



Year 8 into Year 9

Options Booklet for

KS4 Study

2015-2018

Deadline for return to your VMG tutor: 9am Monday 2 February 2015

Year 8 into 9

KS4 OPTION INFORMATION

Making the Choice

The Curriculum Structure

The timetabled week contains 25 x 1 hour periods; plus Vertical Mentor Group time.
This 25 period week is split into compulsory Core time/subjects and Option time/subjects.

	Year 9 (2014/15)	Year 10 (2015/16)*	Year 11 (2016/17)*
Core	English 4 hrs Maths 4 hrs Science 4 hrs PE 2 hrs LIFE/RE 1 hr Consolidation 1 hr	English 4 hrs Maths 3 hrs Science 4 hrs PE 1 hr LIFE/RE 1 hr	English 4 hrs Maths 4 hrs Science 6 hrs PE 1 hr Consolidation 1 hour
Options	<p>Students can choose <u>three courses</u> from a list of options, each occupying <u>3 hrs per week in Year 9</u> and then <u>4 hrs per week in Year 10</u>.</p> <p>Students study the same three courses over the two years.</p> <p>As a default, students will complete and certify in these three option subjects at the end of Year 10.</p>		<p>In Year 11 students will be guided to choose subjects to fill the <u>9 hrs of option time in blocks of 3 hrs</u>.</p> <p>For most students this will be:</p> <ul style="list-style-type: none"> • one further subject (studied for 6 hrs per week) • plus (for 3 hours per week) either <ul style="list-style-type: none"> - a second further subject or - consolidation of (a) a core subject or (b) an option subject from Year 9/10

* Provisional allocation of periods for future years

Core Subjects

These subjects are 'mandatory' or 'core' to the curriculum and must be taken by all students. These are:

- English
- Mathematics
- Science
- Religious Studies/ Life
- Physical Education

The content of these subjects is described in the 'Core Subjects' section

Option Subjects

The option courses which students can choose from, to start in Year 9 are:

History (GCSE)
Geography (GCSE)
French (GCSE)
German (GCSE)
Drama (GCSE)
Art (GCSE)
Music (GCSE)
Business Studies (GCSE)
PE (GCSE)
Child Development (GCSE)
ICT (GCSE)
Computing (GCSE)
Product Design (GCSE)
Textiles (GCSE)
Engineering (GCSE)
Catering (GCSE)

Terminology that may help you and your child

CORE	These are compulsory subjects such as English and Maths
OPTION	Students can pick THREE option subjects to study over Year 9 and 10 and a further subject(s) in Year 11
Key Stage 4	Programmes of study for students in Years 9, 10 and 11
Level 1	GCSE grade D-G or equivalent
Level 2	GCSE grade A*-C or equivalent
Level 3	A Level grade A*-E or equivalent
GCSE	A level 2 course graded A*-G. These are assessed by a mix of examination and coursework (see individual subject guides for further information)
BTEC/OCR National	A level 2 vocational qualification graded pass/merit/distinction/distinction*, equivalent to a GCSE. It is mostly portfolio/coursework based, usually with a small exam element (see individual subject guides for further information)

What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. Our curriculum has the flexibility to accommodate this and we would also encourage students to choose a broad range of courses over Key Stage 4 to keep their future options open.

The Level 2 Threshold criteria, set by the government, which may become the admissions criteria for further or higher education establishments, expects students to have achieved:

- **GCSE Maths**
- **GCSE English**
- **Any three GCSE qualifications from the Sciences, Geography, History or Languages**
- **A further three qualifications which can be either BTEC/OCR National, GCSE or other approved qualifications**

We will therefore support students in the core curriculum and through their option choices to achieve this threshold.

What if students cannot do their chosen course?

We hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which are impossible to timetable.

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit options after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What support is there to decide which options to take?

1. Subject staff will be available at the KS4 Options Evening on **January 19** to discuss option courses
2. A careers advisor will be available at the KS4 Options Evening
3. Students are welcome to discuss option choices in relation to their future career plans and current level of performance with subject staff during the Academy day, over the next couple of weeks

Option English and Maths

Within the Academy we are constantly assessing students' performance in the key subjects of GCSE Maths and English. We will therefore identify some students who will benefit from using option time to study extra maths and/or English. This will replace one of their option choices. The Academy reserves the right to make this decision where we feel it will be in the best interests of the student. Where this applies students and parents will be kept fully informed.

Deadline for option forms to be returned:

9am Monday 2 February 2015

Forms to be returned to your VMG tutor.

Core Subjects

ENGLISH LANGUAGE

Subject Overview

In English Language we look at how to analyse communication in all forms: for example, fiction including novels, plays and poetry; non-fiction such as media texts and travel writing; images and moving images; as well as analysis of our communication through 'the spoken word'.

Activities include developing skills in formal and informal writing situations, covering personal, creative and informative writing.

Subject Content

Students develop skills in the following areas:

- Analysis of a variety of literary texts, for example, a novel, a play and non-fiction texts.
- Narrative and descriptive writing in response to a range of titles.
- Speaking and Listening activities, including group activities and work which studies how we use spoken language, for example study of famous speeches in our time, in history or in 'soap operas'

Controlled Assessment Overview

Unit 3 (30%)	Write an essay regarding a character from 'Of Mice and Men' (15%)	Using language: <ul style="list-style-type: none">• Descriptive writing task (7.5%)• Narrative writing task (7.5%)
Unit 4 (10%)	Studying spoken language regarding choices and changes in spoken language.	

"English is an important subject to study because it will help widen your vocabulary which will help you when you leave school. You need basic English skills in every job so you always need to do your best to get the best possible grade. I like English because of the things we study; the topics are all really interesting."

Emily Metcalfe Y11 2013

Possible Careers

- Journalist
- Nurse
- Engineer
- Teacher
- Police Force
- Law
- Medicine

Contact: Miss L Conroy (l.conroy@bydales.outwood.com)

ENGLISH LITERATURE

Subject Overview

Students will study a wide range of literary texts, which cover modern drama, the literary heritage, prose from different cultures and contemporary poetry.

Subject Content

Students will develop their ability to write critical analysis across a wide range of varying literary texts. In their study of Shakespeare students the plot, the characters and the theme portrayed. There will be skills development in analysis of modern poets such as Carol Ann Duffy, or famous war poets such as Wilfred Owen. Plays might include 'An Inspector Calls' or 'Blood Brothers', and the choice of prose include novels such as 'Of Mice and Men' or 'To Kill a Mockingbird' and 'A Christmas Carol'.

There are two examinations: Unit 1 focuses on 'Of Mice and Men' and unseen poetry and Unit 2 concerns 'Blood Brothers' and 'A Christmas Carol'.

Controlled Assessment Overview

Literary Heritage Linked Texts	Shakespeare and poetry (25%)
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Possible Careers

- Research based work
- Analyst
- Lecturer
- Personal Assistant
- Solicitor
- Teacher
- Author

MATHEMATICS

Subject Overview

The course is delivered in a Linear format, providing flexibility and accurate assessment feedback throughout the course. Entry is either at Foundation level (GCSE grades G to C) or Higher level (GCSE grades D to A*). After school lessons are provided for both tiers. Option Maths and I:I is provided to Year 11 students.

Subject Content

The GCSE compulsory course aims to encourage students to:

- Consolidate their understanding
- Be confident in their use of Mathematics
- Extend use of mathematical vocabulary, definitions and formal reasoning
- Use Mathematics to tackle problems in the workplace and everyday life
- See Mathematics in the world around them
- Take increasing responsibility for the planning and execution of their work
- Think and reason mathematically
- Learn to be precise and rigorous in mathematics
- Make connections
- Use ICT appropriately
- Develop a firm foundation for further study

Possible Careers

- Accountant
- Actuary
- Architect
- Banker
- Engineer

“Maths is a good subject to study because it will help you throughout life as it is an important part of many jobs. It’s also highly important for you to have maths skills for when you start to earn money, open a bank account, buy your own house, pay bills etc.”

Charlotte Booth Y10 2013

RELIGIOUS STUDIES / LIFE

Subject Overview

Religious Studies is not about making people religious or training to be priests! It is about making sense of the world we live in. It is about asking questions, listening to the opinions of others and forming opinions. Most of all it is about people. Skills required to do well in Religious Studies include:

- Taking part in discussions
- Literacy
- Research
- Listening to the views of others
- Recognising that people's attitudes may be different

Students will complete two exams based on the two modules they cover in class.

Module 1 – Religion and:	Module 2 – Religious attitudes to:
Animal rights	Matters of life
Planet Earth	Drug abuse
Prejudice	Crime and punishment
Early life	Rich and poor in society
War and peace	World poverty
Young people	Matters of death

Possible Careers

- Medicine
- Education
- Law
- Army
- Journalist
- Social Worker

“R.E is a really good subject because you learn about moral issues and all walks of life. It helps you to realise how you should personally deal with things. In R.E you are also able to share your opinions with others and no one prejudices you. You learn life skills such as respect and it makes you think about things that you wouldn't usually think about.”

James Rowell Y11 2013

GCSE SCIENCE

Subject Overview

A GCSE level course which follows on from work done in Key Stage 3. The Double/Triple Science options will provide you with the skills and knowledge required to study Science further at College. You will be exceptionally well equipped to study, Physics, Biology or Chemistry AS and A Levels with a view to careers in scientific fields if you wish. The course units are split into Biology, Chemistry and Physics. Those doing triple science will achieve qualifications in all three disciplines. Those doing double science will achieve qualifications in Core Science and Additional/Additional Applied Science.

Those students who are considered suitable candidates for Triple Science will be invited to follow this route:

Pathway	Biology	Chemistry	Physics
Double/Triple	How organisms work	The Earth	Energy
Double Triple	Environment & evolution	Oil, Earth and atmosphere	Waves and the Universe
Double/Triple	Growing and using food	Building blocks	Forces
Double/Triple	How organisms function	Rates, salts and electrolysis	Electricity
Triple	Biological systems	Looking for pattern	Medical physics
Triple	Humans and environment	Analysis and organics	Making Things work

Possible Careers

- Medical
- Engineering
- Environmental Work
- Sports Science and Technology
- Chemical Industry

“I am enjoying Science so much more in Year 10, you have to make sure you try hard and have a positive attitude as this will make it easier for you to learn and take things in. Science will help you when you leave school because if you don't know what career path to take, science opens up a lot of opportunities for you. “

Jack Morris Y10 2013

CORE PE

Subject Overview

Physical Education helps students to develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are and how, and where to get involved in physical activity helps them make informed choices about lifelong physical activity and sports.

Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that physical education offers, they learn how to be effective in competitive, creative and challenging situations

Core PE is delivered in hourly sessions twice per week (with the exception of Year 11 students). This is compulsory for all students across the UK. The core PE curriculum involves enhancing the understanding of the following key concepts:

- Competence
- Performance
- Creativity
- Healthy, active life-styles.

Students will require their full PE kit for all core PE lessons. Any questions regarding the correct PE kit should be directed to PE staff.

Whilst there is no assessment criteria or qualification attached to this course, students will still receive a report based on their attitude to learning in this subject.

Optional Subjects

ART & DESIGN

Subject Overview

This is an exciting course that builds upon and extends what you have learned in Key Stage 3 whilst helping to foster new art and design skills. The focus of the course is to develop your understanding of the key processes involved in creating a piece of Art work. All work is project based with a major emphasis on research and development of a given theme. You will have the opportunity to work in a range of media including fine art, textiles, 3D sculpture, painting and drawing. Through the coursework component of this course you are expected to develop an extensive folder of artwork (3 coursework projects) including drawings, sketches, and analysis of artists' work.

Students opting for this course are expected to complete a summer holiday project as the basis to the first coursework project

Skills required to do well:

Commitment
Follow ideas through to a conclusion
Organisation
Presentation
Independence
Imagination and Creativity

Coursework / Assessment Overview

- 2 Coursework projects produced in lesson time.
- Exam (controlled test) completed in the Spring Term of Y11 within a 10 hour period

Possible Careers

- Designer e.g. Fashion/Jewellery
- Painter / Sculptor
- Photographer
- Art Therapist
- Teacher

"I chose Art because I like to paint and be creative. Art is a good subject to choose because you learn lots of new skills that you don't learn in Year 9. You get to have lots of fun and you also get to learn how to work well with others."

Gareth Winn GCSE Leaver 2014

Contact: Mrs K Smith (k.smith@bydales.outwood.com)

APPLIED BUSINESS

Subject Overview

Business Studies helps students to understand the key concepts that affect the day to day operations of businesses: the way a business is owned, the way it markets its products and services, and the way it communicates with customers. This course will also make students aware of the important concepts needed to run a business as well as aid in understanding the role businesses have in the economy and their importance to key sectors of the wider industrial, social and economic world.

Coursework/Assessment

- Written Exam 40%. Unit 1 A241 Business in Action - 1 hour 30 minutes.
- Controlled Assessment tasks in lessons set around a specific business theme. 60%. Unit 2 A242 Making your mark in Business.

Possible Careers

- Marketer
- Public Relations Officer
- Estate Agent
- Sales Representative
- Owner of a Business

“Business Studies is really interesting; it helps you think on your feet and gives you knowledge on how things work and knowledge on ways of making money. This subject will really help me because in the future I’d like to set up my own business.”

George Broughton Y11 | 2013

GCSE CATERING

Subject Overview

This is a practically orientated course involving a great deal of food preparation and cooking as well as the theory of cooking and the catering industry. Students need to be motivated to this end. Students will be expected to participate fully in all practical lessons by bringing in the necessary ingredients for each session. Personal likes and dislikes of food stuffs will need to be overcome in some instances. Catering uniforms will be issued and it is expected that these are brought to every lesson.

Subject Content

The course is separated into 4 areas and includes:

The Catering Industry	Nutrition and Menu Planning	Food Production	Technological Developments
Types of outlets	Nutrition	Catering terminology	Kitchen design
Safety at Work	Menu planning	Food preparation	Equipment
Health & Hygiene	Commodities	Food presentation	Computer application

Course Assessment:

- Written Examination Summer 2015
- 2 practical assessments (20% + 40%) supported by coursework projects
- Opportunity to complete training and exam for the “Food Hygiene Certificate” is also offered to students on this course

Possible Careers

- Catering
- Restaurateur
- Chef
- Hotel Industry
- Nutritionist

“Catering is really good because it’s a mixture of practical and theory work. The qualification you get might also help you to get a part time job. You also learn lots of life skills in this lesson that will help you in the future.”

Jack Kerr Y11 2013

GCSE CHILD DEVELOPMENT

Subject Overview

The course involves a complete study of the development of children from conception to 5 years, and aims to build upon the importance of relationships, as well as a full understanding of the importance of the family unit. The course also develops an awareness of the needs of young children through their physical, intellectual, social and emotional development.

Content will be delivered in a variety of methods – use of videos, television programmes, worksheets, class discussions, outside speakers, mini projects – subject areas made relevant to the student's own life experiences. Candidates will need to have as a friend or relative, a child born after January 2010 who they can study as part of the course.

Subject Content

The course is separated into 3 areas and includes

Unit 1: Written paper – 1hr 30 minutes (40%). This covers topics such as reproduction, family, pregnancy and the development of children between conception and age 5.

Unit 2: Research task (20%) – Controlled assessment completed under supervised classroom conditions. Topics set by the exam board. Previous topics include anti-natal testing and pain relief during labour.

Unit 3: Child study (40%) – This is the study of a child who is familiar to you. You will visit and interact with the child outside of school. You will write up your observations of the child's development in controlled conditions in class.

Possible Careers

- Midwife
- Child Care Worker
- Teacher
- Nurse
- Social Worker

“I think Child Development is a really enjoyable course. It will help not only in a future career but in your future life as well. I am really looking forward to doing the child study as I get to work directly with a child to learn about their development.”

Olivia Cooper Y10 2013

Contact: Mr R Burton (r.burton@bydales.outwood.com)

ENGINEERING

Subject Overview

The course is delivered over one option choice column, representing a total of 3 hours. The first part of the course will focus on the development of foundation skills in: bench fabrication, engineering drawing, graphic presentation skills, systems and control and CAD/ CAM. Each skill will be taught to enable students to work to British standards. **Skills required in this subject include:**

- A basic appreciation of the design process and graphical skills including Engineering Drawing.
- A desire to develop practical making skills
- An understanding of appropriate processes in manufacture.
- Predominantly based around metal fabrication and some electronics.
- Good problem solving skills.

Practical skills

The appreciation of materials and processes will be developed in the manufacture of engineered products. This will include:

- Use of various engineering machines
- Basic bench fitting
- Electronics
- CNC Machining
- Vacuum Forming
- CAD/CAM

Coursework / Assessment

Coursework 60%	Portfolio on a chosen Engineering topic. 45 hours in a class controlled assessment. Section A – Designing (no practical work) Section B – Making: creating a product with all the associated production plans and risk assessments.
Exam 40%	Written exam paper based on a research topic issued in Year 11 - 1 hour

Possible Careers

- Chemical Engineer
- Civil Engineer
- Aerospace Engineer
- Computer Engineer
- Electrical Engineer
- Environmental Engineer

“I took Engineering because of the opportunities it presented to further my learning and because it is something I want to do when I leave school. I also really enjoy the practical element of the course.”

Josh Graham Year 11 2013

Contact: Mr R Burton (r.burton@bydales.outwood.com)

FRENCH

Subject Overview

The ability to speak more than one language can give you an edge when applying for jobs. This can open the door to a range of exciting careers that you might not have considered before, both in this country and abroad. Learning a foreign language will offer you the chance to communicate more effectively, understand other cultures and can open up opportunities to travel and meet new people abroad. Some universities make a GCSE in a foreign language a requirement of entry, regardless of the subject to be studied.

Worldwide 77 million people speak French as a native language, and another 50 million speak French as a second language, so knowledge of the language will open possibilities around the globe.

Subject Content

The language will be studied through 4 broad contexts; Lifestyle, Leisure, Home / Environment and Work/ Education. The course includes:

- Listening to French in a variety of contexts
- Communicating with French speakers
- Reading a range of texts
- Development of vocabulary
- Grammar
- Development of linguistics
- Development of cultural knowledge

Coursework / Assessment

Coursework	30% Speaking 30% Writing
Exam	20% Reading 20% Listening

Possible Careers

- Translator / Interpreter
- Teacher of English to speakers of another language
- Tourist Guide
- European Union Official
- Importer / Exporter
- Bilingual Secretary

“French is a good subject to take because we live in a multi-cultural society so it’s important to be able to communicate with other people. I like that we learn topics that we can speak about that actually relate to our lives.”

Jamie Conway Y11 2013

Contact: Mrs C Hansford (c.hansford@bydales.outwood.com)

GERMAN

Subject Overview

German is the most widely spoken language in Europe and Germany is one of the world's leading economies. Knowledge of the language will present you with wide-ranging business opportunities in Europe and beyond.

You can choose German as well as, or instead of, French. You will be required to learn vocabulary, understand grammar patterns and structure, develop listening and reading skills, use the Internet and other research to enhance linguistic and cultural knowledge of German-speaking countries, and work independently or as part of a small group. You will reach GCSE standard after two years of study, so it is recommended that you only opt for German if you have already demonstrated an aptitude for language.

Subject Content

The language will be studied through 4 broad contexts; Lifestyle, Leisure, Home / Environment and Work/ Education. The course includes:

- Listening to German in a variety of contexts
- Communicating with German speakers
- Reading a range of texts
- Development of vocabulary
- Grammar
- Development of linguistics
- Development of Cultural knowledge

Coursework / Assessment

Coursework	30% Speaking 30% Writing
Exam	20% Reading 20% Listening

Possible Careers

- Translator / Interpreter
- Teacher of English to speakers of another language
- Tourist Guide
- European Union Official
- Importer / Exporter
- Bilingual Secretary

“German is really interesting and it’s handy to have for the future as it will help me to get a job. I like it because you learn something new every lesson. “

Shannon Lundqvist Y11 2013

Contact: Ms C Hansford (c.hansford@bydales.outwood.com)

GEOGRAPHY

Subject Overview - AQA 'A'

This course is a recently new and modern course and covers a wide variety of topics which are relevant to the modern world including tectonics, coasts, living world, population change, tourism and changing rural environments.

This specification gives students the opportunities to actively engage in the process of geography to develop as effective and independent learners and as critical and reflective learners with enquiring minds. It allows students to appreciate the differences and similarities between people's views of the world, its environments, societies and cultures. Students are also given the opportunity to apply their learning to the real world through fieldwork and other out-of-classroom learning.

Subject Content

Unit 1	Physical Geography - restless Earth, living world, coastal zone,
Unit 2	Human Geography - population change, changing rural environments, tourism.
Unit 3	Controlled Assessment – based on a local fieldwork investigation.

Possible Careers

- Environmental Officer
- Town Planner
- Land Surveyor
- Meteorologist
- Volcanologist

“Geography is an exciting subject that you will never get bored of; there’s always something new to learn and work to do. It’ll give you lots of skills for later life such as map reading. You also get to go on trips.”

Chloe Ward Y10 2013

HISTORY

Subject Overview

If you have enjoyed the work covered in Y8 then you should enjoy GCSE History. GCSE success in History is highly regarded by employers and colleges. You may wish to build upon your success at Bydales by continuing to study History at A-Level. Skills required in this subject include:

- Working with historical sources
- Using written sources
- Studying film and Propaganda
- Discussion
- Researching information
- Interpretation of evidence
- Researching using ICT
- Group Work

Subject Content

Medicine through time	This unit covers 3 themes: Disease and infection, surgery and anatomy and Public Health. Examination of changes from 10,000BC to present day.
Enquiry in depth	Germany 1919 – 1945. This unit covers the changes in Germany after WWI and the rise of Hitler and the impact of the Nazis between 1933 and 1945
Historical Enquiry	History around us. Based on a fieldwork study of a local historical site. This will be the focus of the controlled assessment.

Coursework / Assessment

Controlled Assessment: Visit to Hadrian's Wall. Use findings to complete two questions.

Possible Careers

- Journalist
- Politician
- History Teacher
- Historian
- Law

"The reason I chose History is because I love to learn about what happened in the past and what made us who we are. You get to meet lots of different people and do a wide range of research in your work. The Teachers can help you if you get stuck, don't be afraid to ask. There are also opportunities to go on trips and get involved in Heritage projects. If you choose this subject you will not regret it!"

Jethro Watson Pickering Y10 2013

Contact: Mr A Parker (a.parker@bydales.outwood.com)

MUSIC

Performance Music 30%

- One solo performance
- One ensemble performance

Composing Music

- Two compositions or
- Two arrangements or
- One composition and one arrangement

Listening paper – 40%

- Knowledge and study of set of works in the Areas of Study Overview of assessment
- A 1 hour and 30 minute written paper
- All questions relate to the set of works

Subject Overview

Edexcel GCSE Music provides students with a greater understanding of a wide range of different musical styles. It allows them the opportunity to perform and compose music; whilst also allowing them to play in a band and as a soloist. It is the ideal subject for you if you enjoy:

There are three strands to the learning;

Students will sing or perform an instrument of their choice. They will record two pieces of music, one which they will be assessed as a soloist, the other as part of a group. This is worth 30% of the overall mark.

Students will learn to compose their own pieces of music. They will submit two for assessment. These will be based on the four areas of study. This is worth 30% of the overall mark.

Students will listen to and learn about twelve sets of works. The listening aspect of the course is assessed in an examination, usually in May, and is based on the twelve pieces of music. The works are in four groups, Western classical music 1600 – 1899, Music in the 20th Century, Popular music in context and World music. This is worth 40% of the overall mark

Progression

GCSE Music is ideal preparation for A Level Music or BTEC Level 3 in Music.

Possible Careers

- Professional Musician
- Session Musician
- Music Teacher
- Music Therapist

“I chose Music because I love playing music. It is a way to express myself. It also gives me the opportunity to find out about different career paths for when I leave school and it also allows me to find out further information about what I love doing.”

Jimmy McFadzean Y11 2013

Contact: Mrs S Trenholm (s.trenholm@bydales.outwood.com)

PHYSICAL EDUCATION (GCSE PE)

Subject Overview

In addition to students developing their practical skills in a variety of activities, they will develop their understanding of the relationship between exercise, diet, work and rest, and how together, they contribute to a balanced healthy lifestyle.

Subject Content:

- Healthy, active lifestyles
- Your healthy, active body
- Practical performance
- Analysis of performance

Coursework / Assessment

Theory of Physical Education	1 hour 30 min exam worth 40%
Practical performance (top for activities)	Worth 48%
Analysis of performance (PEP)	Worth 12%

Possible Careers

- Fitness Instructor / Personal Trainer
- PE Teacher / PTI
- Leisure Centre Recruitment
- Physiotherapist / Sports Therapist
- Sports Coach

“P.E is a really fun subject, the teachers are supportive and you get to work in a team. It’s good because it’s also keeping you fit while you’re also learning and having fun. I think everyone should take this subject, I really enjoy it.”

Eleanor Holdsworth Y11 | 2013

PRODUCT DESIGN

Subject Overview

This exciting GCSE course is aimed at students who have a flair for design and manufacture in hard materials. In GCSE Product Design you will look at how products are designed, how they can be influenced by fashion and trend and how they can then be manufactured into a commercially viable product. You will do most of your work through a mixture of practical projects, written work, analysing products and designers and the impact they have had on society. Your creativity and design skills are central to product development. You will use card, wood, metals and plastics to manufacture products suitable for the commercial market place.

Subject Content

The course includes;

- ICT for design, development and presentation
- Sketching and freehand drawing
- Product development and commercial manufacture
- Technical drawing
- Product packaging and commercial advertising
- Problem solving
- CAD (Computer Aided Design)
- CAM (Computer Aided Manufacture)

Course Assessment

Coursework 60%	Involves the production of a product design portfolio and the production of a product that can be manufactured and sold in a commercial market.
Exam 40% 2 hours	Section B – Range of questions covering the whole GCSE course

Possible Careers

- Engineering design
- Architecture
- Advertising
- Manufacturing
- Product design
- 3D Design

Contact: Mr R Burton (r.burton@bydales.outwood.com)

TEXTILES

Subject Overview

This course involves investigations, research and lots of practical fabric handling. Classroom work is likely to be practical, so expect to have to do lots of organisation at home for written work.

For the first half of Y9, you will do practice tasks that will be useful to you for your portfolio and broaden your knowledge and understanding of textiles products and manufacturing.

Subject Content:

The course includes;

- Showing practical skill and understanding when handling fabrics and components
- Making quality products (sometimes in quantity)
- Learning how to use CAD / CAM textile systems in pattern making, fabric design etc.

Course Assessment Overview

Coursework/ Controlled Assessment 60%	Portfolio to include practical work and recording of all results 45 hours
Exam 40%	Section A – Based upon a topic set by the exam board. 2 hours. (20% of paper) Section B – Covers all aspects of the course

Possible Careers

- Clothing /fashion designer
- Graphic designer
- Interior designer
- Stage /set designer
- Textile designer

“Textiles is a good subject to take because it allows you to explore your creative side. I really enjoy it because there is a lot of practical work involved and you get to use your own ideas to design all of your own work. It’s really fun and interesting and it allows you to work independently.”

Chloe Bagley Y11 2013

GCSE ICT

Subject Overview

GCSE ICT is a single option, worth **1 GCSE**.

The GCSE in ICT is an academic qualification which provides students with an opportunity to explore how digital technology impacts upon the lives of individuals, organisations and wider society as well as being able to work with a range of digital tools and techniques to produce ICT solutions. The course will encourage students to become independent and confident users of ICT, with the ability to make informed decisions about its use in a variety of different situations.

Coursework/Assessment Overview

The course is made up of 2 units:

1. **Living in a Digital World (40%):** This is a theory-based unit where students will explore how digital technology impacts on the lives of individuals, organisations and society. Topics covered include: personal digital devices, connectivity, operating online (e.g. shopping & social networking), risks of using ICT and the features of safe, secure and responsible practice.
2. **Using Digital Tools (60%):** This is a practical unit. Students will broaden and enhance their ICT skills and capability. They will work with a range of digital tools and techniques to produce effective ICT solutions. They will also learn to reflect critically on their own and others use of ICT and to adopt safe, secure and responsible working practices. Areas covered include: research & information gathering, spread sheet modelling and digital publishing.

Assessment:

The course is assessed through a combination of 40% written examination and 60% controlled assessment:

- Unit 1 is a 1 hour and 30 minute **written examination**
- Unit 2 is a practical computer-based **controlled assessment** (similar to coursework) whereby the students will undertake a project set by the exam board that takes 40 hours to complete.

Possible Careers

This course is more suited for careers in the creative sector

- Web designer
- Digital photographer
- Animator
- Graphic designer
- Games developer
- Software developer

Contact: Miss G Peacock (g.peacock@bydales.outwood.com)

GCSE COMPUTING

Subject Overview

This course gives learners a real, in depth understanding of how computer technology works. The course will give them an insight into what goes on “behind the scenes” including computer programming.

- Develops critical thinking, analysis and problem-solving skills through the study of computer programming.
- A fun and interesting way to develop skills, which can be transferred to other subjects and even applied to day to day life.
- The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.
- Learners who have taken GCSE in Computing and who then progress to study the subject at A Level or University will have an advantage over their colleagues who are picking up the subject at these levels.

Coursework/Assessment Overview

Unit 1-A451 Exam (40%)	Computer systems and programming
Unit 2-A452 Controlled Assessment (30%)	Practical investigation
Unit 3-A453 Controlled Assessment (30%)	Programming project

Possible Careers

This course is more suited for careers in the Creative Sector

- Programmer
- Games developer
- Network engineer
- Systems developer

Contact: Miss G Peacock (g.peacock@bydales.outwood.com)

GCSE DRAMA

Subject Overview

Unit 1: Studying a theme or issue through Drama. Practical 6 hour workshop responses (20%). Examples are Outsiders, WWI, Tomorrow's world, Fame and celebrity, Witchcraft. Written evaluation (10%).

Unit 2: Studying a whole and complete play. Assessed through 6 hour workshop (15%), written evaluation (5%), written live review (10%). Previous plays include Blood Brothers, Gregory's Girl and The Woman in Black.

Unit 3 Final live performance to visiting examiner in 2nd year as either an actor or performance support, e.g. make-up, costume designer, sound design, set-design etc. (40%)

75% of the course is practically assessed. 25% is written based. There is no written exam.

Skills that studying Drama gives you! (Employers really want these!)

Creativity	Imagination	Thinking 'outside of the box'
Working effectively in teams	Communication skills	Collaboration skills
Public Speaking confidence	Evaluating and analysing	Performing skills

Possible Career Pathways

- Stage manager/Arts administrator
- Television production assistant
- Actor
- Marketing
- Radio presenter
- Company management
- Film and video production and post-production
- Broadcast journalism
- Tour management
- Festival organisers
- Front-of-house management

"I love exploring other characters and going into the world of others. It's good fun and the teaching is good."

Sophie Jenkins. (Year 10 student)

"It's amazing. The teacher is really good at explaining things. It's really enjoyable, challenging and makes you more confident."

Dogukan Ozturk (Year 10 student)