



UVHS
Year 9 Options

ULVERSTON VICTORIA HIGH SCHOOL

Options 2019

Key Stage 4

Study Guide

An exceptional school at the heart of the community



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Dear Parents

As your child approaches the most important stage in his/her school life so far, we feel that making the correct decisions and choices is of vital importance. This study guide will guide you through the subjects and courses available at Key Stage 4, and we hope that every student in Year 9 will make an informed choice in the subjects he/she would like to study in Years 10 and 11.

Every student will have the opportunity to study between 5 and 10 GCSEs or equivalent. This includes the core subjects which every child must study. Each child will be advised to select courses suitable for his/her strengths.

The National Curriculum allows all students to have some choice in the subjects they study at Key Stage 4. The staff at Ulverston Victoria High School will do their very best to implement these arrangements as effectively as possible within the confines of available resources.

This study guide has been put together to help your child make the right decisions. We hope that you will have a chance to read through this guide with your child and discuss the choices available. Your child should also seek help from his/her tutor and subject teachers, who are always available to offer advice and guidance on appropriate courses.

The study guide is in three sections: General information; Core subjects; Optional subjects. At the back is a copy of the Options Form; **this is a sample copy for your records.**

On **Wednesday 16th January** your child will be given the **official** Options Form.

Please complete this separate copy of the Form and return it to reception by **Friday 1st February**.

We cannot guarantee the availability of all subjects. Alterations may have to be made depending on student choices and availability of staff. In the event of an oversubscribed group, the Headteacher will make the final decision. The Year 9 Parents' Evening on Thursday 24th January will be an opportunity for you and your child to discuss the information in this study guide with staff.



The English Baccalaureate

Implications for Students' Option Choices

What is the EBacc?

The EBacc is a performance measure which was introduced into school performance tables in 2011. It is not a qualification in itself. The measure shows how students have achieved across a range of academic subjects – English, Mathematics, Science, History or Geography and a Language.

The Purpose of the EBacc

One purpose is to reverse a perceived trend in students taking too many non-academic qualifications which the government feel do not carry sufficient weight for entry to higher education or employment.

Another purpose is to encourage more students to take core subjects such as Modern Foreign Languages, History or Geography at Key Stage 4 and to encourage students from disadvantaged backgrounds to take academic subjects.

The EBacc and 'UVHS'

Government policy has meant that we are making it compulsory for all students to take either History or Geography in addition to English, Maths and Science.

**If you require any further information regarding option choices please contact
Mr A Nayler (Assistant Headteacher)**



Dear Student

During the first three years of secondary school, most students study the same subjects. As you enter Year 10 you have some choice about the subjects that you study. You are also starting to study these subjects to GCSE level. Options are about choosing the right subjects for you. This might mean....

- continuing a subject you study now
- dropping a subject you study now
- starting a new subject

You have some control over which subjects you study so it is important that you make the right choices.

Frequently Asked Questions:

Why have I got this study guide?

This guide helps you plan your next two years at Ulverston Victoria High School, for some of you these will be your final two years. Most of you will go on to Further Education, some of you will get a job, but whatever you do you will find your career will involve further training.

What does this study guide contain?

This guide contains information about the courses you could follow and the choices you will make. Read it carefully and discuss these options with your parents, subject teachers, Form Tutor and Mr Pearson (Pastoral Leader). The more information you can get the better!

Why do I have to make a choice?

The next two years are a foundation for the rest of your life. Whatever you decide now may make a difference to the options you have available in the future. You are not able to take all your current subjects to examination level and there are subjects you have never studied before available to you. It is important you keep your options choices broad in order to get a balanced education.

Can I choose whichever subjects I want?

Not exactly - you must study Mathematics, English, Science, Religious Studies and PE. After that you should not attempt to specialise too much as this might limit your opportunities for the future.

What do I have to do to succeed?

The next two years are very important, and you must aim to learn as much as you can for the basis of your future qualifications. Careful planning and serious revision are the key to examination success. Ulverston Victoria High School has a very good record of examination success because students take their education seriously.

Will I get my first choices?

It is hoped that most students will get their preferred choice of option subjects but with a huge number of students all selecting different subjects it is sometimes impossible to satisfy everyone. However, the majority are successful. You should therefore make sure that your options reserves are subjects that you definitely want to study, because it will be impossible to change afterwards. You have been given several weeks to make sure that you are certain about your decisions, so ensure you use this time wisely and speak to as many different people as possible.

Should I choose the same subjects as my friend?

You need to think very carefully about the subjects that **you** want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even be in the same group as your friend anyway!

How do I decide?

The first thing you must do is find out as much as you can about the subjects concerned. You can do this by looking at this study guide but more importantly by talking to the teachers of the different subjects.

You need to find out if there is any subject you need to study if you have a particular type of job or career in mind for the future. Make use of the information available in the Careers section of the school library.

If you have not decided on the type of employment you would like in the future, you need to choose courses that are not going to limit your choices later. You should think about your own strengths and the subjects that you like doing at the moment. You are far more likely to be successful if you choose subjects that you are interested in and enjoy.

There are three important questions for you to ask yourself...

1. **WHAT AM I GOOD AT?**
2. **WHAT DO I ENJOY?**
3. **WHAT DO I NEED?**

What happens next?

You should talk to your parents, subject teachers and tutor and listen to their advice, then fill in the separate Options Form and return it to reception. A few individuals may have difficulty completing the form and they will be offered an individual interview about their choices. Your choice of subjects will be agreed and we will then try to give you that combination of subjects. Each year a small number of students cannot be given all their first choices because of group sizes and facilities. If this is the case you will be given an individual interview to help you to finalise your choices.

A *sample* Options Form is in the back of this guide. Use this to prepare your choices before completing the separate Options Form and return to reception by:

Friday 1st February 2019



Important Dates

Monday 14th January 2019	Key Stage 4 Options Evening
Wednesday 16th January 2019	Options Study Guide and Application Form issued to students
Thursday 24th January 2019	Year 9 Parents' Evening
Friday 1st February 2019	Options Form returned to reception

Terminology

Here is a short explanation of some of the words and phrases used in this guide:

Core subject	A subject you must study in Years 10 and 11
Final examination	An assessment which you complete at the end of the course (usually).
GCSE	General Certificate of Secondary Education
Key Stage 3	The collective name for Years 7-9
Key Stage 4	The collective name for Years 10-11
National Curriculum	The subject areas every student in England must study.
Non-examination Assessment	Work which you do during the course, usually assessed by your teachers, that contributes to your final grade.
Optional subject	A subject which you can choose to study (usually GCSE) in Years 10-11.
Specification	The information you have to know and the things you must be able to do by the end of the course.
Terminal examination	Same as final examination
Tier	Some subjects have different levels of entry for the exams at the end - Foundation or Higher.



Assessment

SCHOOL POLICY ON EXAMINATION ENTRY

Certificates at GCSE/Key Stage 4 are awarded by:

AQA	Assessment and Qualifications Alliance
PEARSON UK	Edexcel GCSE and A Level provider
BTEC	Business and Technology Education Council
OCR	Oxford, Cambridge and RSA Examinations
WJEC	(formerly Welsh Joint Education Committee)

Most of the courses offered lead to public examination. The school has a good record of success in these for students of all abilities. However, examination entry is not guaranteed, and as you will see as you read on, the level you obtain will often depend on which examination papers you take. Furthermore, you will not be entered if you have made insufficient progress, through lack of effort or failure to complete the required non-examination assessments.

Fees are the responsibility of the School Governors. Our fees, paid out of the school budget amount to many thousands of pounds each year. Students who complete the necessary components in any subject will be guaranteed payment by the school. Parents may be asked to pay for entries in some subjects when the level of attendance to school is deemed to be unacceptable. Details of this are explained at the Year 11 Parents' Evening.

Entries are compiled by the Subject Leader. Entry procedures are operated by the School Examinations Officer in consultation with staff, students and parents, in January of Year 11. Parental attendance is very important at the Year 11 Parents' Evening.

Attendance on a regular basis is essential throughout the course. Unauthorised absences will be recorded. Whilst serious ill health can be covered by a doctor's certificate with the examining board concerned, casual absences lead to a reduced grade or no grade at all.

Work rate, continuous, consistent, planned effort, effective revision, homework organisation, and determination to succeed are the qualities needed for exam success. There is no easy way to pass an examination. Teachers give regular advice on the necessary study skills but you cannot rely on your teacher to carry you through the course. The school has a good record at GCSE mainly because the vast majority of students have developed good work habits and attended regularly.

Grades From the summer of 1994 onwards, GCSE results were awarded and reported by a grade within the range A* - U. GCSE courses starting in September 2019 will be awarded grades as numbers 1 to 9 - 9 being the highest. A grade 4 is equivalent to an old style C grade and grades 8 and 9 are both equivalent to A*, so grade 9 will be very rare but significantly outstanding. Qualifications in Health & Social Care, Creative iMedia, Sport Studies and Engineering will be graded Distinction*, Distinction, Merit and Pass.



Assessment (continued)

GCSE Tiering

Subjects will be divided into two groups; **no tiers** and **two tiers**.

1. Subjects without any tiers are Art, BPE (Religious Studies), Computer Science, Dance, Drama, English Language, English Literature, Food and Nutrition, Geography, History, and Music.

All students following these courses will take the same examination papers and the grade awarded will be in the range 9 - 1.

Health & Social Care, Creative iMedia, Sport Studies and Engineering have no tiers but will be graded as follows for students beginning these courses in September 2019 (GCSE equivalent in brackets):

Level 2 Distinction * (8/9), Distinction (7), Merit (6/5), Pass (4)

2. Subjects with two tiers include Mathematics, Science and Modern Foreign Languages. You can be entered for the Higher tier (to achieve grades 9 - 4) or the Foundation tier (to achieve grades 5 - 1).

Higher	9	8	7	6	5	4			
Foundation					5	4	3	2	1

Where there are two tiers, candidates on the Higher tier who fail to attain the minimum mark for grade 4 will be unclassified (U). On Foundation tier, candidates cannot gain above grade 5.

For more information please contact Mr A Nayler (Assistant Headteacher)



What are the qualifications?

GCSE General Certificate of Secondary Education

Most subjects are studied to GCSE. If you pass a GCSE exam you will receive a grade in that subject from 9 to 1. If you fail to reach the minimum grade for the tier for which you are entered, you will be ungraded (U) and will not receive a certificate in that subject.

Many occupations and Further Education courses require a minimum GCSE grade in certain subjects. Historically this was often a grade C, but may be a higher or lower grade. Under the new system, the equivalent will be a grade 4/5.

In some subjects there is a compulsory element of non-examination assessment which counts towards the final examination grade. If the controlled assessments are not completed you will be unable to gain a grade.

In several subjects there are different levels of examination papers. You will be given advice by your subject teacher as to which level will give you the best opportunity for success.



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GCSE English—Exam Board AQA

All students will complete a two year course leading to two GCSE qualifications: GCSE English Language and GCSE English Literature.

English Language: Over the two years you will study and compare a range of high-quality, challenging fiction and non-fiction texts from the 19th, 20th and 21st centuries. You will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. You will also produce your own creative writing using a range of stimulus materials.

You will sit two terminal examinations to secure your final GCSE grade – see below. 50% of your mark is for reading and 50% of your mark is for writing: **20%** of your final mark, however, is awarded for **quality of written communication**, that is, accurate spelling, punctuation and grammar.

The course also requires you to complete at least one speaking assessment, presenting to a real audience on an issue or topic of your choice. Your score will be recorded as Pass (P), Merit (M) or Distinction (D) on your final GCSE certificate. This award does not affect your overall GCSE grade.

English Language assessment overview

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 		<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 		<p>What's assessed</p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		<p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
<p>Questions</p> <p>Reading (40 marks) (25%)</p> <p>– one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 		<p>Questions</p> <p>Reading (40 marks) (25%)</p> <p>– two linked texts</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 		

For more information please contact Mr Stubbert

English Literature

Alongside the English Language specification you will study and compare a range of prose, poetry and drama from different cultures and periods. Studying GCSE English Literature will encourage you to read widely for pleasure and serve as preparation for studying literature at a higher level. This is a varied and enjoyable course, introducing you to different authors and literary traditions which will influence your own reading and writing. You will develop the skills required to respond to and compare whole texts and their authors' intentions, as well as the ability to respond to unseen extracts, demonstrating understanding of language, form, structure and context.

You will sit two terminal examinations to secure your final GCSE grade .– see below. 40% of your mark is for responding to Shakespeare and a 19th-century novel and 60% of your mark is for responding to modern texts and poetry. **5%** of your final mark is awarded for *quality of written communication*: accurate spelling, punctuation and grammar.

English Literature assessment overview

Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	+	Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none"> • Shakespeare • The 19th-century novel 		<p>What's assessed</p> <ul style="list-style-type: none"> • Modern texts • Poetry • Unseen poetry
<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>		<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

For more information please contact Mr Stubbert



GCSE Maths—Exam Board Edexcel

Every student has already embarked on their three year GCSE Maths course leading to final linear external examinations in the summer of their Year 11. The course covers the topics of number, algebra, geometry, data handling, kinematics and problem solving. There is a greater emphasis on reasoning and applying the mathematical skills that are learned in the classroom to real life problems. There is also a greater emphasis on proof and mathematical rigour. This is a new GCSE and will require candidates to learn many of the formula which they will then apply to solve a problem.

There are two tiers of entry: Foundation with available grades 1 to 5 and Higher with available grades 4 to 9. Grade 5 will be the equivalent of a present high grade C. Grades 8 and 9 will be equivalent to the present A*. Grade 9 is the highest grade achievable. The decision on tier of entry will be delayed until later in Year 10.

Students are able to access the excellent 'mathswatch' website where there are short revision videos on every topic, including exam style questions and solutions. This is a superb resource which the school has purchased for use by our students in preparing for their final exams. The students each have their own login and should they have any difficulty accessing the content then please encourage them to contact Ms Hirst for help, email maths@uvhs.uk. The maths department also make ample packs of example maths papers available in Year 11 for students to practise their skills.

Assessment is entirely by examination.

**For more information please see Ms Hirst
or email maths@uvhs.uk**



GCSE Combined Science— Exam Board AQA

At UVHS we believe that Science has something to offer every student. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant science understanding. The GCSE Science options that are available to students have changed in the last few years under the direction of the DfE and Ofqual. We offer Key Stage 4 qualifications, to suit students of all abilities and all aspirations.

Students will have started covering key concepts during Year 9 to prepare them for the step up to GCSE and some students opted for extra science to help with this transition. All Science courses will cover aspects of Biology, Chemistry and Physics. The new style GCSEs are being 100% examined, there are no coursework elements. All of the written GCSE exams for Science will be at the end of Year 11. The A* to G grades have been replaced by 9 to 1. There are two pathways available to students in Science depending on their future aspirations and current progress in Year 9.

GCSE Combined Science

This course is for students who would benefit from an underpinning Science curriculum and is recommended to those students who are not thinking at this stage of A levels, or other post-16 qualifications, in Science. This forms part of a student's core curriculum. Students have specialist Science teachers and 6 lessons of Science per week.

Combined Science will have a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1. This replaces grades A*–G that you may be familiar with.

As practical work is at the heart of Science, students will conduct 16 required experiments, that will be examined in the final exam. Good attendance is therefore essential.

Students will need to apply their mathematical skills in a range of scientific contexts as this makes up a proportion of the marks in each exam.

Exams

Six papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 minutes each.

Tiers: Foundation 1-5 and Higher 4-9.

Weighting: the papers are equally weighted. Each is worth 16.7% of the final grade and has 70 marks

Question types: multiple choice, structured, closed, short answer and open response.



Combined Science subject content

Biology	Chemistry	Physics
<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

For more information please contact Mrs Hodgson



GCSE Religious Studies

(Philosophy and Ethics) Full Course— Exam Board AQA

The Philosophy and Ethics GCSE offers students the opportunity to explore the world of belief and religious life through the study of, and reflection on, stimulating philosophical and ethical issues. Students will have the opportunity to offer personal responses and informed insights on these fundamental questions and issues.

For this full course exam students will study 2 components:

Component 1: The beliefs, teachings and practises of 2 religions. Christianity and Buddhism.

Component 2: Four ethical and philosophical themes:

1. Peace and conflict. This includes global terrorism, the use of force and the use of nuclear deterrents.
2. Relationships and families.
3. Crime and punishment.
4. Religion and life, including environmentalism, medical ethics, the origins of the universe and evolution.

In this GCSE we will study these philosophical and ethical issues through the perspectives of two religions, depending on the topic. Students will also be encouraged to explore and research the viewpoints and perspectives from other faiths. In the assessment students are encouraged to argue from a secular viewpoint and, where appropriate, to explore perspectives from faiths other than the six major world faiths.

There are no controlled assessments for this GCSE. Assessment is by exam only (a 1 hour 45 minute written paper for each unit).

In the exam students will be expected to show sound factual knowledge relating to the issues and an ability to demonstrate understanding and explanation of religious viewpoints. The ability to describe, explain and analyse using appropriate knowledge and understanding will be important, as is the ability to produce a personal view in response to modern ethical concerns.

This is a valuable GCSE which is respected by sixth form colleges, universities and employers. It will help to develop enquiring minds, critical thinking and the ability to respond to a range of philosophical and ethical issues through the development of analytical skills.

For more information please see Mr Peake



Physical Education

Students in Years 10 and 11 have a double lesson of Physical Education per week. There may be an opportunity for students to gain a certificate of achievement for regular participation in all activities and making good progress.

The subject format is:

Year 10

The programme of activities is a continuation of Key Stage 3. Students are involved in a wide range of activities.

Boys: Football, Basketball, Badminton, Cross-country running, Athletics, Cricket, Softball, Rugby, Hockey, External Gym sessions, Rounders, Volleyball, Handball, Ultimate Frisbee and Trampolining.

Girls: Netball, Hockey, Badminton, Athletics, Rounders, Tennis, Volleyball, Boxercise, Gym Circuits, Volleyball, Handball, External Gym sessions, Football, Rounders, Ultimate Frisbee and Trampolining.

Year 11

Boys: Football, Basketball, Badminton, Cross-country running, Athletics, Cricket, Softball, Rugby, Aussie Rules Football, Volleyball, Handball, Rounders, Ultimate Frisbee and Trampolining.

Girls: Netball, Hockey, Badminton, Athletics, Rounders, Tennis, Volleyball, Aerobics, Boxercise, Volleyball, Handball, Rounders, Ultimate Frisbee and Trampolining.

All have the opportunity to take part in leadership activities throughout Key Stage 4, which includes assisting with activities in the local Primary Schools.

For more information please see Miss Bird.



Additional Option Choices

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• Drama	30
• Music	31
• Dance	32
• Sport Studies	33



GCSE Geography—Exam Board Edexcel

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Geography A consists of 3 externally examined papers.

Students must complete all assessments in May/June in any single year.

Bold and underlined text

Highlights the optional 'sub topic' selected by UVHS

Component 1: The Physical Environment

Written examination: 1 hour and 30 minutes

37.5% of the qualification 94 marks

- Topic 1: The changing landscapes of the UK – including optional sub-topics from which students choose **two** from three, **1A: Coastal landscapes and processes**, **1B: River landscapes and processes** and 1C: Glaciated upland landscapes and processes.
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

Component 2: The Human Environment

Written examination: 1 hour and 30 minutes

37.5% of the qualification 94 marks

- Topic 4: Changing cities
- Topic 5: Global development
- Topic 6: Resource management – including optional sub-topics from which students choose **one** from two, **6A: Energy resource management** and 6B: Water resource management

Component 3: Geographical Investigations: Fieldwork and UK Challenges

Written examination: 1 hour and 30 minutes

25% of the qualification

64 marks

- Topic 7: Geographical investigations – fieldwork
- Topic 8: Geographical investigations – UK challenges

For more information please see Miss Mardell



GCSE History—Exam Board AQA

Paper 1: Understanding the modern world. Written exam 50% of GCSE

Section A

America 1840 – 1895 Expansion & consolidation. This focuses on the development of America during a very turbulent half century of change. It was a period of expansion & consolidation as Americans expanded to the West. Students will study the early settlers & the challenges they faced; the Plains Indians' culture; the conflict between the Pioneers & the Plains Indians; the American Civil War; the continued settlement of the Wild West and the final bloody battles between them and the Native Americans.

Section B

The Cold War 1945 – 1975. This course follows on well from what students studied in Year 9 and examines the nuclear conflict between America and the USSR that developed soon after the end of the Second World War. This wider world depth study enables students to understand the complex & diverse interests of different individuals & their conflicting ideologies. The course looks at the causes & events of Cold War conflicts. Students will study topics such as the Iron Curtain; the building of the Berlin Wall; the Cuban Missile Crisis; the Korean War and the Vietnam War.

Paper 2: Shaping the nation. Written exam 50% of GCSE

Section A

Britain's health & the people. This course will look at how medicine and public health developed in Britain since the fall of the Roman Empire until the 20th century. Students will study the Middle Ages, including the Black Death; the Renaissance including the Great Plague; the development of Pasteur's Germ Theory; the revolution in surgery, including the development of anaesthetics and anti-septics; and modern treatment of disease, such as penicillin, the influence of the two world wars, modern surgery, x-rays and finally the development of the NHS and the Welfare State.

Section B British depth study including the historic environment.

Elizabethan England 1568 – 1603. This course looks at the final 35 years of Elizabeth I's reign including problems over her marriage, relations with parliament, the Elizabethan theatre, problems with the poor, Catholic plots, Mary Queen of Scots, English exploration, Drake & Raleigh and the defeat of the Spanish Armada. Students will also get a chance to study a specific site in depth and examine its historical context. This site will be a Tudor manor house, a theatre, a village or a battle site.

For more information please see Ms Lomas



GCSE French—Exam Board AQA

The aim of the course is to develop your language skills through the topic areas of film, holidays, leisure, school environment, social issues, global issues, customs and festivals.

The GCSE course will improve your language, thinking and communication skills as well as develop your cultural understanding. It will broaden your horizons and prepare you for further language study. A GCSE language qualification is highly regarded by universities and employers.

Assessment

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

All four skills will be tested at the end of the course. Translation from and into the target language will be assessed in the reading and writing exams. The speaking test will be conducted by your teacher and will involve a role-play, photo card discussion and conversation. This will be marked by the exam board. You can be entered at Foundation Tier (grades 1-5) or Higher Tier 9 (grades 4-9). All four skills must be taken at the same tier.

You will have the opportunity to go on the French visit to Paris at the end of Year 10 where you will be able to practise the language you have learned. You will also have the opportunity to correspond with a penfriend from France.

For more information please see Mr Bates



GCSE German—Exam Board AQA

The aim of the course is to develop your language skills through the topic areas of film, holidays, leisure, school environment, social issues, global issues, customs and festivals.

The GCSE course will improve your language, thinking and communication skills as well as develop your cultural understanding. It will broaden your horizons and prepare you for further language study. A GCSE language qualification is highly regarded by universities and employers.

Assessment

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

All four skills will be tested at the end of the course. Translation from and into the target language will be assessed in the reading and writing exams. The speaking test will be conducted by your teacher and will involve a role-play, photo card discussion and conversation. This will be marked by the exam board. You can be entered at Foundation Tier (grades 1-5) or Higher Tier 9 (grades 4-9). All four skills must be taken at the same tier.

We hope to offer the opportunity to go to Germany at the end of Year 10 where you will be able to practise the language you have learned. You will also have the opportunity to correspond with a penfriend from Germany.

For more information please see Miss Beardsley



GCSE Spanish—Exam Board AQA

“You can never understand one language, until you understand at least two”. Geoffrey Willans

The importance of foreign language learning is now becoming more essential within our expanding European community and the world of work. With stronger business links with other countries, the ability to use a foreign language is becoming more and more important. The GCSE Spanish course contains three themes which run through all four exam papers:

- ◆ Theme 1: Identity and culture
- ◆ Theme 2: Local, national and international areas of interest
- ◆ Theme 3: Current and future study and employment

The GCSE course builds upon what has been studied in Year 9 and is based on the four key language skills of listening, reading, speaking and writing.

The examinations are divided into two levels and students will be entered for the one most suited to their ability. Students will be expected to keep a vocabulary book into which useful phrases, vocabulary and dialogues will be written.

The emphasis is placed equally on the four key skills, with each worth 25% of the final GCSE grade. All skills will be assessed by examination at the end of the course in Year 11. Students of all abilities can choose a language at GCSE and the most able linguists would be encouraged to do so.

GCSE Spanish is an exciting opportunity to build your communication skills and to gain a better insight into the world and cultures around you!

Assessment

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

For more information please see Miss Beardsley



GCSE Separate Science— Exam Board AQA

Separate Science GCSEs (Biology, Chemistry and Physics)

This extra option is available for students to take on top of the core Science curriculum; in order to boost their progression to A-level and science related careers. Students will use their core and one option lesson time to study for three separate GCSEs in Science. We strongly advise that any student wishing and capable of Science study beyond GCSE should take this option to give them the best possible foundation. Students will have in total 9 Science lessons per week and will have specialist subject teachers for Biology, Chemistry and Physics. Students will need to achieve at least a grade 6 in Year 9 Science to show that they are capable of meeting the demands of this subject and at least a grade 6 in Maths. This is because the new Physics GCSE has 30% of questions which will require mathematical demand.

It is essential that students conduct 8 required practicals for each of the three GCSEs, which will be assessed in the final exams (15% of questions will be on required practicals). Good attendance to school is therefore essential.

Exams for each of the separate Science GCSEs — Exams = 100% of the final marks

Two papers: each paper will assess different topics.

Duration: both papers are 1 hour 45 minutes.

Tiers: Foundation 1-5 and Higher 4-9.

Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: multiple choice, structured, closed short answer and open response.

For more information please contact Mrs Hodgson



GCSE Computer Science— Exam Board OCR

This course is aimed at students who are logical, like problem solving and have enjoyed using Python at KS3.

This course is assessed over 3 Components: J276/01, J276/02 and J276/03.

J276/01— Computer Systems — 40%

Assessed by written external exam in Year 11.

In this component you will learn about what a computer system is and how they function, including:

Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

Along with developing an understanding of the impact of Computer Science in a global context.

J276/02 — Computational thinking, algorithms and programming — 40%

Assessed by written external exam in Year 11.

This component incorporates and builds on the knowledge and understanding gained in J276/01, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

J276/03 — (NEA) Programming Project — 20%

Non-exam assessment completed during Year 11.

The task will provide opportunities for the students to demonstrate their practical ability in the skills covered in J276/02.

Students will need to create suitable algorithms which will provide a solution to the problems identified in the task. They will then code their solutions in a suitable programming language (Python 3). This is undertaken as an independent project over a 20 hour time period.

(The future of the NEA Project is currently undergoing a consultation and may run in a different format for examination in 2021)

For more information please see Mr Evason



ICT: OCR Cambridge National— Creative iMedia

This course has 4 units, 3 of which are coursework units (worth 75%), internally assessed and externally moderated. The remaining unit is an external exam (worth 25%) of the overall qualification.

Unit R082—Creating Digital Graphics (25%)

Assessed by coursework in Year 10

Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.

The aim of this unit is for you to understand the basics of digital graphics editing for the creative and digital media sector. You will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop your understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

On completion of this unit, you will understand the purpose and properties of digital graphics, and know where and how they are used. You will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

Unit R081—Pre-production skills (25%)

Assessed by exam in Year 10 —1 hour 15 minutes paper

This unit will enable you to understand pre-production skills used in the creative and digital media sector. It will develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable you to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, you will understand the purpose and uses of a range of pre-production techniques. You will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

In Year 11 there will be two further units assessed by coursework.

(Exact units yet to be decided.)

For further information please see Mrs Silcocks



GCSE Fine Art—Exam Board AQA

GCSE Art and Design will introduce you to a variety of materials and processes in Year 10 including painting and drawing, textiles, photography, sculpture, ceramics and mixed media work. The Fine Art specialism allows you the freedom to explore different media over the 2 year course, leading to the Year 11 project where you can focus on a specific area of your choice. The GCSE Art course provides an ideal foundation for A level, further study, and access to the Art and Design industry. We have had students progress to become everything from architects to filmmakers and fashion designers to wildlife illustrators.

You will be expected to produce observational drawings and photographs, experiment with materials and study the work of other artists to support your coursework and exam.

Students interested in choosing Art and Design need to show an enthusiasm for the subject, a willingness to experiment with different materials and methods, and have the ability to research and develop ideas in their own time as well as during lessons.

Assessment

The non-examined assessment is 60% of the final grade and includes classwork, homework and school exams.

The terminal exam is 40% of the final grade which is conducted over a 10 hour period.

The final assessment and grading is made at the end of the course.

For more information please see Mr Appleyard



D&T: OCR Cambridge National—

Engineering (Design & Manufacture)

The Cambridge National Engineering qualifications provide an engaging, robust, broad-based introduction to engineering. The courses comprise of a range of specialist units that underpin the knowledge and skills that are valued in the engineering sector. They reflect the breadth of opportunity and enable further exploration of specific areas of interest. English and mathematics have been contextualised within the assessment aims. This allows learners to practise these essential skills in naturally occurring and meaningful contexts, where appropriate.

Whilst developing these courses OCR have listened to, and worked closely with, employers such as JCB, Siemens, Rolls-Royce and other professional bodies like the Royal Academy of Engineering, to make sure that the next generation of young engineers are equipped with the skills demanded by employers in the engineering community. We feel that the results of this collaboration will be of benefit to our learners, especially considering the amount of engineering firms in this area.

The Cambridge Nationals in Engineering courses are aimed at learners who wish to study the processes involved in designing and manufacturing new-engineered products. Learners are provided with the knowledge and skills required to safely use engineering tools and equipment used to manufacture products from the requirements of a design specification. Students will also learn and use relevant computer applications such as CAD/CAM and testing equipment. They will develop their understanding of the processes and systems required to transfer a design concept into a product. A practical approach to teaching and learning will help provide learners with knowledge in engineering technology, develop communication, critical thinking, creativity and dextrous skills through engaging practical experiences.

There are two separate Engineering courses available.

Engineering Design

Unit Title	Unit weighting
R105 Design Briefs, Specifications and user requirements	25% (1 hour examination)
R106 Product research and analysis	25% (Portfolio and practical activity)
R107 Developing and presenting engineering designs	25% (Portfolio and practical activity)
R108 3D Design realisation and manufacturing	25% (Portfolio and practical activity)

Engineering Manufacture

Unit Title	Unit weighting
R109 Engineering materials processes and production	25% (1 hour examination)
R110 Preparing, planning and manufacturing	25% (Portfolio and practical activity)
R111 Computer Aided Design and Manufacture	25% (Portfolio and practical activity)
R112 Quality control of an engineered product	25% (Portfolio and practical activity)

Generations of students have successfully carried out a D&T related piece of coursework at UVHS and have gained valuable experience and real satisfaction from sharing it with parents and at important interviews.

For more information please see Mr Barlow



Food Preparation & Nutrition

GCSE Qualification

We are very proud to be able to offer a Food course to our students which is stimulating, exciting, and allows students to flourish in an ever changing subject.

If variety truly is the spice of life, then Food could be a fantastic option for your son/daughter. It is challenging both practically and academically, and allows for a modern mix of science and creativity in all lessons. An interest in Chemistry and Biology as well as Food will be beneficial.

Students will work in newly refurbished kitchens covering the following topics in a mixture of practical and theory lessons:

- ⇒ **12 Food Preparation Skills:** General mise en place, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, preparing, combining and shaping foods, sauce making, tenderising and marinating, dough, raising agents and setting mixtures
- ⇒ **Food, Nutrition & Health:** Macro/micronutrients, nutritional needs and health
- ⇒ **Food Science:** Cooking of food and heat transfer, the functional and chemical properties of food
- ⇒ **Food Safety:** Spoilage, contamination and the principles of food safety
- ⇒ **Food Choice:** Factors which affect our choice of food, British and international cuisine, sensory testing, food labelling and marketing
- ⇒ **Food Provenance:** The environmental impact and sustainability of food and food production and processing

The course is designed to be accessible for all students who are thinking of either working in the food industry or who would like to further their own personal ability in the kitchen. Students who have left UVHS in recent years to continue their qualification Post 16 have been accepted at both Kendal and Furness College, and have completed apprenticeship schemes with prestigious hotels in the area. This course can also foster an interest in other related areas such as: dietary planning, nutrition, food product development and food production and marketing, including qualifications at University level - the possibilities are endless!

This is a linear course, with all assessment material completed in Year 11, broken up into:

- ⇒ **NEA1 (15%) Food Investigation:** A scientific report testing knowledge and understanding of how ingredients react in the preparation and cooking of food
- ⇒ **NEA2 (35%) Food Preparation Assessment:** A 3 hour practical exam and supportive folder based around a set brief. This allows students to show off all their practical ability.
- ⇒ **Written Exam (50%):** A terminal exam which is marked out of 100 and is 1h 45 long.

For more information please see Ms Shaw



BTEC—Health and Social Care

BTEC Level 1/2 Technical Award in Health and Social Care

This new and exciting Level 2 Technical Award in Health and Social Care is aimed at students who have an interest in developing the skills and learning the theory to prepare them for further study or employment in the health and social care sector. It is practical in nature with 2 units being internally assessed and 1 being externally assessed with an exam. The qualification has 60% coursework which has historically suited students at UVHS.

Unit 1 Human Lifespan Development (30%)

You will learn about human development across the 6 life stages and the factors which affect this. How do people grow and develop through their lives? How can lifestyle choices and relationships affect this? How will life events impact on development and who will help you cope with these things should you need support?

You will apply your knowledge to a case study identifying how the person in the case study will develop and deciding which factors and life events have affected their development in 3 life stages. You will discuss the support they will receive from carers. **This will be internally marked (in school) but moderated by the exam board.**

Unit 2 Health and Social Care Services and Values (30%)

You will look at the different health and social care services available to individuals in this country and the barriers individuals may experience when trying to access these services. You will also learn and demonstrate the expected code of behaviour when delivering services. This is called Care Values. You will apply this to a real scenario through a case study. **This will be internally marked (in school) but moderated by the exam board.**

Unit 3 Improving the wellbeing of an individual 40%

You will learn how we can measure health and create plans which will improve an individual's health. **In an exam** you will be asked to identify factors which affect a stated persons health, draw up a plan to improve it and identify any barriers they may experience in implementing the plan.

This will be assessed via a 2 hour written exam and will be externally marked by the exam board. We anticipate that the exam will be sat in the February of Year 11, which is the first of two examining options.

For more information please see Mrs Bell



GCSE Drama—Exam Board AQA

The GCSE Drama course is designed for students who have an interest in Drama and the Theatre. Students must be confident performing in front of others, as well as be prepared to write a significant amount to meet the assessment requirements. There is also a requirement that all students attend at least one live theatre performance over the course - the school will run several theatre trips each year to fulfil this component. Of course, the more live theatre the students experience, the better. A passion and commitment to Drama and a willingness to rehearse outside of timetabled lesson time is crucial.

There are three sections to the course, all of which are connected:

1. Devising (40%)

This is coursework and is assessed internally. Students must create and develop a piece of drama from a stimulus chosen by the group and teacher.

Section A: a portfolio of written work (1500-2000 words) covering the creating and developing process of the piece of drama as well as an evaluation of the process after it has been performed. This is weighted at 45/60 marks. A practical performance to a live audience is also assessed and makes up the remaining 15 marks out of 60.

Section B: the performance or design of the devised piece

2. Texts in Practice (20%)

This is also coursework. Students will perform or design two main extracts from a play chosen by the group and teacher. Students will need to submit a piece of writing explaining their creative intentions in realizing their role.

Externally assessed by a visiting examiner

Can include group, solo and/or partner based performances

3. Understanding Drama (40%)

Written examination (90 minutes). Students must study one of the eight plays set by AQA and also see at least one live theatre production

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

The entire course is designed to reflect the theatrical/dramatic experiences of each student whatever their background in the subject, so that they can develop their own skills in both writing and performance. There is one level of entry.

There are many opportunities for students to get involved in theatrical performances throughout the course, including the primary pantomime, whole-school production and Year 10 Workshop Performance Evening.

For more information please see Mr Vogler



GCSE Music—Exam Board AQA

The GCSE course is designed for students of all abilities. Students **must** have an interest in music and the ability to play an instrument or sing, as well as appreciate all styles from Classical through to the latest popular music. By the time they start the course, they must also have a basic understanding of reading and writing music. There are four sections to the course, all of which are connected:

1. Understanding Music (40%)

This is a 90 minute exam during which students are required to comment on a variety of musical styles and genres, from Baroque to modern day, under four set Areas of Study.

Section A: answering 8 questions on pieces of unfamiliar music. However, all the pieces are related to the four Areas of Study taught in Section B.

Section B: answering specific analytical questions on the 2 Set Pieces studied (chosen by school) from the four Areas of Study.

1. Western Classical Tradition 1650-1910
2. Popular Music
3. Traditional Music
4. Western Classical Tradition 1910-present day

2. Performing Music (30%)

Students are required to produce two performances in Year 11, one solo and one as part of a group, totalling between 4 and 7 minutes. All students **MUST** receive tuition on one instrument (either in school with one of our outstanding peripatetic teachers or, if you wish, with a teacher outside school; although if this is the case we can take no responsibility for progress and/or success) and must take part in at least one musical ensemble. If, by the end of the course, students can perform pieces of ABRSM/Trinity/RockSchool Grade 5 standard they can achieve full marks (due to a difficulty scale), but beginners in Year 10 can still achieve up to a 6 in this unit.

3. Composing Music (30%)

Students must submit two compositions totalling between 3 and 4½ minutes - one composition written to a brief, set by AQA in September of Year 11, and one free choice composition. These are recorded on either acoustic instruments or using computer technology. Traditionally, most (if not all) UVHS students achieve the top grades in this unit each year.

The entire course is designed to reflect the musical experience of each student whatever their background in the subject, so that they can develop their own style in both composition and performance. Historically, UVHS Music Department has not only consistently achieved the top grades in Cumbria for GCSE Music, but also achieved some of the best 9-8 (A*) and 9-4 (A*-C) grades in the country.

For more information please see Mr Butler



GCSE Dance—Exam Board AQA

GCSE Dance is split into three core areas, each of which aim to develop your knowledge, understanding and skills of Dance.

Performance

Students will be judged on their ability to demonstrate physical, technical and expressive skills through the four set phrases set by AQA. For the performance aspect of the course, pupils will learn two of the set phrases and perform them. The remaining two set phrases must be incorporated into a duet/trio performance choreographed by the teacher. This performance must have a choreographic intent with the set phrases developed throughout the piece. *The weighting for this section is 30%.*

Choreography

With this section of the course, pupils have a chance to create a solo or group choreography in any style or dance fusion. The stimulus for this piece is sent by AQA and pupils then use this to create an interesting choreography that shows their chosen choreographic intent. Throughout Years 10 and 11 pupils will be given different choreographic tasks to encourage innovative choreography. *The weighting for this section is 30%.*

Dance appreciation

This component is the written exam paper of one and a half hours, set in the summer of Year 11. The question paper is split into three sections:

Section A: Knowledge and understanding of the choreographic process and performance skills.

Section B: Critical appreciation of own work, relating to the choreography pupils have created and the performances they have done.

Section C: Critical appreciation of professional works relating to the dance anthology consisting of six works. Together the six works include:

- Different dance styles and fusions of style
- A selection of established and emerging choreographers
- Different numbers and combinations of dancers
- A variety of choreographic approaches
- Different choreographic structures
- A variety of types of performance environment
- A variety of aural settings
- Inclusive dance influenced by other cultures.

The weighting for this section is 40%.

For more information please see Miss Bird



OCR Cambridge National— Sport Studies

The Cambridge National Sports Studies course gives pupils the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and leadership in their own practical performance.

4 units out of the 6 need to be completed over the two years. Pupils have to take the two mandatory (M) units and, dependent on the group, we will choose two optional units to best suit the pupils we teach.

Contemporary issues in sport (M)

This unit is externally assessed. Pupils will sit a 1 hour exam set and marked by OCR

- Understanding the issues which affect participation in sport
- Know about the role of sport in promoting values
- Understand the importance of hosting major sporting events
- Understand the role of national governing bodies

Developing Sports skills (M)

This unit is externally assessed. UVHS will set assessed practical tasks which will be moderated by OCR.

- Demonstrate skills, techniques and strategies as an individual performer.
- Demonstrate skills, techniques and strategies as a team performer.
- Be able to officiate in a sporting activity
- Apply practice methods to support improvement in a sporting activity.

Two optional units decided by the teacher:

Two of the four units below are assessed internally and will be assignment/portfolio based.

Sports leadership

Sport in the media

Working in the sports industry

Developing Knowledge and skills in outdoor activities

For more information please see Miss Bird

Year 9 Options Form 2019

Student Name: Form:

Subjects		Choices	
A	Geography	Choose one subject from Box A	
	History		
B	Geography	Choose three subjects from Box B	
	History	Subject	Priority
	French		1
	German		2
	Spanish		3
	Separate Science		
	Computer Science		
	ICT - Creative iMedia		
	Fine Art	Under normal circumstances students will only be allowed to take one technology subject (marked *). We will try our best to give you your first choices, but sometimes we have to disappoint some students. However we will always talk to you first.	
	D&T - Engineering*		
Food Preparation*			
Health & Social Care			
Drama			
Music			
Dance			
Sport Studies			
C	Reserve Choices	Reserve Choices	
	Please identify two additional subjects as reserve choices. We will try our best to give you your first choices but on occasion we might have to use your reserves.	Subject	Priority
			1
			2

Signed Student: Date:

Signed Parent: Date:

Please hand completed form into reception by Friday 1st February 2019