 2 – an essay on 'An Inspector Calls', poetry and an unseen poem.

Students are introduced to English in the daily world and the world of the imagination, helping them to express their own ideas clearly through the study of a range of Language and Literature topics.

Examination Board - AQA

# Compulsory - GCSE Maths

Further information: Miss Lethbridge

Email: [slethbridge@davidnieper.academy](mailto:slethbridge@davidnieper.academy)

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## What is GCSE Mathematics all about?

GCSE Mathematics covers topics from Number, Algebra, Geometry and Data Handling.

While studying Mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- use logic and reason to solve problems
- break down problems into small steps in order to solve them
- use the Mathematics that you learn to solve problems that might happen in real life
- learn how to use a calculator to solve problems quickly and effectively.

## Why do I have to take GCSE Mathematics?

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life and because of this it is a compulsory subject for all students.

You will use much of what you learn in GCSE Mathematics in the other GCSEs that you study; in Science you may be asked to use formulae, graphs and solve equations, in Geography you will need to read charts and diagrams and use statistics and in Technology you will need to use measures and make scale drawings. Most college and post 16 courses require GCSE Mathematics as an entry requirement, as do many jobs and careers.

## Which exam board do we follow?

Students will follow the new GCSE specification first examined in June 2017. The content has been designed to be more rigorous and therefore the exam papers are more challenging. We follow the AQA Mathematics Linear (9-1) course. In this course there are two levels of entry: -

Higher (you can gain a grade 3,4,5,6,7,8 or 9)

Foundation (you can gain a grade 1,2,3,4 or 5)

## Is there any coursework?

There is no coursework for GCSE Mathematics.

## What about exams?

Students are examined by taking 3 papers at the end of Year 11. Two will be taken with, and one without, a calculator.

## What do we need to know?

Year 8 students have been working on mastering the foundations of maths to give them an excellent base knowledge. GCSE maths builds upon this. In Years 9 and 10 students will study the various topics for their GCSE and in Year 11 we will work to maximise their grade.

Student performance in class and homework will continue to be monitored closely throughout years 9 to 11 in order to ensure staff can support students in achieving or bettering their target grades. Homework is an essential part of the course and students are expected to meet homework deadlines.

Wherever possible, students will remain in the same set through Years 9 to 11, although some changes will be made after formal mock exams to ensure students are in the best group for their ability. Each class will be taught by the same teacher for two years wherever possible as this allows the teacher and student to develop a good working relationship.

**Students will need a ruler, protractor, compasses, scientific calculator and suitable pens and pencils for their GCSE in Mathematics.**

Examination Board - AQA

# Compulsory - GCSE Science

Further information: Miss Bacon

Email: [hbacon@davidnieper.academy](mailto:hbacon@davidnieper.academy)

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In GCSE Science, students will learn about the biological, chemical, physical and technological world, plan and conduct investigations to test out scientific ideas and explanations, and learn that the scientific understanding of the world is constantly changing due to continuing research and new technology.

Science forms an important part of the curriculum as it helps students to understand the world around them and their role in that world and understand the role science plays in our society. It is a fundamental requisite for jobs including: medicine, engineering and research amongst many others.

Science enables students to develop the confidence, knowledge and skills to find answers to their own questions about the workings of the scientific world, attempt to find solutions to problems arising from their own needs and experiences in daily life, and take a confident part in public debate and decision making about Science.

Compulsory GCSE Science is a double or triple GCSE depending on student's ability, which means students will achieve 2 or 3 GCSE grades at the end of the course.

There is no coursework in GCSE Science, and we test students regularly throughout the course to assess their strengths and weaknesses and to help prepare them fully for the GCSE exams. Students are expected to come to lessons fully prepared as they would for all lessons, with the added need of a good scientific calculator in order to assist them with any maths problems. There will be six exams: two biology, two chemistry and two physics papers. Each exam is 1 hour and 15 minutes. The subject content of this course is split into Biology, Chemistry and Physics. Examples of the content covered includes:

<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and Response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>

Students in Set 1 will study Triple Science, which has got some additional content, and will mean students will achieve 3 GCSEs.

Examination Board - AQA

## Option GCSE Subjects

For the GCSE subjects, students are able to achieve grades 0-9. Assessment is a mixture of examinations, controlled assessments and practical examinations. These subjects are linear, meaning that all examinations are taken at the end of Year 11. In the past, many GCSE examinations have allowed students to take examinations throughout the course. However, this has now changed.

GCSE Subjects have a focus on the effectiveness of student communication with regards to spelling, punctuation and grammar. Therefore, students need to ensure they focus on these elements within their work outside of School. Students will need to be skilled in learning about specialist terminology and being able to describe these for each subject.

When selecting your options, please note that you will need to select at least one subject from Computer Science, French, Geography or History.



# Option – GCSE Art and Design

Further information: Miss Hallam

Email: [ehallam@davidnieper.academy](mailto:ehallam@davidnieper.academy)

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GCSE Art & Design offers students the opportunity to develop creative ideas through experimentation with new techniques and processes and is an exciting and stimulating opportunity to explore their interests in art and design in ways that are personally relevant and truly developmental in nature.

In Year 9, the course begins with a series of workshops looking at specialist techniques. Students are introduced to a wide variety of materials and methods including 2d drawing, photography, 3D ceramics, painting, print-making and mixed media collage.

Students are required to independently research both traditional and contemporary artists and respond to their findings in a creative way. Throughout the course students are encouraged to find the materials and styles that highlight their own personal strengths. Whether it's drawing, painting, photography or 3D every student has the opportunity to develop skills in their chosen area based on set themes.

Students begin coursework in Yr 10, which comprises of a portfolio presentation of work, selected from two different projects. Students are required to develop knowledge, understanding and skills relevant to their chosen endorsement through integrated practical, critical and theoretical study that encourages direct engagement with original works and practice. Project work is an integral part of the course and independent study time is often the key to a desired, quality outcome. It is an expectation that students complete 1-2 hours of Art homework per week for this GCSE.

The examination comprises of a 10 hour sustained focus of study, based around a chosen starting point set by the exam board. Students are given unlimited time to prepare for this exam, which is completed over 2 school days. (5 hours each) This equates to 40% of their total GCSE mark.

Examination Board - AQA

# Option – GCSE Computer Science

Further information: Mr Endacott

Email: [cendacott@davidnieper.academy](mailto:cendacott@davidnieper.academy)

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GCSE Computer Science is designed to provide students with the skills that are in demand by employers in the technology sector who are working hard at keeping up with the fast paced demand for applications designed to run on PCs, internet and mobile platforms. The course moves students away from their dependency on using applications that other people have developed, to providing them with the programming and problem solving skills required to develop applications of their own.

A large portion of the course is focused on developing skills for designing applications for PCs and this leads on to developing interactive web based applications and then on to developing applications for Android based mobile phones and tablets. The practical programming elements of the course are underpinned by a solid grounding in the theory of how computers work and how the various components interact with each other.

External assessment consists of an exam and a single piece of controlled assessment. In the controlled assessment work, students will be able to demonstrate that they can analyse a set of application requirements and design, develop and deliver a working solution that meets the requirements and also show justification for their design.

This is a challenging course that is not suited to everyone because it introduces and develops skills not met prior to Key Stage 4. It would suit students that are interested in learning how to program computers and who enjoy solving logic or math's problems.

Component	Content	Assessment
1 and 2	Algorithms Iteration Data types and structures Searching and sorting algorithms Input and output Problem solving Representing numbers Representing text, graphics and sound Computer systems, hardware Computer systems, system software Boolean logic Programming languages Computer networks Cyber security Ethical, legal and environmental impact of digital technology on wider society	2 x 1 hour 30 minute written examination 80% of overall qualification
3.	None exam assessment - externally set controlled assessment task	20% of overall GCSE grade.

Examination Board - AQA

# Option – BTEC Dance

Further information: Mrs Turner

Email: [rturner@davidnieper.academy](mailto:rturner@davidnieper.academy)

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## Why choose Dance?

BTEC Dance allows students to explore a variety of practical skills including technique, performance and choreography. The course will encourage students to develop their confidence, communication skills and team work skills. BTEC Dance requires a lot of time management and dedication. Students are expected to perform regularly in front of audiences, an examiner and in dance shows throughout the academic year.

The course is structured as follows:

### **Component 1 – Exploring the Performing Arts**

**30% of overall BTEC**

#### **Assessed through written coursework**

Students explore the processes used to create performance within their chosen discipline. In Dance, students will explore three professional dance works. They will consider the process from creating choreography to the final performance, learning about the different skills required to create a piece of professional dance work.

During component 1 students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes

### **Component 2 – Developing Skills and Techniques in the Performing Arts**

**30% of overall BTEC**

#### **Assessed through written coursework and final live performance of choreography based on a professional repertoire**

Students will assess their skills as a dancer and work on choreography techniques to improve their craft. Students will keep a Dancer's Log documenting their evolving skills and take part in a live practical performance of choreography based upon professional work.

During component 2 students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve.

### **Component 3- Performing to a Brief**

**40% of overall BTEC**

#### **Assessed through an externally set brief. Practical and written elements.**

Students will explore a dance style and choreographer to produce a piece of choreography for performance. They will apply all previous knowledge to a performance piece which is assessed by an external examiner.

During component 3 students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals

- 
- review the process using an ideas and skills log
  - perform a piece to their chosen audience
  - reflect on their performance in an evaluation report.

**The course is demanding and an interest in dance, performing and expression is a necessity. You must have good attendance. If you do not like performing in front of others, this course is not for you.**

**Please note: Students cannot take both BTEC Dance and BTEC Drama**

# Option – BTEC Drama

Further information: Mrs Turner

Email: [rturner@davidnieper.academy](mailto:rturner@davidnieper.academy)

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## Why choose Drama?

- Drama encourages students to explore and actively engage in a wide range of creative and stimulating activities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Drama develops and demonstrates competence in a range of practical, creative and performance skills
- Drama encourages students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Provides a strong and appropriate foundation for further progression to Drama courses, including A-level Drama and Theatre Studies, and enhanced vocational and career pathways.

The course is structured as follows:

### **Component 1 – Exploring the Performing Arts**

**30% of overall BTEC**

#### **Assessed through written coursework**

Students explore the processes used to create performance within their chosen discipline. In Drama, students will explore three plays. They will consider the process from script to stage, learning about the different skills required to create a piece of theatre.

During component 1 students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes

### **Component 2 – Developing Skills and Techniques in the Performing Arts**

**30% of overall BTEC**

#### **Assessed through written coursework and final live performance of a scripted play**

Students will assess their skills as an actor and work on performance techniques to improve their craft. Students will keep an Actor's Log documenting their evolving skills and take part in a live practical performance of a published text.

During component 2 students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve.

### **Component 3- Performing to a Brief**

**40% of overall BTEC**

**Assessed through an externally set brief. Practical and written elements.**

Students will explore a theatre practitioner and produce a piece of theatre in the style of their chosen practitioner. They will apply all previous knowledge to a performance piece which is assessed by an external examiner.

During component 3 students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

**The course is demanding and an interest in drama and performing is a necessity. You must have good attendance. If you do not like performing in front of others, this course is not for you.**



**Please note: Students cannot take both BTEC Dance and BTEC Drama**

# Option – GCSE Design and Technology

Further information: Mrs Thorpe

Email: [ethorpe@davidnieper.academy](mailto:ethorpe@davidnieper.academy)

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

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.
- Maths and Science principles and will also be taught and integrated into projects throughout the course.

Exam	Non Exam based Project
<p>What is assessed:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p>Written exam: 2 hours 100 marks</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions including a 12 mark design question.</p>	<p>Task: Substantial design and make task</p> <p>100 Marks 30-35 Hours</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Designing</li> <li>• Making</li> <li>• Analysing and Evaluating</li> </ul> <p>• Students will produce a working prototype and a portfolio of evidence (max 20 pages)</p>

Examination Board - AQA

# Option – GCSE Textiles Technology

Further information: Mrs Adani

Email: [sadani@davidnieper.academy](mailto:sadani@davidnieper.academy)

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This qualification is intended for students who are interested in using textiles in a practical way within the context of the fashion industry and wish to develop skills and knowledge that will prepare them for further study and employment within this sector.

This qualification in Fashion and Textiles will give students the opportunity to develop an understanding of:

- materials, components and technologies and the ability to select these appropriately
- how to read, interpret and work from drawings, plans and instructions
- quality and how this can be achieved by making to fine tolerances
- key technical terminology related to materials and properties
- commercial and industrial practices within the Fashion and Textiles industries
- career opportunities in the sector.

Course Assessment:

Unit 1: Skills demonstration (internally assessed)

Learners will create a number of small practical outcomes to demonstrate their competency in 12 core skills outlined in the specification. This will include the transferable skill of teamwork.

Unit 2: Extended making project (internally assessed)

Learners will undertake an extended making project that showcases the skills they have developed in Unit 1 and the knowledge and understanding they have acquired in Unit 3. Learners will develop skills in planning and development, making, testing and evaluation and the transferable skill of communication.

Unit 3: Fundamentals of Fashion and Textiles (externally assessed)

Learners will study the fundamentals of fashion and textiles including:

- materials and components
- processes and techniques
- tools and equipment
- industrial processes
- ICT and CAD/CAM
- commercial practice
- career opportunities.

Theory based work will be completed in class, as well as for independent study for 1 - 2 hours a week as the course progresses.

Examination Board - AQA

# Option - GCSE Film Studies

Further information: Mrs Heeley-Cregan

Email: [theeley-cregan@davidnieper.academy](mailto:theeley-cregan@davidnieper.academy)

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Film is an important part of many people's lives. Those who choose to study it bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia. The Film Studies GCSE is split into the following components:

## **Component 1: Key Developments in US Film: 35% of qualification**

Written examination: 1 hour 30 minutes

This component assesses knowledge and understanding of three US films chosen from a range of options.

## **Component 2: Global Film: Narrative, Representation and Film Style: 35% of qualification**

Written examination: 1 hour 30 minutes

This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.

## **Component 3: Non-exam assessment (controlled assessment) 30% of qualification**

This component assesses the ability to apply knowledge and understanding of film when producing your own screenplay for your own film - and an accompanying evaluative analysis.

# Option – GCSE French

Further information: Mr Clerc

Email: [sclerc@davidnieper.academy](mailto:sclerc@davidnieper.academy)

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Language GCSE courses build on the skills of reading, listening, speaking and writing that pupils have developed at Key Stage 3.

The course focuses on areas such as health, relationships, leisure, holidays, future plans, local neighbourhoods and the environment but does also allow some flexibility of topics to respond to pupils' own interests. Students develop communication skills which will not only help with A Level studies in a foreign language but will also develop a knowledge of grammar that would be useful for courses such as A Level English Language.

## *Why study French?*

- Languages are a highly valued life skill.
- Languages set you apart from other job applicants.
- The skills you will learn will be useful in your future career.
- You will develop communication skills and strategies.
- Languages are useful outside the workplace.
- You will use French in authentic situations.
- Languages give you opportunities to see more of the world.
- Learning one language gives you a head start when you want to learn another.
- More and more universities prefer a language qualification for some of their courses.
- A modern foreign language GCSE pass can contribute to the new English Baccalaureate qualification.

## *How will I be assessed?*

Paper 1 – Listening. 35 or 45-minute written exam. 40 marks. 25% of the GCSE.

Paper 2 – Speaking. **Non-exam assessment.** 60 marks. 25% of the GCSE.

Paper 3 – Reading. 45-minute or 1-hour exam. 60 marks. 25% of GCSE.

Paper 4 – Writing. 60-minute or 75-minute exam. Between 50 and 60 marks. 25% of GCSE.

Examination Board - AQA

# Option – GCSE Religious Studies

Further information: Mrs Worthy

Email: [eworthy@davidnieper.academy](mailto:eworthy@davidnieper.academy)

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GCSE Religious Studies is a highly stimulating course that is relevant to anyone who has a keen interest in culture and the phenomena that shape it. Through the study of religion, students will be challenged with intriguing questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study and work.

Religious Studies can be studied as an individual Humanities option but also compliments other Humanities GCSEs, such as History and Geography.

Here at David Nieper Academy we follow the GCSE Religious Studies A specification.

Component	Content	Assessment
1. The study of religions: beliefs, teachings and practices	Beliefs, teachings and practices of Christianity and Islam	1 hour 45-minute written examination 50% of qualification 96 marks
2. Thematic studies	Four of the following religious, philosophical and ethical studies themes: 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	1 hour 45-minute written examination 50% of qualification 96 marks

Examination Board - AQA

# Option – GCSE Food Preparation and Nutrition

Further information: Mrs Adani

Email: [sadani@davidnieper.academy](mailto:sadani@davidnieper.academy)

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This qualification is intended for students who are interested in food preparation in a commercial catering environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to students who are looking for a course that is practical in nature.

This qualification in Food Preparation and Nutrition will give learners the opportunity to develop an understanding of:

- practical food preparation skills and techniques
- meal and menu planning
- cooking methods and recipes
- commercial practice
- career opportunities in the catering sector
- food hygiene and safety.

Course breakdown:

## **Unit 1: Practical skills in Food and Catering (internally assessed)**

Students will create a number of small practical outcomes to demonstrate their competency in 12 core skills outlined in the specification. This will include the transferable skill of teamwork.

## **Unit 2: Extended making project (internally assessed)**

Students will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have acquired in Unit 3. The project will be in response to a brief. Students will develop skills in planning and development, making, testing, evaluation and communication.

## **Unit 3: Fundamentals of Food and Catering (externally assessed exam)**

Students will study the essential information relating to food and catering including:

- ingredients and commodities
- meal and menu planning
- commercial practice
- possible careers within the catering industry
- food hygiene and safety

This course will equip learners with an understanding of the legal responsibilities when preparing food for sale and the considerations involved when scaling up recipes for a large number of covers in a restaurant or other commercial food preparation context.

Examination Board - AQA

# Option – GCSE Geography

Further information: Mr Ruddy

Email: [cruddy@davidnieper.academy](mailto:cruddy@davidnieper.academy)

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There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, economic change, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

As part of the GCSE, students will participate in two **compulsory** fieldtrips in both rural and urban environments in the UK, for which students are asked to make a voluntary contribution. **At present, we are estimating total trip costs of around £25-30.** In addition, there may also be an optional residential fieldtrip at some point within the three-year course – in March 2018 30 David Nieper Academy geographers will be headed to the Bay of Naples, Italy to explore volcanic landscapes!

To be a successful GCSE geographer, you must:

- Have a strong desire to further improve your literacy skills
- Be prepared to revise thoroughly as part of your weekly homework
- Have enjoyed and been successful at geography in year 7 and year 8

All of these things matter because geography is a very challenging subject. You will be expected to do lots of writing in every lesson, and we even do lots of numeracy! There is a large amount of homework which often involves revising the material that we have studied in class. For students who follow these expectations, geography is an immensely rewarding option.

We follow the **Edexcel B** specification. There is no coursework; your final grade will come from 3 examinations that take place at the end of the 3 years. The course structure is as follows:

Component	Content	Assessment
<b>1. Global Geographical Issues</b>	1. Hazardous Earth 2. Development Dilemmas 3. Challenges of an urbanising world	90-minute written examination 37.5% of qualification 94 marks Includes multiple-choice questions, calculations, short open response and extended writing questions
<b>2. UK Geographical Issues</b>	4. The UK's evolving physical landscapes (geology, coasts and rivers) 5. The UK's evolving human landscape 6. Geographical Investigations (fieldwork)	90-minute written examination 37.5% of the qualification 94 marks Includes multiple-choice questions, calculations, short open response and extended writing questions
<b>3. People and Environment Issues</b>	7. People and the biosphere 8. Forests under threat 9. Consuming energy resources	90-minute written examination 25% of the qualification 64 marks Includes multiple-choice questions, calculations, short open response and extended writing questions based on a decision making exercise

# Option – GCSE History

Further information: Mrs Clarke

Email: [cclarke@davidnieper.academy](mailto:cclarke@davidnieper.academy)

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*“How do you know who you are unless you know where you’ve come from? How can you tell what is going to happen unless you know what has happened before? History isn’t just about the past. It is about why we are who we are – and about what is next.”*

Tony Robinson

History is a highly regarded GCSE amongst colleges, universities and potential employers. It is a highly rewarding option that analyses aspects of the past in order to illuminate the present and the future. GCSE History is extremely broad and will capture your interests whilst enabling you to develop a number of useful transferable skills. For example, you will become more critical of what you read and hear on the news and it will develop your abilities to reason and argue your point of view with supporting evidence.

If you have enjoyed History in Years 7 and 8, you will probably enjoy it even more at GCSE level. This course is best suited if you can sustain on-going class-based studies over the three years, strictly adhering to deadlines and completing thorough revision. Consider carefully if you are interested in the topic areas and if the course suits your preferences. The course demands relentless commitment, dedication and a positive independent work ethic. You will be expected to do lots of writing in every lesson.

We follow the **AQA** specification. The course structure is as follows:

Component	Content	Assessment
1. Understanding the modern world	<b>Section A: Period Studies</b> America, 1840-1895: Expansion and consolidation  <b>Section B: Wider world depth studies</b> Conflict and tension, 1918-1939	1 hour 45-minute written examination 50% of qualification 84 marks
2. Shaping the nation	<b>Section A: Thematic Studies</b> Britain: Health and the people: c1000 to the present day  <b>Section B: British depth studies including the historic environment</b> Elizabethan England, c1568-1603	1 hour 45-minute written examination 50% of qualification 84 marks

# Option – BTEC Sport

Further information: Mr Brankin (Head of PE)

Email: [bbrankin@davidnieper.academy](mailto:bbrankin@davidnieper.academy)

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## What the course involves

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The Level 1/2 BTEC Firsts in Sport consist of 2 Core Units plus 2 Specialist Units that provide for a combined total of 120 guided learning hours. One of the core units will be externally assessed; however the other three units will be internally assessed.

## Units in the Programme include:

### The Core Units:

- Unit 1: Fitness for Sport and Exercise
- Unit 2: Practical Sports Performance

### There are 4 optional units which we then chose from:

- Unit 3: The Mind and Sports Performance
- Unit 4: The Sports Performer in Action
- Unit 5: Training for Personal Fitness
- Unit 6: Leading Sports Activities

## Assessment:

Assessments will be carried out using a combination of methods, such as

- Case Studies
- Written Assignments
- Practical sessions
- Fitness testing
- Work based assignments
- Projects
- Performance Observation

Pupils are internally assessed through their coursework, where they are required to demonstrate effective performance, the use of tactics and to observe rules.

## Further information:

The course is designed to cater for all levels of ability, however it is essential that all pupils choosing the subject show a committed approach to participation in all activities. Pupils will also be required to wear school PE kit.

# Option – BTEC Tech Award in Health & Social Care

Further information: Mr Ruddy (Head of Humanities)

Email: [cruddy@davidnieper.academy](mailto:cruddy@davidnieper.academy)

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Chosen by over a million students every year, BTECs are **vocational** qualifications designed to develop knowledge and understanding through **applying learning to work-related contexts** and focus on gaining the skills needed for further study and employment. **They are assessed through assignments and tasks rather than traditional exams**, yet still count as an 'open group' option for Progress 8 measures. Rather than traditional 9-1 GCSE grades you will be awarded either a Level 1 or a Level 2. Within each level, you will receive a sub-grade of 'pass' 'merit' or 'distinction'.

This BTEC Tech Award is a practical introduction to life and work in Health and Social Care. It is ideally suited to providing a foundation for academic or vocational study at post-16, as well as preparing students for future employment. The sort of jobs available associated with Health and Social Care are:

- Care assistant
- Healthcare support worker
- Home care support worker
- Community support worker
- Social services officer
- Midwife & Nurse

This course is made up of three components:

**Component 1: Human Lifespan Development.** 30% of course. Internal assignments such as report writing and reviews.

During this component, students will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time
- Investigate how various factors, events and choices impact individuals' growth and development
- Discover how people adapt to life events and cope with making changes

**Component 2: Health and Social Care Services and Values.** 30 of course. Internal assignments such as report writing and reviews.

During this component, students will:

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need

**Component 3: Health and Wellbeing.** 40% of course. Externally assessed task including putting learning into practice through real-life scenarios.

During this component, students with:

- Explore factors that influence health and wellbeing
- Identify key health indicators and how to interpret them
- Assess an individual's health
- Create health and wellbeing improvement plans

# My Option Choices

Name:

Form:

The draft option blocks are listed below. EBacc subjects are shown below in orange.  
 Students cannot pick both BTEC Dance and BTEC Drama as these are similar qualifications.  
 Students should avoid picking more than two subjects from Textiles, Food, Design Technology and Art as these all contain a heavy coursework element with deadlines in close proximity to each other.  
 Students can only pick French if they have taken this in Y7 and Y8.  
 Students cannot pick Geography or Design Technology twice.

Once completed, **you should have four circled subjects in the table below.**

A	B	C	D
GCSE Art	GCSE Food	GCSE Computer Science	GCSE Geography
GCSE History	BTEC Dance	BTEC Drama	GCSE Film Studies
BTEC Sport	GCSE French	GCSE Design Technology	GCSE Design Technology
GCSE Textiles	GCSE Geography	GCSE Religious Studies	BTEC Health and Social Care

**Note that the option blocks above are draft and, depending on numbers, options available are subject to change.**

Therefore, in order to allow us to finalise the option blocks please list four subjects, in order of preference, which you would most like to take. In addition to this, we would like you to choose a reserve subject. This does not have to take the option blocks into account.

Choice of Preference (1-5)	Subject Name
<i>Example: 1</i>	<i>French</i>
1.	
2.	
3.	
4.	
5. (Reserve)	

Once you have completed your options choices, we will contact you to arrange an interview to discuss the option choices for Key Stage 4. The letter will be sent after the Easter break. **Please complete this form and return it to your form tutor by Friday March 16th.**

Date:

Signed (Student):

Signed (Parent):