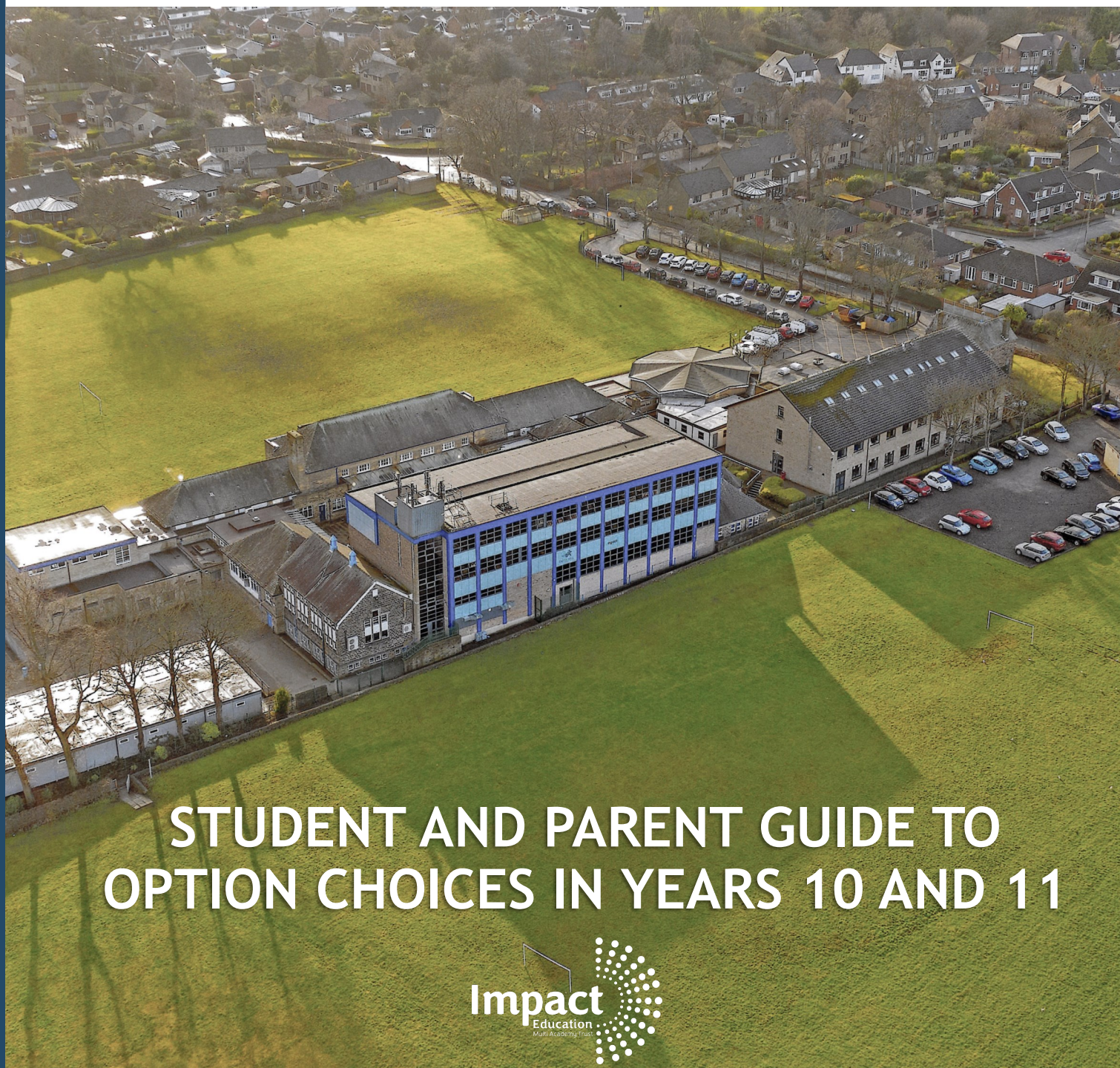


YEAR 9

OPTIONS 2022



STUDENT AND PARENT GUIDE TO OPTION CHOICES IN YEARS 10 AND 11



Academic Excellence



Developing Character



Raising Aspiration

Vision

To achieve academic excellence, develop character, and raise aspirations for all at **Castle Hall Academy**



**Academic
Excellence**



**Develop
Character**



**Raising
Aspirations**

Key Drivers



Heart

Developing a
strong moral
compass



Mind

Developing our
capacity to
think



Communication

Communicating with
people and cultures
outside of ourselves

Mission

To become an academy

‘where hearts and minds connect’

CONTENTS

- 3) Contents
- 4) Introduction
- 5) Important Dates
- 6) Courses we offer
- 7) Exam Grading
- 8) Attainment 8
 - The English Baccalaureate (EBacc)
 - Choosing Options

COMPULSORY COURSES

- 9) Mathematics - GCSE (Compulsory)
- 10) English Language - GCSE (Compulsory)
- 11) English Literature - GCSE (Compulsory)
- 12) Science - GCSE (Compulsory)
- 13) Geography - GCSE
- 14) History - GCSE
- 15) Spanish - GCSE



CHOICES - GCSE

- 16) Art - GCSE
- 17) Art (Textiles) - GCSE
- 18) Art (3D Design) - GCSE
- 19) Food Preparation & Nutrition - GCSE
- 20) Photography - GCSE
- 21) Religious Studies - GCSE
- 22) Statistics - GCSE

CHOICES - BTEC TECH AWARD

- 23) Health & Social Care
- 24) Music Practice
- 25) Performing Arts
- 26) Sport, Activity and Fitness

CHOICES - CAMBRIDGE NATIONALS

- 27) Creative iMedia (ICT)
- 28) Enterprise & Marketing (Business Studies)

NON-EXAMINED SUBJECTS

- 29) Personal Development

FURTHER INFORMATION

- 30) Parental Contact
- 31) Careers
- 32) Characteristics of good learners

YEAR 9 OPTIONS



Dear Parents, Carers and Students

During this half term we are starting the process of choosing options to study for the next two years. Our aim is that all of our Key Stage 4 students follow courses that are relevant, at which they will be successful and which they enjoy.

We design a curriculum and a timetable to allow as many of you as possible to follow the courses of your choice. It is important that we are able to guide choices in some areas: we will be making some recommendations on the language option to enable students to follow the EBacc suite of subjects

All students will be accessing information about the courses that are available during Mastery over the next two weeks. This information will be delivered by Heads of Departments. It is important that they ask the staff about all aspects of the course particularly if it has a practical element and is not a course they have studied before.

During the Options/Parents' Evening on 23rd March there will be the opportunity to meet subject teachers to discuss pupil progress, see a short presentation along with advice and guidance for both parents and students regarding their option choices.

Subject Teachers will be able to guide and advise students throughout the process and Heads of Faculty can provide additional information on specific courses on the Options/Parents Evening.

Each student/parent will have an individual Options interview as it is important that we get these decisions right and parents/carers and students are welcome to contact me at the academy at any time to ask for clarification or further information.

The academy has an excellent Careers Advisor Eleanor Chamberlain (EChamberlain@castlehall.com), who is available to provide impartial advice on qualifications and progression routes, she will be available to speak to you on Options Evening, and you can also contact her at the academy if you want to make an appointment.

Kindest regards

Mr P Brook
Headteacher



IMPORTANT DATES



Keep up to date with the options process and ensure you complete your choices on time. Please contact the Academy if you have any questions. Email office@castlehall.com

Cycle 2
Weeks 11-13
Options information through
Mastery



23rd March
Options/Parents Evening for parents



Cycle 3
Pathways information and finalised
student choices



Academic Excellence



Developing Character



Raising Aspiration

COURSES WE OFFER

We currently offer GCSEs, BTEC Tech Awards and Cambridge Nationals

Compulsory - students will study the following six GCSE subjects:

- Mathematics 1 GCSE
- English Language 1 GCSE
- English Literature 1 GCSE
- Science – counts as 2 GCSEs
- History or Geography 1 GCSE
- Spanish 1 GCSE

Choices - Depending on which pathway you follow, you will choose three options from the following lists:

GCSE

- Art
- Design
- Food Preparation & Nutrition
- Photography
- Religious Studies
- Statistics

BTEC TECH AWARD

- Health & Social Care
- Music Practice
- Performing Arts
- Sport, Activity & Fitness

CAMBRIDGE NATIONALS

- Enterprise & Marketing (Business Studies)
- Creative iMedia (ICT)

NON EXAMINED SUBJECTS

- Personal Development 1 Hour per week
- Physical Education 1 Hour per week



GCSE GRADING

GCSEs have linear assessment, with all exams in the summer at the end of the course in Year 11. The majority of assessment will be by exam wherever possible and the contribution made by coursework will be greatly reduced or removed completely.

The new number scale, which has replaced the old A* - G scale. (See box— Right)

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	
6	B
5	
4	
3	C
2	
1	
U	
	D
	E
	F
	G
	U

BTEC TECH AWARDS AND EQUIVALENT GRADING

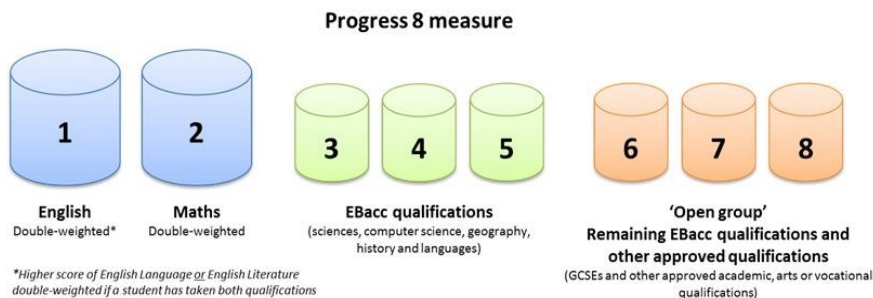
Level	Qualification Grade	2019 Performance table points (based on 2018)
Level 2	Distinction *	8 / 9
	Distinction	7
	Merit	5 / 6
	Pass	4
Level 1	Distinction	3
	Merit	2
	Pass	1

BTEC Technical Awards and Cambridge Nationals are more practical in nature and have a focus on applied learning. They provide students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace. BTEC Tech Awards contain a larger proportional of external assessments throughout the course compared to GCSEs and will be graded as Pass, Merit or Distinction.

ATTAINMENT 8 AND PROGRESS 8

Schools have to report on the attainment and progress of students. This takes into consideration their initial starting point and their achievement over their top 8 performing subjects.

Maths and English play a significant part in this measure, as they account for 40% of a student's Progress 8 measure. The Progress 8 measure encourages a broad and balanced curriculum.



THE ENGLISH BACCALAUREATE (EBacc)

The English Baccalaureate is highly valued by universities and employers. The English Baccalaureate subjects are: English, Maths, Science, Geography or History and French. If a student passes all of these subjects at grade 5 or higher they have achieved the English Baccalaureate.

HOW TO CHOOSE YOUR OPTION SUBJECTS

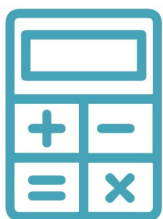
A few things to remember when making your choices:

- Think about how much progress you have made in each subject.
- You are far more likely to succeed in a subject you find interesting.
- Think about your possible future career. This will mean looking very carefully at qualifications required to do certain jobs. You may need to choose a subject now in order to study it at college and/or university.
- Read the information in this booklet carefully and ask your teachers for any extra information that you may need.
- Speak to teachers, older students, family and friends.
- Do not choose a subject just because your friend has chosen it.



Do not choose a subject just because you get on well with your present teacher. They may not be the teacher you will have next year. We cannot guarantee to provide all option choices for every student and in some cases alternative combinations will need to be considered.

When submitting your choices you will have to also choose a reserve option.



MATHEMATICS - GCSE (COMPULSORY)

Staff Contact: Mr J. Lockwood



What does the subject involve?

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. The course is designed to enable students to engage with, explore, enjoy and succeed in maths.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	22 - 28	12 - 18
Algebra	17 - 23	27 - 33
Ratio and Proportion	22 - 28	17 - 23
Geometry	12 - 18	17 - 23
Probability & Statistics	12 - 18	12 - 18

Assessment Overview:

The Linear Examinations are taken at the end of the course.

Both the Foundation Tier and the Higher Tier have three assessment papers, all of equal length and equally weighted.

	Foundation Tier	Higher Tier
Paper 1 (non-calculator)	80 marks (1hr 30 min)	80 marks (1hr 30 min)
Paper 2 (calculator)	80 marks (1hr 30 min)	80 marks (1hr 30 min)
Paper 3 (calculator)	80 marks (1hr 30 min)	80 marks (1hr 30 min)

The Foundation Tier covers grades 5, 4, 3, 2, 1 (U)

The Higher Tier covers grades 9, 8, 7, 6, 5, 4, 3 (U)

Level	1	2	3	4	5	6	7	8	9
Approx. Equiva- lent	G/F	E	D	C	C/B	B	A	A/A*	A/A*

Where could this subject take me in the future?

Mathematics is used every single day in all walks of life. Whether you want to be an architect, a pilot, a builder or own your own business you will need Mathematical skills such as measuring, understanding angles, problem solving with money, percentages and so much more. We will give you the opportunity to develop these skills and understanding through our carefully planned GCSE Schemes of work throughout years 10 and 11.

You can go on after GCSE to study Mathematics, Further Maths, Statistics or other areas such as Finance or Economics, using many of the skills developed in your GCSE years.



What does the subject involve?

Study Guides for this GCSE are available through ParentPay and will support your child's progress.



Section B: Writing – Descriptive or Narrative writing

Section B: Writing—Writing to present a viewpoint

- Presenting
- Responding to questions and feedback
- Use of standard English



Where could this subject take me in the future?

Page 10



ENGLISH LITERATURE - GCSE (COMPULSORY)

Staff Contact: Mrs Z. Inman

What does the subject involve?

English Literature and English Language are designed to work together, giving students the opportunity to develop a wider range of knowledge and skills.

Study Guides for this GCSE are available through ParentPay and will support your child's progress.

Assessment Overview:

All students are entered for English Literature. This will be studied along with English Language GCSE.

Paper 1: Shakespeare and the 19th Century Novel: Written exam 1 Hr 45 mins/ 64 marks - 40% of GCSE

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.

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.

Paper 2: Modern texts and poetry: Written exam 2 Hr 15 mins/ 96 marks - 60% of GCSE

Section A: Modern texts – students will answer one essay question from a choice of two on their studied modern prose or drama text.

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.

Section C: Unseen Poetry - students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



Where could this subject take me in the future?

English Literature helps to develop students' skills of interpretation and evaluation. It is essential for aesthetic and personal development, broadening their horizons. The study of Literature not only improves students' English skills and their cultural development but is relevant for most further education courses.



SCIENCE - GCSE (COMPULSORY)

Staff Contact: Mr P. Dixon

What does the subject involve?



Changes to the Science GCSE specification have brought the course more up to date with new and emerging technologies as well as scientific skills and content. The Science GCSE course is the equivalent of two GCSEs and will cover much of the same content that were present in the previous Core and Additional Science GCSEs, however rather than being separate GCSE qualifications they are now a combined GCSE.

Combined Science: Trilogy will see students covering all three science disciplines; Biology, Chemistry and Physics and whilst much of the content will remain the same as the previous GCSE course, there have been some topics omitted and new ones added to fall in-line with changes to technology and recent discoveries and inventions.

There has also been an increase in the requirement for maths skills within the Science GCSE. Biology will now consist of a minimum of 10% maths skills, Chemistry will consist of a minimum of 20% and Physics has seen the largest increase with at least a 30% requirement of all questions containing mathematical skills. This may take the form of equations, graphical analysis and data analysis.

Assessment Overview:

Students will be assessed via two papers for each of the disciplines, two Biology, two Chemistry and two Physics resulting in six papers in total.

There will be a variety of questions styles used to assess maths skills, including multiple-step questions, open calculations and the need to either rearrange equations or apply a conversion of units, recall of 17 equations is a minimum requirement in Trilogy.

The remaining questions will consist of; multiple choice questions, structured, closed questions and open response questions.

Examinations will be terminal and will be delivered at the end of Year 11 for all students.

Students will receive a combined grade, which will be calculated by taking an average of all 6 of their exams to produce a double weighted GCSE grade, e.g. 4-4, 5-4, 5-5, 6-5, 6-6 etc.

	Paper 1	Paper 2
Biology	70 Marks (1hr 15 mins)	70 Marks (1hr 15 mins)
Chemistry	70 Marks (1hr 15 mins)	70 Marks (1hr 15 mins)
Physics	70 Marks (1hr 15 mins)	70 Marks (1hr 15 mins)

Some students will be keen to study the Separate Science qualification. It will not be offered as a separate option. Some students will be given the opportunity to study Separate Science at a later date. These students will be selected from the most hard working and dedicated students, who have shown responsibility and resilience throughout Year 10, as well as achieving consistently good scores/grades on their cycle assessments. This may involve some after school sessions in Year 11.

Where could this subject take me in the future?

Geophysicists, Optical Engineer, Clinical Trial Manager, Laboratory Director, Research Scientist, Product Development Scientist, Geologist, Biochemist, all medical pathways and careers, and many more. The list is endless.



GEOGRAPHY - GCSE

(COMPULSORY—CHOOSE GEOGRAPHY OR HISTORY)

Staff Contact: Mr G. Lawlor

What does the subject involve?

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. This subject complements any of the other Humanities subjects, such as History. It also has links with Science and Business Studies.

Assessment Overview:

Paper 1: Living with the physical environment

written paper 1 hour 30 mins – 88 marks – 35%

Paper 2: Challenges in the human environment

written paper 1 hour 30 mins – 88 marks – 35%

Paper 3: Geographical applications -

written paper 1 hour 15 mins – 76 marks - 30%



What you will study:

Paper 1 - Living with the Physical Environment In Living with the Physical Environment you will study the challenge of natural hazards, weather hazards, climate change, the living world, ecosystems, tropical rainforests, hot deserts, cold environments, coastal landscapes in the UK, river landscapes in the UK. In the challenge of natural hazards, you will cover volcanoes, tsunamis, earthquakes and fold mountains. In landscapes of the UK you will cover the water cycle, river land forms, flooding and flood protection, beaches, spits, caves, arches stacks and stumps. Hard and soft engineering strategies will also be explored. In weather hazards you will cover the weather in the UK, extreme weather, global climate change and tropical storms.

Paper 2 - Challenges in the Human Environment –

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

Paper 3 – Geographical applications.

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Students will undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork will take place outside the classroom and Academy grounds on at least two occasions over the GCSE course. The two enquiries will be carried out in contrasting environments and will show an understanding of both the physical and human side of geography. In at least one of the enquiries students will be expected to show an understanding about the interaction between physical and human geography.

What skills you will need to succeed:

You will need to be interested in world issues and keep up with current affairs. You need good literacy and maths skills to achieve the highest grades. You have to analyse and interpret a variety of data and also look at ideas from different viewpoints. Fieldwork is an essential part of the GCSE course.

Where could this subject take me in the future?

A good GCSE pass is useful for all post-16 studies, particularly Geography AS/A2 and any course that includes environmental issues. Employers value the decision making and research skills that are developed through the study of GCSE Geography.

Careers in Geography

- Cartographer
- Commercial/residential surveyor
- Environmental consultant
- Geographical information systems officer
- Planning and development surveyor
- Secondary school teacher
- Town planner



HISTORY - GCSE

(COMPULSORY—CHOOSE GEOGRAPHY OR HISTORY)

Staff Contact: Mr N. Emmett

What does the subject involve?

People who study history are fearless explorers of the past. We investigate past politics, societies, cultures health, education, money, conflicts and more, look at how things have developed over time and connect the dots to understand how we got where we are today.

It might be about the past, but there are plenty of careers in history that you can pursue today. Why study history? Because it's great news for your future!

Assessment Overview:



Conflict and Tension in Asia

1950-1975: See how America became involved in a fatal war that shocked TV screens across the globe, killing around 3.5 million and impacting millions more, the war divided America.



America 1920-1975: Look how America has changed through the 20th century, including the struggle for equality for African Americans, the Great Depression and how this has shaped the America we know today.



Medicine and health C1000 – present:

A great opportunity to see how the past has shaped our health today. How surgery has developed over time and the lucky discovery of germs and how it had helped us today.



Elizabethan England 1568-1603:

Here We look at a 'Golden Age' in English History. The historic victory over the mighty Spanish Armada, the beginning of the mighty British Empire and the introduction of William Shakespeare, and the theatre to English life.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

Where could this subject take me in the future?

Look ahead at possible future careers!

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology



SPANISH - GCSE

Staff Contact: Mrs A. Spiers

What does the subject involve?



In today's society the study of languages is increasingly important and employment opportunities in Europe and around the world are a real possibility. Furthermore, both Colleges and Universities regard a GCSE qualification in Modern Languages very favourably and for some it is even becoming a requirement.

In your GCSE you will build on the work you have experienced at Key Stage 3.

You will develop valuable communication skills along with the ability to listen and read in your chosen language. You will also be able to produce accurate and detailed written work and explore different cultures along with life in other countries.

Themes

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

Topics

- Family and friends
- Free time, food, cinema and TV
- Technology and social media
- Social and global issues
- Travel and tourism



Assessment Overview:

FULL COURSE - you will be assessed at Foundation or Higher tier in the following skills:

Paper 1: Listening	25%
Paper 2: Speaking	25%
Paper 3: Reading	25%
Paper 4: Writing	25%

Where could this subject take me in the future?

Translating and interpreting, media and fashion, teaching, work in the travel and tourism industry, politician, lawyer, banking and many more.



ART - GCSE

Staff Contact: Mrs K. Norton

What does the subject involve?

This specification is designed to be taken over two years. This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment. The non-exam assessment (NEA) for this specification is a portfolio and externally set assignment. Student must complete both components.



Assessment Overview:

Component 1: Portfolio

What's assessed?

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

No time limit

96 marks - 60% of GCSE

Non-exam assessment (NEA) set and marked by the Academy/college and moderated during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed?

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

Preparatory period followed by 10 hours of supervised time
96 marks - 40% of GCSE

Non-exam assessment (NEA) set and marked by the Academy/college and moderated during a visit. Moderation will normally take place in June.

Where could this subject take me in the future?

You can break into the art and design industry at any level following your GCSEs. However, you will need to evidence your skills and ideas through your portfolio. The industry is also highly competitive, so further and higher education qualifications could help you stand out. Whatever area of art and design you want to get into, you can definitely turn your career into an absolute masterpiece. Art and design opens the door to lots of exciting careers including:

- Fashion design
- Graphic design
- Animator
- Video game designer
- Illustrator
- Museum curator
- Photographer
- Architecture
- Textiles design
- Ceramics
- Advertising
- Publishing
- Jewellery design
- Artist
- Visual media
- Teaching



ART (TEXTILES) - GCSE

Staff Contact: Mrs K. Norton

What does the subject involve?

This specification is designed to be taken over two years. This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment. The non-exam assessment (NEA) for this specification is a portfolio and externally set assignment. Student must complete both components.



Assessment Overview:

Component 1: Portfolio

What's assessed?

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

No time limit

96 marks - 60% of GCSE

Non-exam assessment (NEA) set and marked by the Academy/college and moderated during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed?

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

Preparatory period followed by 10 hours of supervised time
96 marks - 40% of GCSE

Non-exam assessment (NEA) set and marked by the Academy/college and moderated during a visit. Moderation will normally take place in June.

Where could this subject take me in the future?

You can break into the art and design industry at any level following your GCSEs. However, you will need to evidence your skills and ideas through your portfolio. The industry is also highly competitive, so further and higher education qualifications could help you stand out. Whatever area of art and design you want to get into, you can definitely turn your career into an absolute masterpiece. Art and design opens the door to lots of exciting careers including:

- Fashion design
- Graphic design
- Animator
- Video game designer
- Illustrator
- Museum curator
- Photographer
- Architecture
- Textiles design
- Ceramics
- Advertising
- Publishing
- Jewellery design
- Artist
- Visual media
- Teaching



ART (3D DESIGN) - GCSE

What does the subject involve?

Art & Design: Three-dimensional design

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. This specification is designed to be taken over two years. This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

The 3d Design specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches. This qualification will suit those students who want to study Design in a hands on, practical way that will help you to develop the knowledge, skills and experience that could open the door to a career in the design industry. The subject will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment. The non-exam assessment (NEA) for this specification is a portfolio and externally set assignment. Student must complete both components.



Staff Contact: Mrs K. Norton

Assessment Overview:

Component 1: Portfolio

What's assessed?

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

No time limit

96 marks - 60% of GCSE

Non-exam assessment (NEA) set and marked by the Academy/college and moderated during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed?

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

Preparatory period followed by 10 hours of supervised time
96 marks - 40% of GCSE

Non-exam assessment (NEA) set and marked by the Academy/college and moderated during a visit. Moderation will normally take place in June.

Where could this subject take me in the future?

You can break into the Design industry at any level following your GCSEs. However, you will need to evidence your skills and ideas through your portfolio. The industry is also highly competitive, so further and higher education qualifications could help you stand out. Whatever area of Design you want to get into, you can definitely turn your career into an absolute masterpiece. Three-dimensional design opens the door to lots of exciting careers .

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television



FOOD PREPARATION & NUTRITION GCSE

Staff Contact: Mrs K. Norton

What does the subject involve?

The GCSE Food Preparation and Nutrition course is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.



Why choose this course?

- A chance to create multisensory dishes.
- Do you have the imagination to take your cooking to the next level?
- Would you like to learn the skills to become the next Master Chef?
- Do you see yourself the next contestant on British bake off?

Food preparation skills are integrated into five core topics:

Food, nutrition and health
Food science
Food safety
Food choice
Food provenance.

Assessment Overview:

Exam Paper

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Non-Exam Assessments

Task 1: Food Investigation (30 marks)

Task 2: Food Preparation Assessment (70 Marks)

50% of GCSE

Where could this subject take me in the future?

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the following fields: Catering, Hospitality, Food science, Product development, Nutrition, Dietetics, and Food technologist or Food industries.



PHOTOGRAPHY - GCSE

Staff Contact: Mrs K. Norton

What does the subject involve?

The course will cover a broad range of photography techniques. Students will work in one or more of the following areas. They may explore overlapping areas and combinations of areas:

Portraiture, documentary and/or photo-journalism, environmental photography, experimental photography, working from still life and/or from the natural world, and produce ideas and experiments with compositions.

Students must show knowledge and understanding of:

- how ideas, feelings and meanings are conveyed in images and artefacts in their chosen area(s) of photography.
- a range of processes and variety of ways of working related to their chosen area(s) of photography, including, where appropriate, information and communication technology and the use of digital imaging and manipulation software.
- how images and artefacts relevant to their chosen area(s) of study relate to their social, historical and cultural context.
- a variety of approaches, methods and intentions and the contribution of contemporary practitioners and others from different times and cultures to continuity and change in their chosen area(s) of photography.

This course is a stimulating option which relies on a high level of commitment from students to learn at a fast pace needed to pass the course.

It is vital that students have access to at least a digital compact camera (no camera phones) to be able to produce their own images.



Assessment Overview:

Unit 1: Portfolio of Work – 60% of final grade

Students are expected to produce a portfolio of work over the two years, consisting of a minimum of two different projects set by their teacher. Students will be given support through verbal and written feedback to help them make progress throughout the course.

Unit 2: Externally Set Task – 40% of final grade

Students respond to their chosen starting point set by the examination board. Unit 2 will take place during the spring term of year 11. 10 hours of sustained focused study will be carried out by students to create a final piece that is then marked externally.

Where could this subject take me in the future?

Photo journalism, commercial photography, wedding photography, digital editing, film editor, film maker.



RELIGIOUS STUDIES - GCSE

Staff Contact: Mrs F. Patel

What does the subject involve?

What is it? What do you do?

This course offers a range of faith-specific options and a variety of relevant contemporary themes, ensuring students have a diverse choice of intriguing subjects to explore and discuss. This qualification is linear. Students must take assessments in the following two components in the same series:

Paper 1: The study of religions: beliefs, teachings and practices (50%)

- **Islam:** Beliefs, Teachings and Practices
- **Christianity:** Beliefs, Teachings and Practices



Paper 2: Thematic studies (50%)

The course enhances your awareness and understanding of other beliefs and traditions, it gives you a solid grounding in being able to interact with other people.

Theme A: Family and Relationships

- Nature of families
- The purpose of families
- The nature and purpose of marriage
- Ethical arguments related to divorce

Theme B: Religion and Life

- The Origins of the universe
- Value of the world
- Value of human life
- The use and misuse of animals
- Beliefs about death and the afterlife
- Euthanasia

Theme D: Religion, Peace and Conflict

- The meaning and significance of peace, justice, reconciliation and forgiveness
- Terrorism
- Holy War
- Pacifism
- Nuclear weapons
- Religion and peace making

Theme E: Religion, Crime and Punishment

- Good and evil intentions
- Reasons for crime
- Aims of punishment
- Treatment of criminals.

Assessment Overview:

Assessment Overview:

2 x 1 hour 45 min exams, each paper is worth 50%. Both completed at the end of Year 11.

Where could this subject take me in the future?

Religious Studies equips students with the skills for almost any career, but ideally the course is valuable when dealing with different communities, e.g. jobs in the police, medical profession, social work, fire service and the armed forces.



STATISTICS - GCSE

Staff Contact: Mr J. Lockwood

What does the subject involve?

Statistics branches off from GCSE Mathematics. It covers 2 main domains that are studied at GCSE level; Data and Probability. The programme will prepare you to delve deeper into data and probability, ensuring you develop skills in longer question responses and conclusions, data collection and representation, hypothesising and calculating through probabilities.

There are 3 main areas of content:

- The collection of data
- Processing, representing and analysing data
- Probability



Assessment Overview:

Linear assessments are taken at the end of the course. Both the Foundation and Higher tiers have 2 assessment papers, both consisting of 80 marks, with 50% weighting for each paper towards the final grade.

The assessments contain more extended response questions than GCSE Maths and tests statistical methods and the component parts of the statistical enquiry cycle

	<u>Foundation Tier</u>	<u>Higher Tier</u>
Paper 1 (calculator) 50% of final grade	80 marks (1hr 30 minutes)	80 marks (1hr 30 minutes)
Paper 2 (Calculator) 50% of final grade	80 marks (1hr 30 minutes)	80 marks (1hr 30 minutes)

The Foundation Tier covers grades 5, 4, 3, 2, 1 (U)

The Higher Tier covers grades 9, 8, 7, 6, 5, 4, 3 (U)

Level	1	2	3	4	5	6	7	8	9
Approx. Equiva- lent	G/F	E	D	C	C/B	B	A	A/A*	A/A*

Where could this subject take me in the future?

Statistics are used in many more walks of life than you might think. Whether it be working as an analyst, or looking at the 'match stats of a football match, or even looking at trends of sales for your own business, a Statistics GCSE qualification can give you the skills to analyse, check, review and present all kinds of data.

You can go on to study Maths, Further Maths or Statistics at A-Level, transferring many skills gathered at GCSE Maths and GCSE Statistics.



HEALTH & SOCIAL CARE - BTEC

Staff Contact: Mr M. Lindley

What does the subject involve?

About three million people work in health and social care. Healthcare roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Considering how care services have developed and how they are organised, the ways in which people can access services and the barriers to this. You will also study the main roles and skills of the people providing health, social care and early years services and the principles of care and the values that underpin all care work.

Health and Social Care is ideal for students who are considering a career in Nursing or being a Care Worker and will allow students to experience the practical aspects of Health and Social as well as learning through taught sessions and the completion of a research task. There is also a written exam.

Content Overview:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

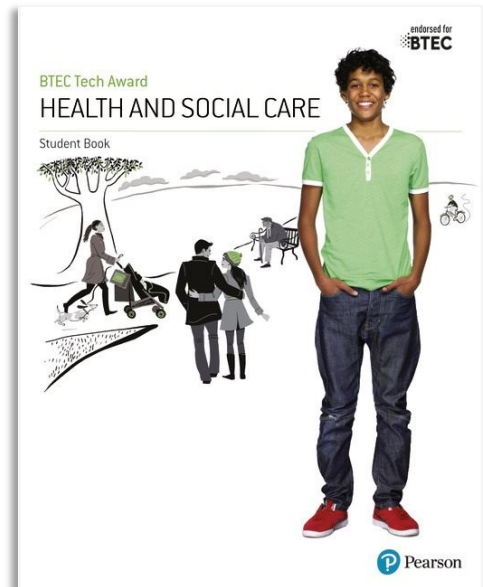
Assessment Overview:

BTEC Health and Social Care will be delivered at KS4 which is a vocational course.

The course is assessed with coursework as opposed to one an end of year exam. The coursework will make up 60% of the over-all grade and this will be done through mini controlled assessments throughout year 10 and Year 11. These are timed assessments and you will have a specific number of lessons to complete all the tasks in the assignment. The remaining 40% of the course is assessed in an exam where you will apply your knowledge and understanding from units of work in Y10 and Y11.

Topics and assessments include:

Human Lifespan and development
Health and Social Care Services and Values
Health and Wellbeing.



Where could this subject take me in the future?

This course provides a good foundation for those students who may go on to:

Nursing & Health Care Professions, Nursery Nurse, Early Years Teaching, Pre-School, and Child-minding, Social Services Professionals or Work with the Elderly & Disabled.



MUSIC PRACTICE - BTEC TECH AWARD

Staff Contact: Mrs K. Simons

What does the subject involve?

This award gives students the opportunity to develop music sector-specific knowledge and skills in a practical learning environment.

- This course will give you the chance to engage with music through a range of performing, composing and production tasks.
- You will develop your music appreciation skills for a wide range of music from classical through to modern day from around the world.
- You will look at a range of jobs in the music industry.
- You will get the chance to develop your performance skills on your chosen instrument/voice.

Assessment Overview:

BTEC Music will be delivered at KS4 which is a vocational course.

The course is assessed with coursework as opposed to one an end of year exam. The coursework will make up 60% of the overall grade and this will be assessed in mini essays and reports that you write throughout Y10 and Y11. There is also a synoptic assignment where you will apply the skills learned in Y10 to respond to a brief which is set externally.

Topics and assessments include:

- Researching and exploring various music styles and songs.
- Music skills development
- Responding to a brief



Where could this subject take me in the future?

The music industry is constantly evolving and offers many different and exciting new work opportunities. These jobs include:

Professional musician/performer, music producer, working in theatres, music session performer, booking agent, working in a recording studio, music education, music therapist, music journalist, song writing, composing, live music entertainment, supporting live performances in sound or set up, music production, artist/music management, marketing and PR.

Even if you don't go into the music industry, employers value these key skills gained from studying music: confidence raising, team work, empathy and understanding, hard work, commitment and creativity.



PERFORMING ARTS - BTEC TECH AWARD

Staff Contact: Mr S. Twine

What does the subject involve?

This course allows you to study acting, dance and/or musical theatre, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer. You will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.



Assessment Overview:

BTEC Performing Arts will be delivered at KS4 which is a vocational course.

The course is assessed with coursework as opposed to one an end of year exam. The coursework will make up 60% of the overall grade and this will be assessed in mini essays and reports that you write throughout Y10 and Y11. There is also a synoptic assignment where you will apply the skills learned in Y10 to respond to a brief which is set externally.

Topics and assessments include:

- Researching and exploring Performing Art.
- Drama skills development
- Responding to a brief

Where could this subject take me in the future?

You will gain core skills such as: focus, confidence, memory skills, concentration, self-esteem, conversation, social skills, presentational skills, negotiation skills, leadership skills, creativity, imagination, literacy and written analytical skills. These key transferable skills are valued in further study, apprenticeships and the work place.



SPORT, ACTIVITY & FITNESS - BTEC TECH

Staff Contacts: Mr M. Lindley

What does the subject involve?

The course is made up of three components: two that are internally assessed and one that's externally assessed.

Our three-block structure, explore, develop and apply has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.



Assessment Overview:

BTEC Sport will be delivered at KS4 which is a vocational course.

The course is assessed with coursework as opposed to one end of year exam. The coursework will make up 60% of the overall grade and this will be done through mini controlled assessments throughout year 10 and Year 11. These are timed assessments and you will have a specific number of lessons to complete all the tasks in the assignment. The remaining 40% of the course is assessed in an exam where you will apply your knowledge and understanding from units of work in Y10 and Y11.

Topics and assessments include:

- Preparing participants to take part in Sport and Physical Activity
- Taking part and improving other participants sporting performance
- Delivering fitness to improve other participants performance in sport and physical activity.



Where could this subject take me in the future?

Students seeking college placements may find these qualifications useful as topics covered are used in A-Level and other vocational sports courses. Coaching companies would find the practical elements of the vocational course useful when planning and delivering session to younger generations. Anyone interested in working in the health and fitness centre such as gymnasiums and leisure centres would find these courses useful.



CREATIVE iMEDA - CAMBRIDGE NATIONAL (ICT)

Staff Contact: Mrs K Law

What does the subject involve?

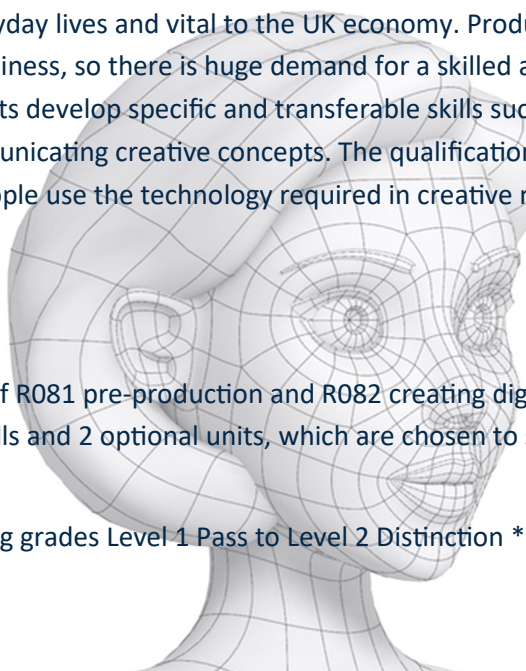
<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business, so there is huge demand for a skilled and digitally-literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

Assessment Overview:

The course is made up of 4 units. 2 mandatory units of R081 pre-production and R082 creating digital graphics underpin the qualification and reflect key industry skills and 2 optional units, which are chosen to suit the needs of the students completing the course.

This course is an equivalent GCSE and is assessed using grades Level 1 Pass to Level 2 Distinction * (9-1 equivalency)



Unit	Assessment Type	Weighting (100%)
R081 – pre production	Compulsory External Exam – 1hr 15min	25%
R082 – creating digital graphics	Compulsory – internal assessed / externally moderated coursework	25%
2 further Options units from the list below		
R083: Creating 2D and 3D digital characters R084: Storytelling with a comic strip R085: Creating a multipage website R086: Creating a digital animation R087: Creating interactive multimedia R088: Creating a digital sound R091: Designing a game concept R092: Developing digital games	Internal assessed / externally moderated coursework	25% x 2 = 50%

Where could this subject take me in the future?

Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming and animation, and have IT at their heart. As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills. This qualification is useful to students intending to follow Level 3 courses in media and IT. Examples include Cambridge Technical IT or Media courses, BTEC IT qualifications, Media Studies and the Apprenticeship Framework.



ENTERPRISE & MARKETING - CAMBRIDGE (Business Studies)

Staff Contact: Mrs K Law

What does the subject involve?

This qualification is for students aged 14-16 who wish to develop applied knowledge and practical skills in business, enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. For example, students may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

Why study this subject?

Enterprise and Marketing will teach you the skills needed for running a business, such as managing money, developing your ideas and promoting your product. During Year 10 you will learn the basic concepts, and then in Y11 you will put this into practice by pretending to launch your own business.

Students will study three mandatory topics:

- Enterprise and Marketing concepts
- Design a business proposal
- Market and pitch a business proposal

The first topic will develop the students' knowledge and understanding of business, enterprise and marketing concepts which can then be applied to the other two units within the qualification.

In the second topic students will develop the skills to design a business proposal to meet a specified business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

In the third topic, students will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self assessment and feedback gathered.

Assessment Overview:

All students will study three mandatory topics as follows:

- | | |
|--|--------------------------------|
| • Enterprise and marketing concepts | 50% external exam (1.5hr exam) |
| • Design a business proposal | 25% coursework assessed unit |
| • Market and pitch a business proposal | 25% coursework assessed unit |

Where could this subject take me in the future?

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as business, enterprise or marketing, including further study at college A-Level and BTEC Business Studies and apprenticeships in Business and Accountancy. The analytical skills learnt in Business are also useful in a variety of subjects.





What does the subject involve?

The three values of Personal Development are:

Be knowledgeable about how important this information is to help you be the best you can be.

Assessment Overview:

Where could this subject take me in the future?

Page 29



PARENTAL CONTACT



Head of Year 9

Mrs C. Ennis - Email : CEnnis@Castlehall.com



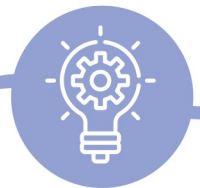
Options after Year 11



Before choosing your options in year 9 you will want to think about what you will do after year 11. Find out what you need to think about, such as your skills and interests, the subjects you're good at and the ones you might need. ckcareersonline has lots of information for you on employment, education, apprenticeships, training and more.

There's lots of ways to get in touch on the website , where you can speak to an adviser for help moving forward. Learn more at www.ckcareersonline.org.uk

Characteristics of Good Learners



Reasoning

I ask questions about my learning and try to work things out for myself.



Resilience

I am not afraid to get things wrong and don't give up when the work becomes challenging.



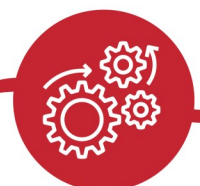
Responsibility

I take responsibility for my own learning including homework. I work well in groups and show leadership.



Respect

My behaviour is excellent. I listen, follow instructions and take pride in what I do.



Reflection

I reflect on my learning and behaviour and use my initiative to make improvement.

**Work hard, be kind and follow staff instructions
- everybody, everyday.**