



# **Year 9**

# **Options Booklet**

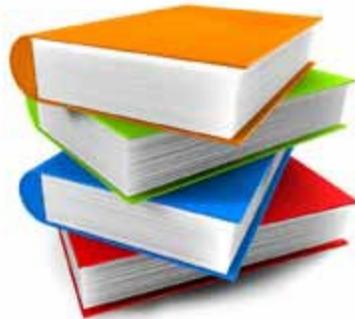
# **2020 - 2021**

**Name:**

**Reg:**

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Dear Parent/Guardian

An important stage in the education of your child has been reached. It is now time to give careful consideration to the type of courses your son/daughter will study in Years 9, 10 and 11. Some courses are compulsory subjects, but others are optional. It is essential that students, parents and teachers discuss how these options are chosen.

This booklet will inform you about:

- core subjects (compulsory)
- subject pathways which will lead to either GCSE/BTEC qualifications
- how to choose a course
- how to complete the option form

In order to assist you further with option choices, we have arranged a Parents/Options Evening on Tuesday 21 April 2020 at 4:00pm. During this event you will be able to discuss your child's progress and future plans with staff as well as finding out about the various pathways on offer over the next 3 years. These pathways will lead to full courses at either GCSE or BTEC level with a final examination. Your child has also received assemblies about the various subjects they can choose during the week of 16 March 2020.

We emphasise the importance of good attendance in Years 9, 10 and 11. Some GCSE and BTEC subjects involve coursework. This counts towards their final grade and will occur at different stages throughout the course. It is only by attending school regularly that your child's chances of success are maximised.

Please return your option form by Friday 24 April 2020 but not before attending the Parents/Options Evening on 21 April 2020.

Yours sincerely



Mr D Fairclough  
Assistant Head Teacher

## Curriculum

In Years 9, 10 and 11 students study a mixture of compulsory 'core' subjects and individually chosen subjects. Subjects will be studied over a 3 year period (Years 9, 10 and 11).

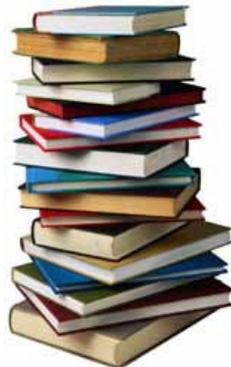
The compulsory 'core' subjects for Year 9 are:

- English language - GCSE
- English literature - GCSE
- Mathematics - GCSE
- Science - GCSE
- Modern Foreign Language - (D1 and D2, Y1 and Y2)
- Geography
- History
- Information communication technology (ICT)
- Religious education (RE) - GCSE
- Physical education (PE) - non examination

Students will be able to choose 2 other subjects for 2 hours each per week in Year 9, 10 and 11 which will lead to final examinations at the end of Year 11.

At the end of Year 9 students will make a further choice of continuing:

- Geography or History
- ICT or RE



## Core Subjects

### English Language and Literature

The two GCSE subjects, English language and English literature, are taught in an integrated course, which develops the skills of reading, writing, speaking and listening.

A wide range of literature is used in both subjects, which includes Shakespeare and modern literature. All written and oral activities in English result from a shared experience of novels, scripted drama, poetry and non-literary material, which includes the analysis of spoken language in its many forms.

Assessment for both English language and English literature is based solely on examination performance. For English literature,

**Paper 1** - assesses students' understanding of Shakespeare as well as the 19th Century novel.

**Paper 2** - assesses understanding of modern texts and poetry.

In English language, final assessment is also examination based:

**Paper 1** - assesses understanding of creative reading and writing.

**Paper 2** - assesses understanding of writers' viewpoints and perspectives.

### Mathematics

All students will follow the GCSE course for mathematics in Years 9, 10 and 11.

Students are set according to their mathematical ability/attainment data at the end of Year 8. This is monitored throughout the course to determine whether any movement between groups is necessary.

The subject content consists of number and algebra; shape, space and measures and data handling. Connections between sections are made as appropriate. Teaching styles will vary depending on content and individual needs of students.

GCSE mathematics is assessed through 3 examinations taken at the end of the course.

## Separate Science

All students will follow the separate science GCSE course in Years 9, 10 and 11.

This course leads to three separate GCSE qualifications and all units are externally examined:

- Units B1, B2 leading to a biology GCSE;
- Units C1, C2 leading to a chemistry GCSE;
- Units P1, P2 leading to a physics GCSE.

All grades are independent of each other, i.e. the biology units and grades will have no influence on the chemistry or physics units.

All examinations are completed at the end of Year 11.

Students are set according to their scientific ability/attainment data at the end of Year 8. This is monitored throughout the course to determine whether any movement between groups is necessary.

The subject content consists of key scientific knowledge, scientific investigation skills and analysis and data handling.

This course is suitable for all students, and it will provide an excellent foundation for those students who wish to continue studying science at A-level and BTEC as well as providing a firm foundation for students who may go on to complete many apprenticeships.



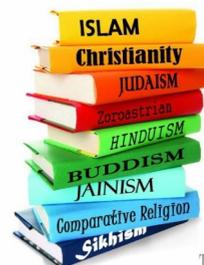
## Religious Education

Religious studies is an integral part of the curriculum and students will follow the GCSE course set by the AQA examination board. This new specification provides students with the opportunity to learn about the beliefs and practices of 2 major world religions, alongside a variety of moral and ethical issues that impact the world today. This is a linear course which is assessed through two examinations in Year 11 and the units covered across Years 9, 10 and 11 are:

- An in depth study of 2 world religions. All students will study Christianity, with the second religion being either Buddhism or Judaism. For each religion students will learn about the key beliefs, teachings and practices.

The course also includes 4 thematic studies. These look at major issues in the world we live in from different faith perspectives.

- Relationships and families, which includes topics such as marriage, divorce, cohabitation, starting a family and gender roles and equality
- Religion and life, which includes topics such as the origins and values of the universe, the origins and values of human life
- Religion, peace and conflict, which includes topics such as the reasons for war, peace, reconciliation and forgiveness, Holy and 'Just' war rules, terrorism and the work of peacemakers
- Religion, crime and punishment, which includes topics such as the causes and impacts of crime, aims and forms of punishment, including arguments for and against corporal punishment and the death penalty. This unit also looks at the concept of forgiveness and how prisoners can be reformed and rehabilitated.



## History



The GCSE history content comprises the following elements. One **period** study, one **wider world depth** study, one **thematic** study and one **British depth** study (including a historic environment). The period study focuses on two key developments in a country's history. The wider world depth study focuses on international conflict and tension. The thematic study looks at key developments in Britain over a long period. The British depth study focuses on a key period of development in our national life.

### Course Content

Students will study the following elements:

Conflict and Tension: The First World War, 1894 - 1918

America, 1920 -1973: Opportunity and inequality

Elizabethan England c1568-1603

Migration, Empires and The People

### Method of Assessment

The specification is assessed through two written examinations. Each examination is 1 hour 45 minutes. Each examination is scored out of 84 marks, including 4 marks for spelling, punctuation and grammar. Each examination is worth 50% of the GCSE.

#### In Paper 1

Section A - six compulsory questions (40 marks)

Section B - four compulsory questions (40 marks) plus 4 marks for spelling, punctuation and grammar.

#### In Paper 2

Section A - four compulsory questions (40 marks)

Section B - four compulsory questions (40 marks) plus 4 marks for spelling, punctuation and grammar.

**Examination Board:** AQA

## Geography

Geography at GCSE level aims to help students develop geographical knowledge and understanding and to encourage them with enquiry skills. Geography in Year 9 is a foundation course to help students achieve their target grades at GCSE and gives students an opportunity to try a piece of fieldwork.

The Year 9 course will provide extra topics to choose from when answering questions in the final AQA GCSE examination.

The topic areas covered in the GCSE are:

- Living in the physical environment, which includes the study of tectonic hazards, tropical storms, extreme weather in the UK and climate change
- Challenges in the human environment, which includes the study of resource management. Examples include food, water and energy

The course is assessed through 3 examinations, plus 2 compulsory fieldwork projects.

The final qualification is a full GCSE in geography from the AQA examination board.



## French - D1 + D2 +Y1 + Y2 Only

The study of French at GCSE offers students an exciting opportunity to develop their thinking skills, to learn about the French-speaking world, to improve their understanding of how languages are connected and to clearly organise and express their own ideas and opinions.

Students work towards competency in 4 skill areas: listening, reading, speaking and writing. They are examined in all four skills at the end of the course. (25% each)

We follow the AQA French language course which is delivered in 3 themes.

### **Theme 1: Identity and Culture.**

This theme covers relationships with family and friends; the pros and cons of social media; leisure activities and customs and festivals both in the UK and abroad.

### **Theme 2: Local, national, international and global areas of interest.**

Here we learn to describe our home and local area; we detail past, present and future holidays; explain how to stay fit and healthy including the bad habits to avoid; discuss social issues such as poverty and homelessness and issues surrounding the environment and climate change.

### **Theme 3: Current and future study and employment.**

In this theme we discuss our school subjects and express our preferences; we describe the school itself and we talk about wider school issues such as rules and stress. We compare school life in France and Britain and decide which system we prefer. We also study future options which enables the students to describe their next steps and future career ambitions.



# Options Subjects

## Physical Education and Sport BTEC Level 1/2 Sport

If you enjoy participating in PE then choosing a sports option is the correct route for you. BTEC sport will be offered to all students.

This course is designed for those students who have an interest in sport and PE. Their level of performance is not formally assessed but a keen interest is obviously beneficial when understanding and applying both tactics and techniques.

Three units will be taught and assessed internally through course-work based tasks (**75%** final grade):

**Unit 2—Practical sports performance** – Students will take part in two sports assessing the rules, regulations and scoring system, understanding the roles and responsibilities of the officials and analysing their own performance.

**Unit 3—Training for personal fitness** – Students will plan and implement their own personal six fitness programme aiming to improve their performance in one of the sports selected in unit 2, evaluating their strengths and areas for development.

**Unit 6—Leading sports activities** – In this unit students have the opportunity to look into what makes an effective leader and lead small activities and groups.

The qualification is complete with an externally assessed online examination (worth **25%**) around **fitness for sport and exercise**.

Each unit is assessed and awarded at pass, merit or distinction.



## RSL Level 2 Award in Creative & Performing Arts (Dance)

Dance is part of the new RSL BTEC Awards where students are given the opportunity to gain an insight into the world of Performing Arts & Dance. The course allows students to explore professional repertoire (dance work) and is heavily based on students creating their own material as a soloist, in small groups and a large whole class.

Dance ability is not essential, however an interest in being creative as well as following set choreography is essential.

It is taught over one internally assessed unit.

This unit is assessed and awarded at pass, merit or distinction (L1/L2).

**Unit Title: Ensemble Dance** – in this unit you will learn dance techniques in a variety of styles. You will learn short set sequences and working towards longer pieces of material. You will rehearse in order to improve your performance and interpretive skills. This unit is highly practical but you will evidence work through written logs to support the practical dance element.

**External Examination Unit** – Students will be set a title from RSL Dance to explore eg changes. They will need to plan together as a group the way they are going to approach this. They will plan and research into the topic before choreographing and creating their piece of work. After performance they will evaluate the work produced.



## Child Development

Children's play, learning and development is designed for students who may be interested in working with children in a range of different occupations in their future, or they just have a general interest in how a child grows and develops (knowledge as a parent). The course will cover from birth into primary school age.

Students will spend time in various early years settings as part of their course.

Two units will be taught and assessed internally (**75%** final grade)

### **Understand the equipment and nutritional needs of children from birth to five years:**

students will explore the equipment required for babies up to 5 years making informed choices as to the correct and necessary needs. They will also look into the nutrition and food requirements at different stages from milk to weaning and on to solids.

### **Understand the development of a child from birth to five years:**

students will be able to go into an early learning setting where they will get to explore and research the importance of learning through play. They will be able to plan various activities appropriate to babies through to children.

The externally set unit is examination based and will explore the health and well being for child development, including reproduction, antenatal care, preparation for birth and child safety.





## Statistics and Further Mathematics (D1 and Y1 only)

This is **one** option choice and students will be given the opportunity to study either one or both of the following qualifications:

### GCSE Statistics

GCSE Statistics will give you the opportunity to broaden your knowledge in a key component of mathematics that is relevant to everyday life. Real-life scenarios will capture your interest and give you an insight into the importance of statistics in the real world. You will

develop a core statistical grounding, as well as transferable skills and understanding that is applicable to a range of other subjects. It will also benefit you if you wish to progress to other A-level subjects such as the sciences, geography and psychology.

Examination consists of 2 examination papers.



### Level 2 Certificate in Further Mathematics

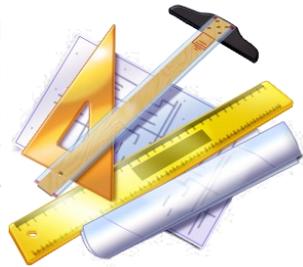
This qualification is suitable for students who are expected to achieve grades 7 and above in GCSE mathematics and who are likely to progress to A-level study in mathematics. It complements GCSE mathematics by encouraging students' higher mathematical skills, particularly algebraic reasoning, but doesn't infringe upon AS Level mathematics.

It gives high achieving students an introduction to AS level topics that will help them to develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs.

Examination consists of 2 examinations papers.

## Resistant Materials

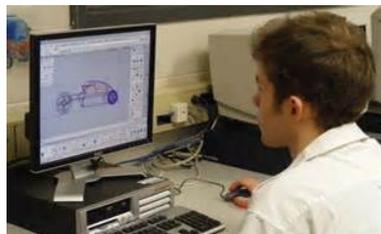
Technology resistant materials will include all of the topics mentioned below. The first year is a foundation course for one of the design and technology specifications, allowing students greater knowledge and understanding of key issues before embarking on a full qualification.



The course encourages students to be able to design and make products with creativity and originality, using wood, metal and plastic and various techniques. Students will be enthused and challenged by a range of practical activities.

Design and technology involves:-

- researching products and investigating how they are made
- investigating customer needs
- being creative and iterative
- working in a team
- developing design proposals
- developing design ideas for products using sketching techniques and computer simulations
- manufacturing products using a wide range of tools and equipment in the workshop
- using CAD to produce products
- working in wood, metal and plastics to produce various projects
- finishing materials to a high standard, to ensure commercial viability



## Art

GCSE art will include the topics mentioned below. Each topic is derived from the GCSE specification and is designed to allow students to develop a wide range of different skills using different medium. It is a creative practical course, where students move on to develop their own practice in art as the course progresses.

Programme of Study:

- 3D sculpture and ceramics
- drawing and painting
- mixed media
- print making
- photoshop editing and digital drawing



## Photography

GCSE photography will include the topics mentioned below. Each topic is derived from the current GCSE specification and is designed to allow students to develop appropriate skills.

Students have the opportunity to use our state of the art cameras and work in our photography studio. Work is manipulated in photoshop to produce individual outcomes.

Programme of Study:

- 8 rules of photography
- photography fundamentals, shutter speed, aperture, ISO
- photoshop editing
- painting with light
- pin hole camera making
- dark room developing
- presentation skills



## Food Technology

Food technology will include all of the topics mentioned below.

This is a very exciting and creative subject to study. There is a lot to learn but most of the content will involve 'learning by doing'.

Food Technology involves:

- practical cooking lessons
- participating in restaurant evenings
- afternoon tea project
- learning about foods, ingredients, processes and techniques
- learning about all of the various jobs within hospitality working as a team
- experimenting, investigating and testing and tasting products
- being creative and designing your own products and dishes
- understanding how a product is developed in a test kitchen
- having an insight as to how products are made in industry
- developing individual skills that will aid students in making products
- understanding different diets, health and nutrition
- understanding hygiene standards in the food industry
- making choices as consumers



## Textiles

This option will allow students to develop their practical and creativity skills.

Textiles is a very exciting, creative subject to study. The content will involve 'learning by doing'. Students gain knowledge and skills through making a variety of different textiles, techniques and products, moving on to be more creative with their own designs.

Textiles Art involves:

- drawing, art, pattern and print
- using machinery such as sewing machines and overlockers
- learning how to embellish fabric using various materials
- learning about different types of materials, why they are selected for products and understanding how they are made
- sketching designs and developments
- experimenting, investigating and testing materials
- being creative and designing your own products and clothing



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## Business Enterprise

BTEC Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, setup, run, review and monitor an enterprise which includes:

- development of key skills that prove learners' aptitude in planning and carrying out an enterprise activity including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs
- attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers

### Course Structure:

- Component 1:** Exploring Enterprises  
(Internal coursework worth 30% of the final mark)
- Component 2:** Planning for and Running an Enterprise  
(Internal coursework worth 30% of the final mark)
- Component 3:** Promotion and Finance for Enterprise (External exam worth 40% of the final mark)



## Health and Social Care

During this course learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. You will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them.

Learners will also study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Learners will look at the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

### Course Structure:

#### Component 1: Human Lifespan Development

(Internal coursework worth 30% of the final mark)

#### Component 2: Health and Social Care Services and Values

(Internal coursework worth 30% of the final mark)

#### Component 3: Health and Wellbeing

(External exam worth 40% of the final mark)



## iMedia

Cambridge Nationals in creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart.

They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.

### **Course Structure**

Pre-production skills – examination board assessed

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Creating digital graphics – school assessed

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation.

Creating a digital video / sound – school assessed

Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content. This unit will enable students to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming<sub>25</sub>

## Digital web-design – school assessed

In this unit learners will learn about different types of products that can be used to develop web pages and how use of different techniques make a web site successful. Students will then develop their own web product surrounding a scenario which is set by the examination board.

### Unit/Final Grading

Distinction\* (Grade 8/9)

Distinction (Grade 7)

Merit (Grade 6)

Pass (Grade 5)



## Music

Have you ever wondered what it is like to study to be a professional musician? Do you want to play in a band? Work in a recording studio, learn about electronic music and DJ'ing? Then the music option is for you!

Programme of study:

- developing the skills of a working musician
- understanding popular music
- recording techniques
- developing instrumental or vocal skills

During the course you will take part in music workshops led by professional musicians, songwriters and DJ's using state of the art music equipment.



## Performing Arts

Interested in drama? Musical theatre? Do you want to showcase your skills on the stage or in a recording studio? Then the performing arts option is for you.

Programme of study:

- showcase (an opportunity to perform) on stage
- musical theatre/drama/music development skills (improve skills in your chosen performing arts area)
- production skills for performance – learn all about the aspects of performing arts such as costume, make-up, sound and lighting.

During the course you will take part in workshops led by professional actors and have lots of opportunities to be involved in many creative events and performances.





## Fashion and Retail

The retail and fashion industry is vital to the UK economy; in 2019 it generated £366billion worth of retail sales and employed 2.9 million people. Fashion & Retail is a new course which equivalent to one GCSE. Fashion & Retail is a new exciting course that will develop your skills and knowledge in this area to a high level.

This is one of most important employment sectors in the UK, exploring various aspects of retail/fashion and investigating a range of retailers from large chains and department stores through to independent and virtual online stores.

### Course Content / Structure:

- Customer Experience
- Retail Operations
- Product Design
- Product Placement
- Retail Sector
- Experience Trips / Shop visits / Outside Speakers

### Unit / Final Grading

Distinction

Merit

Pass



**ASOS**  
discover fashion online

**FLANNELS**

## Contacts

If you have any problems or queries please do not hesitate to contact the following members of staff at Boldon School:

Mr D Fairclough Assistant Head Teacher

Mrs J Patterson Assistant Head Teacher—Mathematics

Phone 0191 5362176

Email

[david.fairclough@boldonschool.org.uk](mailto:david.fairclough@boldonschool.org.uk)

[joanne.patterson@boldonschool.org.uk](mailto:joanne.patterson@boldonschool.org.uk)

## Disclaimer

The information contained within this subject guide is correct at the point of publication. It should be noted that although a course may be featured in this subject guide, it cannot be guaranteed to run, although every effort will be made to do so. If Government policies and guidelines change, Boldon School reserves the right to change courses to fit in with these policies and guidelines.





Name : «Forename 1» «Surname 1»

Reg: «Reg

Please select TWO options from list below.

<b>Group B – two options</b>	
<input type="checkbox"/> Art	<input type="checkbox"/> Health and Social Care
<input type="checkbox"/> Business Enterprise	<input type="checkbox"/> iMedia
<input type="checkbox"/> Child Development	<input type="checkbox"/> Music
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Dance	<input type="checkbox"/> Photography
<input type="checkbox"/> Engineering	<input type="checkbox"/> Resistant Materials
<input type="checkbox"/> Fashion and Retail	<input type="checkbox"/> Sport
<input type="checkbox"/> Food Technology	<input type="checkbox"/> Statistics/Further mathematics (D1 and Y1 only)
<input type="checkbox"/> Hair and Beauty	<input type="checkbox"/> Textiles

Please also choose a reserve option.

Reserve 1: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

**Please return to Mr D Fairclough or Mrs J Patterson by Friday 24 April 2020**



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