



**YEAR 9  
CHOICES  
DREAMS  
AND  
ASPIRATIONS**

**Options Information Booklet  
January 2018**



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## Letter from Mr Laheney

Dear Student

Up until now the subjects that you have studied have been chosen for you. You will be aware that as you begin Key Stage 4, Years 10 and 11, you can choose to study certain subjects and to 'drop' some subjects that you wish to study no further. Some subjects you select will be ones that you have taken before, but there is also an opportunity to follow new subjects.

Everyone must follow a core curriculum of subjects alongside their option subjects. The core curriculum subjects are:

- GCSE English Language and Literature;
- GCSE Mathematics;
- GCSE combined Science;
- GCSE History or Geography;
- Personal Development and PE.

It is important that you choose your option subjects carefully and you may need to speak to your Director of Learning and Standards, Year Manager, form tutor or subject teachers to find out further information about the option subjects available. This booklet will also provide you with information to help you make a decision, however, it is important that you come along to the Year 9 Options/ Parents' Evening on **Wednesday 31st January 2018**. Further information on this evening will be given to you in the next couple of weeks.

When making your choices you will need to choose three option subjects, plus two reserve choices. You must rank these choices in order of preference 1, 2, 3, 4 and 5, and we will do our best to give you your first three choices, but in some instances this may not be possible. If this is the case then Mr Moody, Mrs Robinson or myself will speak to you individually to find a solution.

Sometimes making a decision like this is not easy and so there are questions you need to ask yourself, such as:

- What do I enjoy studying?
- What are my strengths?
- If I choose this option now, will it keep more options open later for further study, training or work?

There are a number of staff who will happily offer advice and guidance, and all you need to do is ask. Don't forget to discuss this with your parents also as they will no doubt be keen to offer support also.

The deadline for making your choices is **Wednesday 7th February 2018**.

Good luck!

Mr Laheney  
Headteacher

## Making the Right Choices .....

You are about to make the most important decision in your school life so far. At the start of the year 10 you will begin the courses that will result in you gaining your first set of qualifications. These qualifications will then help you move onto your next step towards achieving your DREAMS and ASPIRATIONS. We want you to leave Year 11 with the best set of qualifications you could ever hope for and we will work as hard as we can to help you reach them. This is the first stage in the process; helping you choose the right subjects. It is important you get these important decisions right and that is why we believe that we should make these choices together.

### How will this booklet help me?

It contains all the information you need to know about:

- all the subjects and courses that you can choose from
- how to apply for the courses you want to do.

### What subjects do I have to take?

1. The subjects that everyone studies are called CORE subjects. These are:

- English Language
- English Literature
- Mathematics
- Science –Double Award

### ***Non- Examination CORE subjects that you have to study:***

- Personal Development (PD) - Covers work related learning (including Work Experience and Post 16 applications)
- Physical Education (PE)

2. You must choose **one** of the following **Humanities** subject:

- History
- Geography

### Do I get a choice of what I do?

YES but there are some guidelines for certain subject options and you must make sure you choose subjects that are the right ones for you.

## How many choices do I have?

You need to choose **three** subjects, plus two reserve choices (in case one of your choices is unavailable). You must rank these choices in order of preference 1, 2, 3, 4 and 5. The option subjects you can choose from are:

- Art (GCSE)
- Catering (NCFE)
- Computer Science (GCSE)
- Construction (BTEC)
- Drama (GCSE)
- Engineering (NCFE)
- Fashion Textile (GCSE)
- French (GCSE)
- Hair and Beauty (VTCT)
- Health and Social Care (BTEC)
- Information and Communication Technology (Cambridge National in ICT)
- Media Studies (BTEC)
- Music (RSL)
- Outdoor and Adventurous Activities (BTEC)
- Sport (BTEC)
- Religious Education (GCSE)
- Travel and Tourism (BTEC)
- Triple Science (GCSE)

It is important that you choose subjects at the level with which you be able to succeed. Think about the subjects you are good at, what are your best skills with which subjects do these fit. Choose carefully spending time considering your options, therefore;

- Read this booklet describing each course.
- Talk to subject staff about your ability/skill level and if it is an appropriate course for you.
- Talk to subject staff about the course and what it entails.
- Get advice from your PD teacher
- Talk to your parents/carer.
- Consider what subjects you enjoy.

## Does everyone get what they want?

We make every effort to make sure everyone's choices work. However, this sometimes is not possible, either because the combinations will not fit into the timetable or, because not enough people have chosen the subject for it to run. You must accept that occasionally, some students will not get all the choices they make. That is why we ask all of you to specify a reserve option subject.

# GCSE Grading Structure

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A\*-G.

Students taking GCSEs over this period will therefore receive 9 to 1 grades.

Students will not lose out as a result of these changes. Statistical methods (known as comparable outcomes) will be used so that:

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- The bottom of grade 1 will be aligned with the bottom of grade G
- Grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

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

**GOOD PASS (DFE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# English

## Exam Board

AQA (GCSE)

## Course Description

You will study an integrated English Language and Literature course which will give you two GCSE grades. The Language course will give you the opportunity to develop your language and analysis skills through speaking and listening, reading and writing.

## Course Outline

### English Language

For English you will study a range of fiction and non-fiction texts, analysing language and structure. You will also have regular opportunities to write extended pieces both discursively and creatively.

### English Literature

You will study a Shakespeare text, a pre 19th century novel, a modern drama and an anthology of poems. There are two examinations. Paper 1 assesses Shakespeare and the Gothic novel and is 1 hour 45 minutes. Paper 2 assesses the modern drama and poetry and is 2 hours 15 minutes.

## Assessment

### English Language

The course is linear and assessed at the end of two years. There are two distinct Language papers, with integrated reading and writing tasks; but you are assessed internally throughout the year through micro tests to ensure you are making progress. There is a large emphasis on Spelling, punctuation and grammar; this is equivalent to 20% of your final mark. The exams are not tiered so everyone sits the same exam. At the end of 2 years you will be awarded a grade 1-9. There is also a Spoken Language task which you perform individually. You are awarded either a Pass, Merit or Distinction.

### English Literature

## Next Steps

Essential for almost all careers and educational pathways.

## For further information?

Dr Ingham

[jingham@furnessacademy.co.uk](mailto:jingham@furnessacademy.co.uk)

# Mathematics

## Exam Board

Pearson (GCSE)

## Course Description

Mathematics is a compulsory core subject. As a valued qualification it is often requested by employers or for entry to further study. It is vital for those wanting to study technology, engineering, science. The study of Mathematics will provide you with the power to describe, explain and analyse the world around you. The course is studied over two years and examined at the end of Year 11.

## Course Outline

The new Maths GCSE cover six main areas. These are:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and Measures
5. Probability
6. Statistics

## Assessment

Two tiers are available: Foundation and Higher. GCSE Mathematics has a Foundation Tier (grade 1-5) and a Higher Tier (grades 4-9). Students must sit three exam papers at the same tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long

## Next Steps

Further study: A Level

Apprenticeships: Most employers require grade 4 or above

Careers: Engineer, Scientist, Teacher, Stockbroker, Banker

## For further information?

Mr Duckworth

[jpduckworth@furnessacademy.co.uk](mailto:jpduckworth@furnessacademy.co.uk)

## Science - Core Combined

### Exam Board

AQA (GCSE)

### Course Description

The course covers topics from Biology, Chemistry and Physics. Topics cover key scientific concepts including; cell biology, infection and response, chemical changes, bonding, structure and the properties of matter, forces and energy.

### Course Outline

You should have:

- A keen interest in Science and a willingness to read around the subject
- An inquisitive nature

Science has something to offer every student to inspire and challenge students of all abilities and aspirations. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant science understanding.

There are a range of exciting practicals and demonstrations that students will have the opportunity to carry out and see, including specific experiments that students must complete and learn over the two years of study. Questions about these practicals will then appear in the final examinations.

### Assessment

The course is assessed 100% by examination. There are six exam papers, two biology, two chemistry and two physics completed at the end of Year 11. Each paper will assess different topics studied over two years. All the exam papers are 1 hour and 15 minutes and are available in Foundation or Higher tiers.

Tiers cannot be mixed, so students are entered for either all foundation or all higher papers.

20% of the course will assess Mathematical skills.

### Next Steps

A Level - Biology, Chemistry, Physics

Careers could include - Nurse, Doctor, Teacher, Dentist, Vet, Engineer, Lab Technician, Other Health care careers.

### For further information?

Miss Coulter

ecoulter@furnessacademy.co.uk

# Geography

## Exam Board

AQA (GCSE)

## Course Description

Do you want to know how and why some human activities are damaging the environment? Do you want to know how decisions are made that will affect the future of the planet? Are you interested in the natural world and how it was formed? Do you want to know how actions that we take locally have global effects? If you like to question the world around you and want to develop skills in map reading, GIS and fieldwork techniques, then this is the course for you.

## Course Outline

This course will offer you the opportunity to study a broad range of subjects of geographical importance from local issues like off shore wind farms and tourism to global concerns such as climate change, deforestation and water shortage.

To do this, the course combines both Human and Physical Geography to enable you to understand the impact that human activities have on the earth and the scientific principles that underpin the planet's changing nature. The key themes of the course are:

- The challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World
- Urban Issues and Challenges
- The Changing Economic World
- The Challenges of Resource Management
- Geographical Skills

## Assessment

Examination: Three written examination papers:

Paper 1: Living with the Physical Environment 1 hour 30 minutes in length and is worth 35%

Paper 2: Challenges in the Human Environment, 1 hour 30 minutes in length and is worth 35%

Paper 3: Geographical applications, 1 hour 15 minutes in length and is worth 30% ( this paper involves critical thinking skills and problem solving alongside two geographical enquiries which must include primary data collected as part of a fieldwork exercise) \*

**\* Fieldwork will involve an overnight stay and therefore incur a cost. The price this year was £48 and we expect similar next year.**

## Next Steps

Geography combines well with a number of other subjects and could lead to jobs in the following areas: Cartography; leisure and tourism industry; civil engineering; meteorology; mining; police; army; navigation; landscape design; estate management; recreation management; transport, surveying.

## For further information?

Mrs Warren

swarren@furnessacademy.co.uk

# History

## Exam Board

Pearson (GCSE)

## Course Description

- An ability to use evidence to study the lives and events of people in the past and to reconstruct what happened and why.
- A desire to develop your thinking powers, your ability to construct reasoned arguments and your ability to understand people's actions and the way modern life has developed.

## Course Outline

You will:

- develop your knowledge of key events, periods and societies in British and world history.
- complete historical enquiries to develop your independent learning and critical thinking skills.
- ask questions about, and investigate, the past and use a wide range of sources to reach judgements.
- evaluate evidence and identify the causes and consequences of different events.
- consider the reasons why some developments are considered to be more significant than others and why different interpretations of the past have been created.

The course includes a broad and diverse study of the history of Britain and the wider world, which will provide you with the necessary skills that will support your progress towards further study of history and a range of other subjects.

## Assessment

You will take three examinations based upon four units of study. The units are:

- Paper 1: Medicine in Britain 1250-Present Day (30%)
- Paper 2: Medieval Britain (20%) and The American West 1835-1895 (20%)
- Paper 3: Weimar and Nazi Germany 1918-1939 (30%)

## Next Steps

History GCSE is a solid foundation for any career choice as employers value skills such as being able to critically evaluate and analyse texts and the ability to construct logical arguments. Problem solving, research skills, communication and essay writing are also valued in a wide range of career paths, and the subject is of course a useful for the further study of History at A-Level or at university. History students go on to work in areas as varied as law, politics, teaching, business, marketing, archaeology, healthcare and many more.

## For further information?

Miss Douglas

rdouglas@furnessacademy.co.uk

# Art

## Exam Board

AQA (GCSE)

## Course Description

This course is one of the most popular GCSE Art qualifications at Key stage 4 and is a great choice for continuing your artistic studies.

You will be introduced to a variety of learning experiences, which encourage the development of art skills through the use and experimentation of different media and techniques.

You will record ideas and observations in the forms of drawing & painting, research and annotations.

Refinement is key to achieving your personal best so informative critical analysis will help you make important improvements to your creations.

From looking at the approaches of artists, genres and cultures you will be encouraged to develop your own strengths and interests in the subject, helping you to develop ideas to create your own personal responses.

## Course Outline

Your teacher will give you stimulus themes to create a portfolio of work that supports the four AQA Assessment Objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**The course will include a visit to an Art Gallery which will incur travel costs**

## Assessment

### Component 1: Personal portfolio = 60% of GCSE

September Year 10 until December Year 11 with final refinements made in May after Component 2 is completed.

You will create a portfolio of artwork that in total shows coverage of the four assessment objectives. It must include a detailed project and a selection of further work undertaken during the course of study.

Work for Component 1 starts in 96 marks in total. Up to 24 marks available for each assessment objective.

### Component 2: Externally Set Task = 40% of GCSE

January Year 11 until April Year 11.

AQA will provide a separate externally set assignment with seven different starting points. You will select and respond to one starting point evidencing coverage of all four assessment objectives.

Preparatory period followed by 10 hours of supervised time

## Next Steps

This is a fantastic course if you want to continue studying art at further education, are thinking about a possible art focused career or want to continue practising art for pleasure.

## For further information?

Ms Bond

mbond@furnessacademy.co.uk

# Catering

## Exam Board

NCFE

## Course Description

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

## Course Outline

### This qualification aims to:

- Focus on an applied study of the food and cookery occupational area
- Offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- Provide opportunities to acquire a number of practical and technical skills

### The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose

## Assessment

Unit 1	Preparation to cook	Internally assessed portfolio of evidence
Unit 2	Understanding food	Externally set and marked assignment
Unit 3	Exploring balanced diets	Internally assessed portfolio of evidence
Unit 4	Plan and produce dishes in response to a brief	Internally assessed portfolio of evidence

25% of the qualification's content is externally assessed, (Unit 02).

Internally assessed and externally moderated portfolio of evidence, (Units 01, 03 and 04).

Externally set and marked assignment, (Unit 02).

## Next Steps

On completion of your Level 2 V Cert in Food and Cookery you could go on to study the following Level 3 qualifications: AS/A Levels: HOME ECONOMICS (FOOD, NUTRITION AND HEALTH) DESIGN AND TECHNOLOGY. For careers in catering, most colleges and Apprenticeship programmes will require you to take Level 2 Diploma in Professional Cookery as this is of industry standard.

## For further information?

Mrs Halliwell

hhalliwell@furnessacademy.co.uk

# Computer Science

## Exam Board

OCR (GCSE)

## Course Description

This course is suitable for students who have a good ability in English and Maths as well as an aptitude for Computer Programming, and is only available as a guided choice.

You will be told if you are eligible for this course.

## Course Outline

This course will introduce you to Computer Science and programming languages. You will develop a variety of skills, learn how to design and create applications that will run on mobile devices and operate on the Internet. You will learn how to create computer games and develop understanding of the basic concepts of software application creation. You will understand how software and applications are developed and gain a working knowledge of programming language.

Throughout the course you will be expected to work both independently and also in groups collaborating with others, to develop skills and understanding of applications.

This course will encourage you to develop your business knowledge, work with others to build your confidence and enable you to present your ideas in a creative and inventive way.

Computer Science GCSE will build on the knowledge and skills you have developed in Key Stage 3, it is an excellent progression to 'A' level Computer Science, vocational courses and even on to degree level courses in the areas of computing, web authoring, engineering and science.

## Assessment

Internal Assessments will be used to check attainment and progress.

Examination: Written examination paper (80%)

Controlled assessment: Project delivered internally in school (20%)

## Next Steps

Level 3 Computer Science qualification

A Level Computer Science

Computing/IT Apprenticeship

Stepping stone to degree level

## For further information?

Mrs Lyons / Mrs Wilson

[clyons@furnessacademy.co.uk](mailto:clyons@furnessacademy.co.uk) / [dwilson@furnessacademy.co.uk](mailto:dwilson@furnessacademy.co.uk)

# Construction

## Exam Board

Pearson (BTEC)

## Course Description

The BTEC First Award in Construction & the built environment is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you will develop

## Course Outline

Throughout the course you will learn all about the building industry. You will learn all about the planning process involved in designing buildings, how to draw plans, the materials used in the construction process and the finish applied to the building both internally and externally.

The course is split into 4 units, 3 units are 'coursework' based and assessed internally, and 1 unit is externally assessed through a written exam, which accounts for 25% of the overall marks.

## Assessment

The BTEC Level 1 / 2 Award in Construction is equivalent to 1 GCSE, and is graded Pass, Merit, Distinction and Distinction \*. Learners who do not achieve at Level 2 may be awarded a Level 1 grade

## Next Steps

On successful completion of the qualification, you can progress to employment and/or continue your study at college.

## For further information?

Mr Maclean

[cmaclean@furnessacademy.co.uk](mailto:cmaclean@furnessacademy.co.uk)

# Drama

## Exam Board

Pearson (GCSE)

## Course Description

GCSE Drama is a practical course with a focus on giving students opportunities to work as a director, performer and/or designer on a range of plays and to be part of a small theatre company creating new, devised work. The course teaches students to understand style, genre and context and to appreciate theatre as an art form and to enable them to critically evaluate the work of performers and designers in the theatre.

## Course Outline

You will develop both your understanding of how to create and present drama to a higher level and also have the option to focus, instead, on technical theatre and stage skills. You will also look at plays in more detail and at different ways of bringing a script to life on stage from the perspective of a performer or a designer/technician. You will obtain many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

## Assessment

### **Component 1: Devising**

Coursework 40% of the qualification

- Create and develop a devised piece of drama from stimulus over a sustained period with a group.
  - Performance of the devised piece as an actor.
- or

Final design realisation (costume/set/lighting/sound) for this performance.

- Analyse and evaluate the devising process and the final performance or design in a written portfolio.

### **Component 2: Performance from Text**

Coursework 20% of the qualification

- Students will either perform in and/or design for two key extracts from a performance text.
- A wide choice of plays, assessed by a visiting examiner.

### **Component 3: Theatre Makers in Practice**

Written examination: 1 hour 30 minutes 40% of the qualification

- Practical exploration and study of one complete play before the exam.
- Written questions on how you would tackle key extracts of the play as a performer/designer/director.
- Written questions on your views about a live theatre production we will have seen.\* (Notes allowed)

\* **There will be two compulsory Theatre trips which will cost approx. £30 each**

## Next Steps

Although not a requirement for the following courses, GCSE Drama has led some students to study further in the Performing Arts at local colleges and Further Education providers.

A Level Drama or Theatre Studies, Level 3 Performing Arts, Level 3 Theatre and events Technology

## For further information?

Mr Kitchin

rkitchin@furnessacademy.co.uk

# Engineering

## Exam Board

NCFE

## Course Description

This qualification aims to:

- focus on an applied study of the engineering industry sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- understand how drawing is applied in engineering
- understand and use appropriate tools and equipment
- understand and use appropriate materials.

## Course Outline

This Qualification is designed for learners with an interest in Engineering. It will provide learners with experience of using different tools and materials to enable them to use these within further education or apprenticeships. It will give them a basic understanding of what engineering may involve.

This qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and apply that knowledge through a project.

This qualification shows learners how to:

- Develop a broad understanding of the engineering sector.
- Research a new idea.
- Use tools and equipment.
- Perform a range of techniques and processes using selected materials.
- Draw, develop and take part in an engineering project.

## Assessment

Unit 1	Introduction to Engineering	Internally assessed portfolio of evidence
Unit 2	Introduction to Engineering drawing	Externally set and marked assignment
Unit 3	Tools and equipment for Engineering	Internally assessed portfolio of evidence
Unit 4	Engineering materials and their properties	Internally assessed portfolio of evidence

25% of the qualification's content is externally assessed. Unit Two

Internally assessed and externally moderated portfolio of evidence. Units One, Three and Four.

## Next Steps

NCFE Qualifications: Level 3 Diploma in preparing to work in renewable energy engineering

AS/A Levels: Applied Engineering

Other Qualifications: Diploma in Automotive Engineering; Diploma in Electrical and Electronic Engineering; Diploma in Engineering Maintenance; Diploma in Engineering Tool Making; Diploma in Electrical Power Engineering; Diploma in Engineering Construction

## For further information?

Mr Faragher

[sfaragher@furnessacademy.co.uk](mailto:sfaragher@furnessacademy.co.uk)

# Fashion Textiles

## Exam Board

OCR (GCSE)

## Course Description

- Students are expected to develop artefact(s)/ product(s)/personal outcome(s) in relation to their chosen title and area(s) of study.
- The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the student's chosen practical area(s) of study.
- This specification is 100% non-exam assessment, all components are internally marked and externally moderated by visit.
- The Externally set task offers students the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The Externally set task gives learners an opportunity to provide an extended practical response(s). This will allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed.
- This specification encourages learners to select, organise and present work that represents the best of their achievement in response to the assessment objectives.
- Students are expected to have an understanding and explore the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.
- Students will explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Textiles Design.
- Students will explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.
- Students will demonstrate the knowledge, skills and understanding through area(s) of study relevant to Textile Design.

## Course Outline

Students will work in one or more area(s) of Textile Design, such as those listed below. Combinations of these areas are also possible:

Constructed textiles; Digital textiles; Dyed fabrics; Printed fabrics; Fashion Design; Installed textiles; Soft furnishings; Stitched and/or embellished textiles.

Techniques

Students will demonstrate the ability to work with processes and techniques appropriate to the chosen area(s) of study such as: weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, applique and collage.

## Assessment

The course consists of two elements. A portfolio which is worth 60% of the overall grade which is assessed internally and then externally moderated. The portfolio of practical work will show students personal response to either a centre-set or learner-set starting point, brief, scenario or stimulus.

The remaining 40% is an externally set task. Learners will be provided with five themes to choose from each with a range of written and visual starting points. The externally set task will take 10 hours to complete.

## Next Steps

Level 3 Extended Diploma in Art & Design

OCR Level 3 Extended Diploma in Art and Design

A Level Art & Design

## For further information?

Miss Rees

erees@furnessacademy.co.uk

# French

## Exam Board

AQA (GCSE)

## Course Description

During the course, you will study topics based on Identity and Culture, Local, National, International and Global Areas of Interest, and Current and Future Study and Employment. The course is challenging but rewarding and will provide you with practical language skills that can be used in a variety of settings.

## Course Outline

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

**Topic 1** - Me, my family and friends; **Topic 2** - Technology in everyday life; **Topic 3** - Free-time activities; **Topic 4** - Customs and festivals in French-speaking countries/communities

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

**Topic 1** - Home, town, neighbourhood and region; **Topic 2** - Social issues; **Topic 3** - Global issues; **Topic 4** - Travel and Tourism

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

**Topic 1** - My studies; **Topic 2** - Life at school/college; **Topic 3** - Education post-16; **Topic 4** - Jobs, career choices and ambitions

## Assessment

The GCSE course has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students will take all four papers at the same tier (Listening, Speaking, Reading, Writing). All papers constitute 25% of the final mark.

### **Listening**

35 minutes (Foundation Tier), 45 minutes (Higher Tier)

Each examination includes 5 minutes' reading time of the question paper before the listening stimulus is played. There will be questions about the listening tasks in English and in French

### **Speaking**

7-9 minutes (Foundation Tier) + preparation time, 10-12 minutes (Higher Tier) + preparation time

The format is the same at Foundation Tier and Higher Tier: Role-play; Photo card; General conversation

### **Reading**

45 minutes (Foundation Tier), 1 hour (Higher Tier)

There will be questions in English and French about the written passages and there will be a translation from French into English.

### **Writing**

A variety of written tasks including writing a message, a short passage, a translation from English into French, a structured writing task and an open-ended writing task.

A GCSE in French will constitute one of the components of the English Baccalaureate (EBacc).

## Next Steps

Should you wish to continue with your study of French after GCSE level, a Grade B is usually required for entry onto an A Level course. French is ideal for careers in interpreting and translating, travel and tourism, the diplomatic services/M15, marketing, broadcast journalism, media, fashion buying, law and BAE, to name just a few.

## For further information?

Miss Rothnie

arothnie@furnessacademy.co.uk

# Hair & Beauty

## Exam Board

VTCT

## Course Description

The VTCT Level 2 Award in Hair and Beauty Skills is a course which is made up of a mixture of written and practical skills. It will help you develop your knowledge, understanding and skills that will help you prepare for employment in the hair and beauty industry. You will learn by completing projects and assignments linked to the hair and beauty industry as well as practical assessments completed in a salon environment.

## Course Outline

The course will enable learners to develop their practical hair and beauty skills and techniques in a fully functioning hair and beauty salon.

### Learners will know about:

- Hair and beauty science
- How to respond to a hair and beauty design brief
- Understanding the hair and beauty sector
- Hair and beauty research project

### They will develop skills in:

- Shampooing and treating hair
- Plaiting and twisting techniques
- Basic nail art techniques
- Photographic make-up
- How to create an image around a theme

The learners will also develop their knowledge and understanding working in the hair and beauty industry, health and safety, client and customer skills and promoting themselves and preparing for a job interview.

## Assessment

The VTCT Level 2 Award in Hair and Beauty Skills is equivalent to 1 GCSE, and is graded Pass, Merit, Distinction and Distinction \*.

The written course VTCT Level 2 Award in Hair and Beauty Skills is split into 4 units, 3 written units of coursework and one exam. The practical qualification will lead to an entry level 3 certificate in hair and beauty skills and is made up of 5 practical units of work which are shampooing and treating hair, basic plaiting and twisting hair, basic nail art, photographic make-up and creating an image based on a theme.

## Next Steps

The VTCT Level 2 Award in Hair and Beauty Skills would be suitable for those students who have an interest in working in or have an interest in hair & beauty.

## For further information?

Mrs McNeill

lmcneill@furnessacademy.co.uk

# Health and Social Care

## Exam Board

Pearson (BTEC)

## Course Description

- An interest in health and/or social care (maybe as a future career)
- An ability to contribute to active lessons - including discussions, presentations and team challenges. Keen research skills and the ability to work independently are also very important

## Course Outline

The focus of the course will be to develop your knowledge and understanding of the relevant professions associated with Health and Social Care, as well as considering key issues relating to personal development.

You will study the following units:

Component 1: Human Lifespan Development

Component 2: Health and Social Care Services and Values

Component 3: Health and Wellbeing

## Assessment

Assessment for this course is broken in to the three units studied, two controlled assessments and one Synoptic external examination.

The examination is taken in either January of Year 11 or the Summer term in some cases so it is important that students are committed. The controlled assessments are lengthy pieces of work which requires students to work independently on a number of key tasks.

## Next Steps

About 3 million people work in health and social care. Health care 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.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

## For further information?

Mrs Rawlinson

[arawlinson@furnessacademy.co.uk](mailto:arawlinson@furnessacademy.co.uk)

# Information and Communication Technology

## Exam Board

OCR (Cambridge Nationals)

## Course Description

### Level 2 Certificate in Information Technology

Your Key Stage 3 education will have equipped you with many of the skills you need to gain success in this qualification, added to a willingness to learn and a desire to succeed you will leave school well equipped to deal with the modern ICT workplace.

## Course Outline

This qualification will teach you what different technologies could be used, why you should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

You will be taught about tools and techniques available to use in a variety of digital hardware and software technologies. Developing understanding of how these can be integrated to create IT solutions to manage and communicate data and information. You will also learn about the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to reduce the risks of cyber-attacks.

Through this qualification you will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers' viewing to make recommendations for additional packages in the customer's subscription.

The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study, helping to support your progression into employment through

## Assessment

Mandatory Core Units consisting of:

- 1 externally assessed exam (1hour 45 minutes)
- 1 internally assessed piece of coursework (20 hours)

## Next Steps

Excellent qualification for a variety of apprenticeship disciplines.

Level 3 ICT qualification; Creative Media; GCSE Computer Science; A Level Computer Science

## For further information?

Mrs Lyons

clyons@furnessacademy.co.uk

# Level 1/2 Creative and Digital Media Production

## Exam Board

Pearson (BTEC)

## Course Description

We are living in a world in which we are surrounded by Media; bombarded by messages and images in the form of television, mobile phone technology, social networking, web pages, magazines, newspapers, adverts and new technologies. Understanding how these texts work, how media companies work together and how texts engage and meet the needs of their specific audiences, is central to understanding the world we live in.

## Course Outline

Throughout your studies you will learn to apply media language confidently as well as discussion representations in the media, institutions involved in media production and distribution and audiences as well as producing your own texts.

A BTEC first allows you to learn and develop your skills in the context of a vocational sector giving you a realistic understanding of how Media industries work. Tasks set are those which you might encounter if you were really working in the media industry itself and, along with clear deadlines, prepares you for the demands of life after school whether that be college, an apprenticeship or employment.

There are 4 units of study in the course we follow, these are:

Unit 1: Digital Media Sectors and Audiences (externally assessed examination)

Unit 2: Planning and Pitching a Media Product

Unit 3: Digital Moving Image Production

Unit 5: Digital Publishing Production

The skills developed across your study include:

Communication, design, planning, presentation, analysis, evaluation, creativity, critical thinking, culture, society, research, story telling, social, cultural and political awareness, pitching, business, regulation and law.

## Assessment

1 Exam paper including multiple choice sections — 25% of the total grade.

3 practical units which will enable you to demonstrate your creativity and understanding of media sectors, platforms and audiences.— 75% of the total grade. Achievable grades are Pass L1, PassL2, Merit, Distinction and Distinction\*

## Next Steps

BTEC Level 3 Creative and Digital Media Production

A Level Media Studies

## For further information?

Mr Kavanagh or Mrs Harper

rkavanagh@furnessacademy.co.uk / aharper@furnessacademy.co.uk

# Music

## Exam Board

RSL (Level 2 Certificate)

## Course Description

The course provides a vocationally relevant curriculum in popular music which allows for further progression into a higher level of study and/or industry. It focuses on developing practical music skills as well as the understanding of instrumental techniques and musical genres. Instrumental/Vocal lessons are offered and it is recommended that these are accessed to assist in development of skills.

## Course Outline

This is a very practical course, aimed at developing the skills required as a popular musician. It will prepare you for further musical study at Level 3.

In RSL lessons you will develop your skills as a musician. At the start of a project you will undergo a skills analysis to identify your strengths and weaknesses. You will then set yourself targets and action plans, which you will work on during rehearsals. At the end of each session you will review your progress. Projects can either be solo or ensemble performances and evidence of your progress can be provided in visual/written and audio format. The course is graded as Pass, Merit or Distinctions.

## Assessment

There are 2 types of units: a core (compulsory) unit, and two optional units. The core unit is externally assessed and the optional units are internally assessed.

Unit 1	Music Rehearsal Skills	Rehearsing songs as a group and soloist and setting and reviewing targets to create a 15 minute set list
Unit 2	Instrumental Study	Illustrate the development of a musical style and describe its effect on other musical developments.
Unit 3 (Core - external assessment)	Live Music Performance	Controlled assessment - where students will have 30 hours to rehearse for a 15 minute performance that demonstrates the skills and progress from the other units.

## Next Steps

There is the opportunity for further study with Level 3 RSL courses or Level 3 BTEC in Music.

## For further information?

Mrs Larcombe

mlarcombe@furnessacademy.co.uk

# Outdoor and Adventurous Activities (BTEC)

## Exam Board

Pearson (BTEC)

## Course Description

Whilst undertaking the BTEC course students will gain an understanding of the components of fitness, training methods and investigate fitness testing. Students will design a personal training programme to achieve their own goals and objectives. Students will develop skills in a range of sports and have the opportunity to undertake a variety of officiating roles such as referee or umpire. Students will undertake the planning and leading of sports activities working closely with pupils from key stages 2 and 3.

## Course Outline

You will complete 4 units of work.

Unit 1 – Fitness for sport and exercise.

Unit 2 – Practical sports performance

Unit 5 – Training for personal fitness

Unit 6 – Leading sports activities.

## Assessment

You will be assessed in two different ways – For most units, your teacher will set written assignments for you to complete. These will take the form of projects where you research and undertake a piece of work or activity.

For unit 1 – you will be assessed by an onscreen test.

Practical sessions will cover a wide range of activities where you will be assessed on your performance, your ability to be an official and your leadership capabilities

## Next Steps

Students undertaking this course, regularly advance onto the Level 3 course in higher education establishments. This can prepare young adults for a career in the sports industry such as physiotherapy, media and reporting or teaching and coaching.

## For further information?

Mr Maclean

[cmaclean@furnessacademy.co.uk](mailto:cmaclean@furnessacademy.co.uk)

# Religious Studies (GCSE)

## Exam Board

Pearson (GCSE)

## Course Description

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Religious Studies B consists of three Areas of Study from which students study two, which are then assessed through two externally set examination papers. Students must select a different religion for each Area of Study that they follow. The topics studied will include arguments for and against the existence of God, issues such as abortion, euthanasia, capital punishment, origins of life and evolution, and different human relationships.

## Course Outline

You will study two of three units:

<b>Religion and Ethics</b>	<b>Religion, Peace and Conflict</b>	<b>Religion, Philosophy and Social Justice</b>
<ul style="list-style-type: none"><li>• Belief in God</li><li>• Marriage and the family</li><li>• Living the Religious Life</li></ul>	<ul style="list-style-type: none"><li>• Belief in God</li><li>• Crime and Punishment</li><li>• Living the Religious Life</li></ul>	<ul style="list-style-type: none"><li>• Belief in God</li><li>• Religious Experience</li><li>• Living the Religious Life</li><li>• Equality</li></ul>

## Assessment

You will be regularly assessed during lessons to ensure that you are on track. The course is 100% examination. You will sit a 1 hour 45 minute examination in each unit. This will take place at the end of Year 11.

## Next Steps

Business / international business - Marketing and management.

The government, foreign service, or the Peace Corps.

Non-profit or non-governmental organizations.

Counselling and Social Work.

Education.

## For further information?

Miss Bainbridge

sbainbridge@furnessacademy.co.uk

# Sport (BTEC)

## Exam Board

Pearson (BTEC)

## Course Description

Whilst undertaking the BTEC course students will gain an understanding of the components of fitness, training methods and investigate fitness testing. Students will design a personal training programme to achieve their own goals and objectives. Students will develop skills in a range of sports and have the opportunity to undertake a variety of officiating roles such as referee or umpire. Students will undertake the planning and leading of sports activities working closely with pupils from key stages 2 and 3.

## Course Outline

You will complete 4 units of work.

Unit 1 – Fitness for sport and exercise.

Unit 2 – Practical sports performance

Unit 5 – Training for personal fitness

Unit 6 – Leading sports activities.

## Assessment

You will be assessed in two different ways – For most units, your teacher will set written assignments for you to complete. These will take the form of projects where you research and undertake a piece of work or activity.

For unit 1 – you will be assessed by an onscreen test.

Practical sessions will cover a wide range of activities where you will be assessed on your performance, your ability to be an official and your leadership capabilities

## Next Steps

Students undertaking this course, regularly advance onto the Level 3 course in higher education establishments. This can prepare young adults for a career in the sports industry such as physiotherapy, media and reporting or teaching and coaching.

## For further information?

Mrs Amison

camison@furnessacademy.co.uk

# Travel & Tourism (BTEC)

## Exam Board

Pearson (BTEC)

## Course Description

Students will need to have the desire and enthusiasm to study and investigate the travel and tourism industry e.g.; Sport and physical recreation, arts and entertainment, countryside recreation, travel agents and accommodation and catering. Candidates will need to investigate the facilities used for leisure purposes by people living within the chosen area as well as the facilities and attractions which appeal to people visiting the area as tourists.

## Course Outline

- Actively engage in the study of leisure and tourism to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Understand the nature of the leisure and tourism industry
- Develop an understanding of the contribution that leisure and tourism makes to Society
- Develop an awareness and understanding of sustainable development and environmental issues
- Appreciate diversity and recognise similarities and differences of attitudes and cultures in society
- **There will be a visit to a local tourist attraction which may incur a cost.**

## Assessment

The Pearson BTEC Level 2 First Award in Travel and Tourism is taught over 120 guided learning hours (GLH). It has core and optional specialist units.

Learners must complete the two core units, and a choice of optional specialist units to reach a total of 120 guided learning hours.

Each individual unit will be awarded a grade of; Level 2 Pass, Merit, Distinction or Level 1 Distinction\*

## Next Steps

If you are interested in a career in the leisure or tourism industry this is the course for you.

The qualification can lead to employment in hotels, management, travel agencies, holiday companies, wedding planning, tourist information and events management.

## For further information?

Miss Mitchell

[jessicamitchell@furnessacademy.co.uk](mailto:jessicamitchell@furnessacademy.co.uk)

## Science - Triple (GCSE)

### Exam Board

AQA (GCSE)

### Course Description

This course is suitable for students who have a good ability in maths and science, and is only available as a guided choice. You will be told if you are eligible for this course.

Please also see the Science option page

You will need to have a GCSE target grade of at least a 6 in both English and Mathematics to be eligible for triple Science.

### Course Outline

Students taking this option gain GCSE Biology, GCSE Chemistry, and GCSE Physics. The content covers the same topics as the GCSE combined science, and then develops them further to bridge the gap between GCSE and A-Level. The extension material covers a range of scientific principles in topics such as; the brain, inheritance, variation and evolution, quantitative chemistry, concentration and electrolysis, space physics, electricity and electromagnetism.

Each GCSE has a range of practical work to engage students, with a number of specific experiments that are required to be completed, by all students, over the two years of study. Questions about these will appear in the final examinations.

### Assessment

Each GCSE is assessed by 100% external examination in Year 11. There are two exam papers per GCSE each lasting 1 hour 45 minutes and are available in Foundation or Higher tiers.

There is a large maths requirement for the papers: Biology 10%; Chemistry 20%; Physics 30% of the available marks

### Next Steps

A Level - Biology, Chemistry, Physics

Careers could include - Nurse, Doctor, Teacher, Dentist, Vet, Engineer, Lab Technician, Other Health care careers.

### For further information?

Miss Coulter

ecoulter@furnessacademy.co.uk

## Important Dates

**Wednesday 31st January** - Year 9 Option and Parents' Evening

**Wednesday 7nd February** - Deadline for option choices to be made

## Main Contacts

Please contact us if you require any further information about option choices;

Mr Moody (Director of Learning and Standards for Year 9) [pmoody@furnessacademy.co.uk](mailto:pmoody@furnessacademy.co.uk)

Mrs Kell (Year Manager) [skell@furnessacademy.co.uk](mailto:skell@furnessacademy.co.uk)

Mrs Robinson (Assistant Headteacher) [hrobinson@furnessacademy.co.uk](mailto:hrobinson@furnessacademy.co.uk)

Mrs Elliott (Special Educational Needs Coordinator) [eelliott@furnessacademy.co.uk](mailto:eelliott@furnessacademy.co.uk)

Contact details for each specific subject can be found on the subject page.