

David Nieper
ACADEMY

Year 9 Options Booklet
2024



Welcome to the Options process ...



Dear Parents, Carers and Students,

Welcome to our 2024 Key Stage 4 Information Booklet. I hope that this will provide you with the necessary information 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 students starting their GCSEs and BTEC qualifications in September 2024.

Year 9 students will also have access to individual Careers interviews so that we can ensure pupils make the right choice for them and their future.

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. Therefore, students should also 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 by Thursday 28th March via the electronic form that we will send out on Monday 25th March.

Yours faithfully

A handwritten signature in black ink, appearing to read 'R White'.

Mr R White
Head of School

A handwritten signature in black ink, appearing to read 'C Endacott'.

Mr C Endacott
Deputy Headteacher

Options Timeline

The 2024 Options process runs from Wednesday 6th March to Thursday 28th March for our current Year 9 students, and students will begin studying these subjects from September 2024. All information will also be on the school website under Parents – Options including links to digital resources such as videos etc.

Date	Activity
Wednesday 28 th February (Face to Face) and Monday 4 th March (Online)	Y9 Parents Evenings
Wednesday 6 th March	Information on Options subjects to be shared with students and parents online in tutor period.
Monday 11 th March	Students to submit initial subject preferences to allow option blocks to be created.
Friday 15 th March	Option blocks to be shared with students/parents.
Wednesday 20 th March	Students to pick options taster sessions via online form.
Thursday 21 st March	Online options meetings (4.00-5.30pm) to take place via our online parents evening system where parents can meet specific staff to ask any questions.
Friday 22 nd March	Face to face taster morning P1-P4. Students will be off timetable and able to attend 4 sessions to try lessons in subjects.
Monday 25 th March	Options form to go live so students can start making options preferences.
Thursday 28 th March	Options preferences to be submitted electronically.

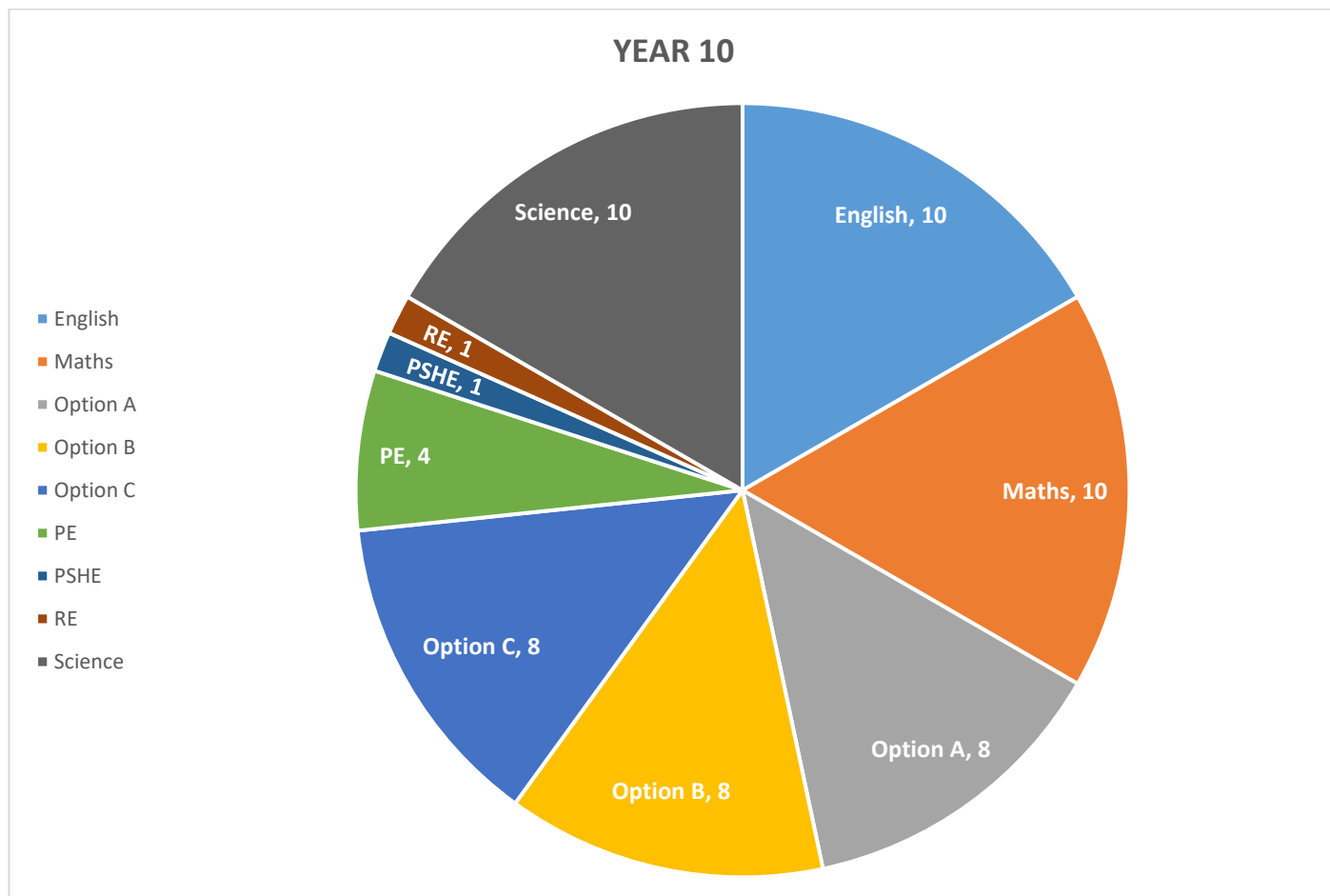
Choosing Your Options

- 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 10 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.



Year 10 and Year 11 Curriculum

As you can see from the pie chart below students have 10 lessons of English, Maths and Science per fortnight which are examined at the end of Y11. Students also have 1 PSHE, 1 RE and 4 PE lessons which are none examined subjects. Students then get to pick three options which they have 8 lessons per fortnight in.



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. The options we offer are either GCSE, BTEC or other level 1/2 qualifications.

BTEC and other level 1/2 subjects often involve more assignment-based learning which makes up the largest percentage of the overall qualification grade where GCSEs generally have more exam-based assessment.

Comparing Vocational qualifications and GCSEs

We offer a selection of vocational qualifications alongside GCSEs and these have different names including BTECs, Level 2 Awards and Certificates.

Vocational qualifications offer a mix of practical and theoretical learning that is directly related to a specific area of employment e.g. the Health and Social Care sector and careers in nursing etc.

These work-related courses can be a good option if you have a job sector in mind or if you would like to gain employability skills linked to a particular type of work.

Some people assume that vocational qualifications are easier than traditional GCSEs. This is not true. Students completing vocational qualifications might have a greater percentage of their final grade assessed through portfolios and coursework, but these are significant pieces of work and should not be underestimated.

GCSE's are generally assessed via exams with an element of controlled assessment work in some cases. The greatest percentage of the qualification is assessed via exam though. Some subjects are assessed entirely via exam. Talk to staff and look at the information in this booklet to clarify how qualifications you are interested in are assessed.



GCSE Changes

Grading moved a few years ago to a 9-1 scale, with grade 9 being roughly equivalent to a top A* grade and a grade 4 equivalent to a low to mid-grade C.

You will continue to receive 3 assessment point reports, from the Academy, which will outline your son/daughters GCSE working at grade, a minimum expected grade and their attitude to learning score and target if appropriate.

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

Careers and Employability at David Nieper Academy

Careers and Employability education begins as soon as students join David Nieper Academy in Year 7. Our aim is to ensure all students receive the best guidance, education and experiences to equip them for a successful career journey. When choosing GCSE options, it may seem daunting to think about future employment, but this is an exciting first step into the world of work.

To ensure our students are up to date and informed about available careers, the academy uses the online platform Unifrog.

Unifrog brings all the available information about careers, universities, apprenticeships and all other post 16 and 18 pathways into one, user-friendly, platform. All students in Years 7 – 13, now have access to this excellent website. Students can log in using their school email address and password and they can do so from any computer, tablet or smartphone.

Students are able to make the best, informed choices about their future (including which GCSE subjects to choose) by navigating through the many features that Unifrog has to offer. They simply log in, complete a number of activities, such as their interests and personality profiles and their current thoughts about which pathway they may choose – which can be updated regularly depending on the students' choices at any one time.

Simply by searching the subjects they are most interested in, students can find a vast array of careers that may suit their individual skills and interests. We believe this is an excellent starting point when choosing GCSE options.

The screenshot displays two search options on a light grey background. On the left, under the heading 'Search by keyword', there is a text input field containing 'eg Computers' and a green 'Go >' button below it. On the right, under the heading 'Search by school subjects', there are three stacked text input fields: the first contains 'Subject 1 eg Biology', the second is labeled 'Subject 2 (optional)', and the third is labeled 'Subject 3 (optional)'. A green 'Go >' button is positioned below the third field.

We would encourage you to use the platform with your child so you can support them through the process of deciding their next step. Therefore, we have also set up a parent login so that you can use Unifrog as if you were a student yourself, allowing you to truly support your child. The form code you need is DVNPparents and you can sign up on www.unifrog.org/code. You will need to fill in the required fields such as name, email address and create a memorable password before clicking 'Sign up'. Form codes are only used once and so email addresses and passwords are used to log in from then on.

Compulsory – GCSE English

Further information: Mr Covell

Email: acovell@davidnieper.academy

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 literary fiction and non-fiction texts, in preparation for their English Language exam. 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.

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. Students will also be entered for the Spoken Language Endorsement – a short presentation that will assess presentation and spoken communication to a small group of peers. This will be taken in Year 10.

Examination Board - AQA

Is there any coursework?

There is no coursework for GCSE English Language and Literature.

English Language	English Literature
<p>Paper 1: Explorations in Creative Reading and Writing</p> <p>In this section of the course, students will study a range of unseen texts from across the world of fiction. They will study how writers convey meaning and use language and structure techniques to engage the reader and create tension and suspense in their writing. They will also study how writers' points-of-view can be interpreted and analysed.</p> <p>Also, in this section of the course students will develop their creative writing skills focusing on descriptive and narrative writing.</p>	<p>Paper 1: Shakespeare and the Nineteenth Century Novel</p> <p>Students will study <i>Macbeth</i> and <i>A Christmas Carol</i> in preparation for their final exam. They will explore how character, themes and plot are developed and how the writer's context influenced their work.</p>
<p>Paper 2: Writers' Viewpoints and Perspectives</p> <p>In this section of the course, students will study a range of unseen texts from contemporary and nineteenth century non-fiction. They will study how writers convey meaning through language techniques and develop their understanding of how texts can be summarised and compared.</p> <p>Also. In this section of the course students will develop their persuasive and argumentative writing, focusing on creating transactional writing for a variety of forms.</p>	<p>Paper 2: Modern Drama and Poetry</p> <p>Students will study <i>An Inspector Calls</i> and an anthology of love poetry from modern and literary heritage poets. As with paper 1, the focus will be on theme, character, plot and context.</p> <p>In addition, students will also answer on unseen poetry which they will read, analyse and critique independently in the exam.</p> <p>All texts are assessed through essay-style questions.</p>

Compulsory - GCSE Maths

Further information: Miss Brown

Email: rbrown@davidnieper.academy

What is GCSE Mathematics all about?

Here, at David Nieper Academy, our students will study two GCSEs. GCSE Mathematics; which covers topics from Number, Algebra, Geometry and Data Handling and GCSE Statistics which allows our students to be fully prepared for the world of employability. A small handful of our most able students will be given the opportunity to study Further Mathematics which is an excellent foundation for the A-Level Mathematics course.

The study of 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 is a core compulsory subject for all students and covers a lot of basic skills that you will need to use in a variety of ways all through your life.

A lot of the mathematics you learn will also be utilised in other GCSEs that you will study at David Nieper Academy. For example, 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.

Which exam board do we follow?

Students will follow the AQA Mathematics Linear (9-1) course. In this course there are two levels of entry which we will work with you in Year 11 to decide which one you will sit:

Foundation (you can gain a up to a grade 5)

Higher (you can gain a grade 5 and above to a 9)

Is there any coursework?

There is no coursework for GCSE Mathematics.

What about exams?

Students will sit three mathematics papers at the end of Year 11. Two will be calculator based, and one without a calculator.

What do we need to know?

All students follow a Mastery based approach to the learning of mathematics, building on conceptual learning and encouraging a depth of understanding.

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 through additional intervention opportunities. Homework is an essential part of the course and students are expected to meet homework deadlines.

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

Compulsory - GCSE Science

Further information: Mr Hardy

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

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 award, which means students will achieve 2 GCSE grades at the end of the course. Students are invited to take triple Science (3 GCSEs) and taught the extra sessions in co-curricular time.

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

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 Computer Science

Further information: Mr Beal

Email: abeal@davidnieper.academy

GCSE Computer Science is one of the most fascinating subjects to study. The subject focuses on digging below just using applications, and into how the computer itself functions. How does a computer store information? how does it turn a signal from a wire into a picture on a screen? how can we communicate with computers and create programs? These are the questions we aim to answer.

Anyone who is doing well in Maths and enjoys solving logical puzzles will really enjoy this course with around 40% being programming, and a further 30% using Maths and logic to solve problems in other areas.

GCSE Computer Science is a highly respected qualification and a very useful one. Anyone looking to go into stem subjects (Science, Technology, Engineering and Maths) at university will no doubt be using programming on a daily basis. Anyone wanting to go into areas like game development, web design, or any other technical job will also find the knowledge gained indispensable.

Below is a more in-depth course breakdown.

Programming – 40% Writing programs to solve all sorts of problems. (solving puzzles, calculating the answers to Maths problems, creating real life solutions like automatically calculating much a shop has made in the past week).

Algorithms – 10% Study algorithms to quickly solve fundamental problems like sorting a list or searching through a database.

Binary representation – 10% Understand how computers store things like videos, pictures, music, and words. Plus, the Maths that makes it work.

Hardware – 10% Find out how computers physically work, where information is stored, processed and what effects its speed.

Boolean logic – 10% Learn how the circuits inside a computer work by studying Maths with binary numbers.

Cyber security – 10% Discover how hackers and criminals can steal your data and how you can protect against this.

Ethical, legal and environmental issues – 10% Examine the consequences of our continued use of computing technology on social and environmental factors.

Examination Board – AQA – The course is assessed via 2 x 1:30 hour exam papers and is 100% exam based.

Option – BTEC Tech Award Performing Arts (Dance)

Further information: Miss Gregory
Email: lgregory@davidnieper.academy

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 & 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.

Option – BTEC Tech Award Performing Arts (Drama)

Further information: Mrs Turner
Email: rturner@davidnieper.academy

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 **Assessed through written coursework**

30% of overall BTEC

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 & Techniques in the Performing Arts

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.

Option – GCSE Art

Further information: Miss Bingham

email: cbingham@davidnieper.academy

Students may only study one art-based GCSE. Exam Board is AQA

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

In Year 10, the course begins with a series of lessons looking at specialist techniques. Students are introduced to a wide variety of materials and methods including 2D drawing, ceramics, painting, print-making, photoshop 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. Every student has the opportunity to develop skills in different areas, based on set themes. These themes are set by teachers and exam boards. The established themes ensure students can develop cohesive responses which will guarantee successful outcomes against the assessment objectives.

Students complete coursework in Year 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 the chosen theme through integrated practical, critical and theoretical study.

Coursework 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 fortnight for this GCSE. It is essential that you have evidenced an ability to draw well at KS3, through your work completed in art lessons. This will significantly improve your outcomes as you progress through KS4. This coursework totals 60% of the final GCSE grade.

The examination comprises of a 10-hour sustained focus of study, based around a third chosen starting point set by the exam board. Students are given extensive time to prepare for this exam, which is completed over 2 school days. (5 hours each) at the end of Year 11. This equates to 40% of their total GCSE mark.

Component 1: Portfolio	+	Component 2: Externally set assignment
What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.		What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed <ul style="list-style-type: none">• No time limit• 96 marks• 60% of GCSE		How it's assessed <ul style="list-style-type: none">• Preparatory period followed by 10 hours of supervised time• 96 marks• 40% of GCSE
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Option – GCSE 3D Design

Further information: Mrs Thorpe

Email: ethorpe@davidnieper.academy

Students may only study one art-based GCSE. Examination Board AQA

GCSE 3D 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 Design and 3D Design

In Year 10, the course begins with a series of lessons looking at specialist techniques. Students are introduced to a wide variety of materials and methods including:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
 - model making
 - constructing
 - surface treatment
 - assembling
 - modelling
- use media and materials, as appropriate to students' personal intentions, for example:
 - drawing materials
 - clay
 - wood
 - metal
 - plaster
 - plastic
 - found materials.

Students are required to independently research both traditional and contemporary designers or forms of inspiration 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. Every student has the opportunity to develop skills in different areas, based on set themes. These themes are set by teachers and exam boards. The established themes ensure students can develop cohesive responses which will guarantee successful outcomes against the assessment objectives.

Students complete coursework in Year 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 the chosen theme through integrated practical, critical and theoretical study.

Coursework 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 design and drawing homework per fortnight for this GCSE.**

It is essential that you have evidenced an ability to draw well at KS3, through your work completed in art and technology lessons. This will significantly improve your outcomes as you progress through KS4. This coursework totals 60% of the final GCSE grade.

The examination comprises of a 10-hour sustained focus of study, based around a third chosen starting point set by the exam board. Students are given extensive time to prepare for this exam, which is completed over 2 school days. (5 hours each) at the end of Year 11. This equates to 40% of their total GCSE mark.

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Option – GCSE French

Further information: Miss Curwen or Ms Middleton

Email: ccurwen@davidnieper.academy
smiddleton@davidnieper.academy

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, the environment and social issues 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.

We offer a unique immerse style of teaching with booklets designed and written by the staff that allows students to become confident speakers with good pronunciation.

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.
- An opportunity to go to Normandy, France to practice first hand your French skills.

How will I be assessed?

Paper 1 – Listening. 35-minute (F) or 45-minute (H) exam. 40 or 50 marks depending on tier (then converted to 60 marks). 25% of the GCSE.

Paper 2 – Speaking (which includes a role-play, a photo description and a general conversation). **Non-exam assessment.** 60 marks. 25% of the GCSE.

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

Paper 4 – Writing. 60-minute (F) or 75-minute exam (H). 50 and 60 marks depending on tier (then converted to 60 marks). 25% of GCSE.

Examination Board - AQA

Option – GCSE Religious Studies

Further information: Mrs Worthy or Mrs Walters

Email: eworthy@davidnieper.academy or awalters@davidnieper.academy

Should we punish criminals with the death penalty?

Can war ever be justified?

Are the rich responsible for the poor?

Should a human be able to choose when they die?

These questions, and many more like it, are asked and possible answers discussed as part of the GCSE RS course.

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.

Building upon the topics we have studied in KS3, students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture and impact the lives of billions of people globally. Students will develop a deeper knowledge of Christianity and Islam as well as analytical and critical thinking skills, and the ability to work with abstract ideas. The combination of this knowledge and these skills will help prepare students for further study, work and their experience of humanity.

At David Nieper Academy we follow the AQA 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
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

Examination Board - AQA

Option – Level 2 Hospitality and Catering

Further information: Mrs Thorpe

Email: ethorpe@davidnieper.academy

Examination Board - AQA

Level 2 Hospitality and Catering

Our Level 1/2 Award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It provides learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

The majority of the course is taught through theoretical content, scenarios and the inclusion of food preparation and cooking skills **once or twice a fortnight**. 5-6 lessons a fortnight are theory lessons, with the other 2-3 being in the kitchen.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1	The Hospitality and Catering Industry
Unit 2	Hospitality and Catering in Action

Unit 1 is looks at the Hospitality and Catering Industry in detail and is **assessed with a 1hr 15 minute written exam**. This includes looking at careers in the industry, food related nutrition, illnesses, health and safety, cooking methods and legislation.

Unit 2 considers the Hospitality and Catering Industry in action, working with briefs and scenarios to **complete a written piece of coursework along with a practical exam**. This exam is based on the development of dishes, proposed and designed to meet the needs of the chosen brief and would be examined during a final 3 hour practical exam. A portfolio of written work will be assessed alongside this practical exam. This is between 10-20 pages of written work.

Summary of Assessment	
Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification	80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification	120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.	

Option – GCSE Geography

Further information: Mr Ruddy - Miss Flynn

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

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 two-year course – in 2018 30 David Nieper Academy geographers visited Italy to explore volcanic landscapes, and in 2019, 27 students enjoyed the trip of a lifetime to Norway!

To be a successful GCSE geographer, you must:

- Have a strong desire to further improve your literacy skills and maths skills
- Be prepared to revise thoroughly as part of your weekly homework
- Have enjoyed and been successful at geography in year 7, 8 and 9

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 2 years. The course structure is as follows:

Component	Content	Assessment
1. Global Geographical Issues	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
2. UK Geographical Issues	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
3. People and Environment Issues	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

“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, 8 and 9, 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	Section A: Period Studies America 1920-1973: Opportunity and Inequality Section B: Wider world depth studies Conflict and tension, 1918-1939	2 hour written examination 50% of qualification 84 marks
2. Shaping the nation	Section A: Thematic Studies Britain: Health and the people: c1000 to the present day Section B: British depth studies including the historic environment Elizabethan England, c1568-1603	2 hour written examination 50% of qualification 84 marks



Option – BTEC Tech Award in Sport

Further information: Mrs Frost-Briggs

Email: lfbiggs@davidnieper.academy

What the course involves

BTEC Tech Award in Sport give students the chance discover their aptitude for a career in the sector and develop essential knowledge and skills. BTECs help students develop knowledge and understanding through applying their learning to work-related contexts and gain the skills they need for further study and employment.

The BTEC Tech Award in Sport is structured as follows:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Non exam internal assessment through written coursework

Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity

During component 1 students will:

- Explore types and provision of sport and physical activity for different types of participants
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in sport and physical activity

Component 2: Taking Part and Improving Other Participants Sporting Performance

Assessed through written coursework and videoed practical performances

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

During component 2 students will:

- Understand how different components of fitness are used in different physical activities
- Be able to participate in sport and understand the roles and responsibilities of officials
- Demonstrate ways to improve participants sporting techniques

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

External assessment set and marked by Pearson, completed under exam conditions.

Students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

During component 3 students will study:

- components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

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 – Eduqas GCSE Music

Further information: Mrs Harrison / Mr Cakar

Email: cpell@davidnieper.academy / ecakar@davidnieper.academy

Eduqas GCSE Music provides learners with opportunities to study a broad programme of study. If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance. If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat you have already developed some of the abilities you need. OK, so you can't mime playing it in the exam, but if you can already think that rhythm or sing that tune in your head, you have some skills!

A GCSE in music is designed to support learners in schools who want to learn more about music and provides learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment within a creative industry, developing transferrable skill suitable for further study and a modern-day workplace, such as:

- Independent learning: Through having to be disciplined about practising on their instrument or voice
- Team working particularly if they are involved in weekly groups or ensembles, concerts, and performances
- Performance and presentation skills which are useful for any job/career
- Listening: this is highly developed in musicians, and it is an essential part of the course
- Analytical and essay-writing skills
- Confidence and self-esteem: which has a knock-on effect in all areas of life and learning
- Creativity and self-expression: helping young people to think differently and harness the power of their imagination

The course will cover three units over two years.

Core Units:

- Component 1: Performing (worth 30% of overall grade – Teacher assessed coursework)
- Component 2: Composing (worth 30% of overall grade - Teacher assessed coursework)
- Component 3: Appraising (worth 40% of overall grade- Listening & understanding Exam)

Assessment:

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

- Recorded Music Performances
- Solo and Ensemble Performances
- Creation of Music compositions
- Examination

Further Information: The course is designed to cater for all levels of ability; however, it is desirable that Pupils can perform to an equivalent of Grade 3 standard or higher on their chosen instrument to access the top gradings. It is essential that all pupils choosing the subject show a committed approach to participation in all activities. Pupils will benefit and excel in their musical development further through the participation of extra-curricular musical ensembles/activities and/or peripatetic lessons.

Option – BTEC Enterprise



Further information: Mr Dixon

Email: cdixon@davidnieper.academy

Why choose Enterprise?

Choosing to study for a BTEC Tech qualification is a great decision to make for lots of reasons. All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth and to ensure that businesses survive in this fast-changing world.

Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

The qualification enables students to develop their technical skills such as market research skills, planning, promotional and financial skills using realistic work scenarios and personal skills (such as monitoring own performance, time management and problem solving) through a practical and skills based approach to learning and assessment.

This course is made up of three components:

Component 1: Exploring Enterprises (30%)

This component is assessed internally by the centre via coursework and externally verified by Pearson. During this component, students will:

- Examine the characteristics of enterprises
- Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
- Investigate the factors that contribute to the success of an enterprise.



Component 2: Planning for and Pitching an Enterprise Activity (30%)

This component is assessed internally by the centre via coursework and externally verified by Pearson. During this component, students will:

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity.



Component 3: Promotion and Finance for Enterprise (40%)

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Students will be provided with a case study of a small to medium enterprise and a series of activities to complete. They will also be asked to complete a task worth 60 marks under supervised conditions. The supervised assessment period is a maximum of two hours and must be arranged in the period timetabled by Pearson who set and mark the assessment.

During this component, students will:

- Demonstrate knowledge and understanding of elements of promotion and financial records
- Interpret and use promotional and financial information in relation to a given enterprise
- Make connections between different factors influencing a given enterprise
- Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Where can it lead?

The course prepares students for Level 3 study and is particularly useful for Business related qualifications such as A Levels and BTEC Level 3. The course is also widely accepted as a progression route into Higher Education. Students could work in a variety of fields such as accountancy, banking, human resources, management, public services and marketing. They will also have the knowledge and skills to start their own business.

Option – BTEC Health and Social Care



Further information: Mrs Close Long

Email: jclong@davidnieper.academy

Why choose Health and Social Care?

This qualification is for students who are interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health and Social Care. The course covers some of the fundamental aspects of health care and of social care, including growth and development, health and social care services and values, and health and wellbeing. Studying Health and Social Care will give you a broad introduction to a sector that includes a wide range of careers from social care and social work to many different branches of health care. The breadth of this course allows you to identify your strengths and interests to help inform your next steps in education and training.

The course is structured as follows:

Component 1 – Human Lifespan Development

30% of overall BTEC

Assessed through a supervised coursework task.

You will explore different aspects of growth and development and the factors that can affect this across the life stages. For example, you will look at how a person grows and develops from birth up until old age.

You will explore the different events that can impact on individuals' physical, intellectual, emotional and social development. This can include events such as marriage, divorce, starting school or getting a job. You will consider how individuals cope with and are supported through changes caused by life events.

Component 2 – Health and Social Care Services and Values.

30% of overall BTEC

Assessed through a supervised coursework task.

You will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care. This unit focuses on ensuring that you have a good knowledge of the requirements of working in health and social care setting. You will learn about how to work effectively with your clients and how to support them and meet their needs. You will also find out about the legal requirements of working in a health and social care setting, for example safeguarding and duty of care.

Component 3- Health and Wellbeing

40% of overall BTEC

Assessed through external examination.

You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing. You will be expected to look at a case study and identify the factors which are affecting this person's health. You will then be expected to come up with a plan to help them to become healthier and to meet their needs and preferences.

Where can it lead?

Having completed a qualification in H&SC, you could choose a career path into ...

- | | |
|-------------------------|---------------------------------|
| • Nursing (all types) | Allied Health Professionals: |
| • Social Work | • Dietician |
| • Teaching | • Speech and Language Therapist |
| • Public Health | • Paramedic |
| • Therapist | • Art Therapist |
| • Residential Care Work | • Occupational Therapist |
| • Community Care Work | |

... and many, many more

Option – BTEC Child Development

Further information: Mrs Close Long

Email: jclong@davidnieper.academy



Why choose Child Development?

This qualification is for students who are interested in working with children in the future. The course covers some of the fundamental aspects of child development, including how children grow, develop and learn. Factors that can affect development, the importance of play and how it supports learning and the reasons why children may need extra support. The Child Development course will give you a broad introduction to a sector that includes a wide range of careers from education to social care and social work to many different branches of children's health care. The breadth of this course allows you to identify your strengths and interests to help inform your next steps in education and training. Students who complete this course can continue their studies at Level 3 and eventually progress to University – if they choose to do so. The course is structured as follows:

Component 1: Children's growth and development.

30% of overall BTEC

Assessed through a supervised coursework task.

You will learn about how children grow, develop and learn new skills. You will develop your knowledge of the typical patterns of development for children of different ages. These are sometimes referred to as 'milestones'. You will find out about the roles of different professionals, including health professionals and early years practitioners and you will learn how they assess whether a child is meeting the expected patterns of development and also how they can support children who are not doing so. You will develop lots of transferrable skills, including skills in research and written communication, which will help you if you decide to carry on with your studies at sixth form and University.

Component 2: Learning through play.

30% of overall BTEC

Assessed through a supervised coursework task.

You will develop an understanding of how play activities can influence children's learning between birth and the age of five. You will consider all of the different types of play in which children engage and how these activities can support children's learning and progress. You will look at play opportunities that you can design to support children's learning and development in community settings and in the home. You will develop an understanding of the theory and practices to plan activities that encourage children to learn and develop. This is a skill which is very highly regarded within the Early Years and Foundation Stages of education and is essential for anyone wanting to work as an Early Years Teacher, Nursery practitioner or Play Therapist.

Component 3: Supporting children to play, learn and develop

40% of overall BTEC

Assessed through external examination.

Every child is special and unique and will develop skills and knowledge at different speeds. Some children are affected by individual needs or circumstances which can affect how they learn and develop. This can include physical needs such as illness, disability or sensory impairment and also cognitive and intellectual needs such as learning disabilities and poor concentration levels. Additionally, some children may have English as an additional language or may have social and emotional needs which are different to those of the majority of children. You will investigate the role of the adult in making sure that all children are safe when engaging in play activities. You will also investigate how activities can be adapted to ensure that all children can join in with play to promote their learning and development.

Where can it lead?

Having completed a qualification in Child Development, you could choose a career path into ...

- Teaching
- Early years teaching
- Nursery worker
- Paediatric nursing
- Play Therapy
- Residential Care Work
- Community Care Work
- Social Work
- SEND Specialist
- Speech and Language Therapy
- Child Psychology
- Art Therapy
- Occupational Therapy
- Health Visitor
- Midwife

... and many, many more

Guided Choice – Life Skills (by invitation only)

Further information: Mrs Bradford

Email: lbradford@davidnieper.academy

Life Skills provides students with the opportunities to develop the required skills and knowledge needed for living independently, students will learn essential information needed to thrive in the workplace and at home.

The aims of the course are to help students develop and demonstrate a range of skills needed to live independently, this will be taught through several practical and research activities aimed at building pupils understanding of financial planning, job searches and household tasks. The students will be given the opportunity to receive credit for a variety of activities from both inside and outside formal education, including trips to local supermarkets and accessing bus routes.

This tailored course will help students to recognize, and reward personal achievements focused on building confidence and facilitating high ambitions. Students will work in a variety of situations from group-based activities aimed at building teamwork and communicational skills; to independent tasks with guidance on managing independent learning. The vast module types will broaden pupil's experiences while developing employability skills and personal efficiency. By the end of the course students will have an extensive progress file, detailing the accomplishments and development made.

Modules within the course include:

- Banking and interest rates
- Budgeting for bills and expenses
- How to shop effectively within a budget
- Housing
- Preparing healthy nutritional meals
- Health and Wellbeing-Relationships
- Preparing for the world of work
- Researching and applying for jobs
- Writing CVs and cover letters

My Option Choices

Below is a list of all options subjects. English Baccalaureate subjects are shown in blue and students are asked to pick at least one subject from this list, students can of course pick more than one.

Once students have completed their initial options preferences on the 11th March these subjects will be put into blocks to enable as many students as possible to study their first choice subjects.

Subject	Type of course
Art and Design	GCSE
Art and Design – 3D Design	GCSE
Business Studies	BTEC
Child Development	BTEC
Computer Science	GCSE
Dance	GCSE
Drama	BTEC
French	GCSE
Geography	GCSE
Health and Social Care	BTEC
History	GCSE
Hospitality	GCSE
Music	GCSE
Religious Studies	GCSE
Sport	BTEC

Once all stages of the options process have taken place (Options Evening 21st March, Options Taster Day 22nd March) then students will be able to complete an electronic form to make their final options preferences. The link to this will be sent out to pupils via Satchel One on Monday 25th March and needs to be filled in by Thursday 28th March.