

FRANCES ASHTON C of E  
SECONDARY SCHOOL

# KEY STAGE FOUR SUBJECT CHOICES

This document contains additional information and supplements the curriculum section of our business plan. It has been amended, following comments and suggestions, and is only a guideline for our future curriculum.

A timetable based on this curriculum has been created indicating that it is feasible with 33 staff – see supplementary information on staffing. However, as with all schools, some options may not be available in any given year.

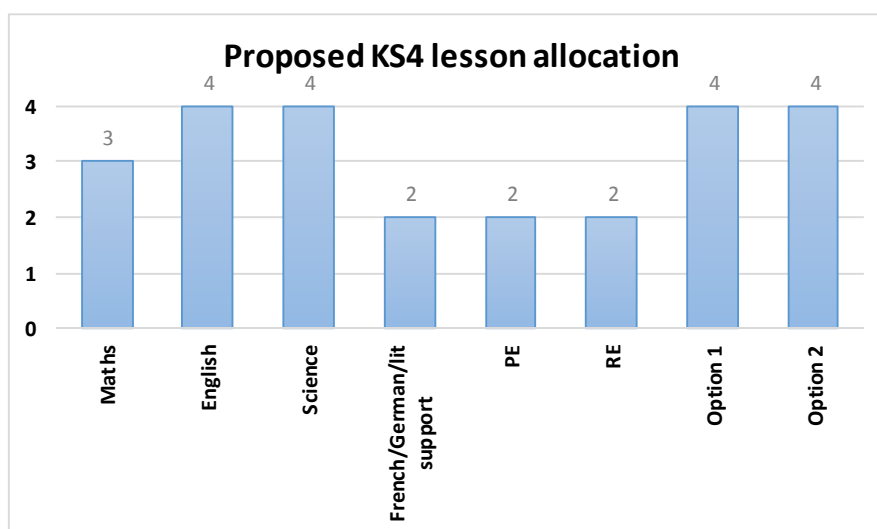
# The Key Stage 4 Curriculum

In Y10 and Y11 students have an element of choice which allows them to personalise their curriculum. There are, however, a number of subjects that are compulsory for every student. The remainder of each student's timetable is composed of a further 2 subjects that students can select from an approved list.

## Compulsory Subjects

The table below gives summary information about the subjects which will be compulsory at Key Stage 4 and the allocation of teaching time in hours per fortnight:

Subject	Time allocation in Y10 and Y11	Summary Information
<b>English</b>	<b>8</b>	Most students will study for a GCSE in English and English Literature. A small number will obtain one GCSE in English only.
<b>Maths</b>	<b>6</b>	All students will study for a GCSE in Maths.
<b>Science</b>	<b>8</b>	All students will study for two GCSEs in Science. Triple science is available if chosen as one of the options.
<b>PE</b>	<b>4</b>	All students take part in physical education as a core subject. Some able students may be able to gain a GCSE in core PE time.
<b>RE and Citizenship</b>	<b>4</b>	All students study RE/Citizenship as a compulsory subject, leading to a qualification.
<b>French/German or enhanced support</b>	<b>2</b>	This option gives student the choice of taking one or two languages (if a language is chosen as an option). Some students will benefit from adding some extra literacy or study support during this time.



**Option Subjects** - Students will choose two subjects, one from each pathway, some more able students will be able to undertake 3 options due to the possibility of entry for some GCSEs. The proposed courses would be arranged into two pathways, the actual subjects on offer in each pathway is subject to change depending on staffing and student preferences, one suggestion would be as follows:

<b>PATHWAY A</b>	<b>PATHWAY B</b>
Art	Art
Dance	Drama
Geography	History
Media	Media
PE	Music
Computing	Computing
German	Textiles
Resistant materials	Home Economics
Graphic Design	Triple Science

The school will offer advice, guidance and support to each student to ensure that appropriate choices are made. Some subjects have eligibility criteria based on ability and/or aptitude.

**Please note that subjects will run only if the number of students opting makes the course viable. Some courses may be BTEC depending on demand.**

### **Enhanced Support**

A small number of students will receive additional support to help them make progress with the core and study skills required by the other subjects being studied. This will mean that those students will receive enhanced support instead of an option subject. We will also be considering the option of a work based course for some students, we will forge links with local colleges. We will also continue to build relationships with local universities with the intention of providing accelerated learning opportunities for our more able students.

### **Recent Policy Changes by the Department for Education (DfE)**

The DfE has announced that school performance will be measured on the average GCSE points score for students across a range of 8 subjects, our proposed curriculum enables us to meet the requirements of the new National Curriculum.

From 2016, the floor standard will be based on schools' results on the Progress 8 measure.

## **STUDENT OPTIONS BOOKLET**

**Detailed information on each subject will be given to students at the start of year 9. Below is a sample of the information which will be available to them. This will depend on the examining boards chosen, staffing and options available at the time.**

# **Careers Education and Guidance**

During your Citizenship lessons and tutor time in Year 10 and 11, you will be studying careers and educational pathways.

There are a number of opportunities related to careers education and guidance as well as work-related learning at Key Stage 4:

### **Careers Convention**

This will be held on an annual basis for all students in Years 9 – 11. Many representatives from employment, colleges and universities will come to this event and be available to give advice and guidance on the options that you have after Key Stage 4.

### **Practice Interviews**

At the end of Year 10, you get the opportunity to be interviewed by a person from local industry in order to help you prepare for a work or academic interview. Students see this as a useful event and the people who interview our students always speak very highly of them.



### **Writing your CV and Personal Statement**

In your Citizenship lessons you get the opportunity to write your CV and Personal Statement. These are useful for work experience applications, job applications and academic applications. ***(NB this is something we already include in our yr8 PSHCE programme)***

### **Your Future Day**

During the summer term of Year 10 you will take part in the Your Future Day which will consist of different sessions helping you to plan for your future. One of these sessions, Employer Engagement, will give you the opportunity to hear from employers from a variety of different industries and ask them any questions you may have about the careers you are interested in.

### **Impartial Careers Advice and Guidance**

All students have access to impartial IAG. During these one to one sessions each student receives their own individual Action Plan to help them achieve their goals.

# GCSE English Literature (Core)

**Exam Board:** OCR

**Equivalence:** 1 GCSE

## **What will I learn?**

The main aim of the Literature course is to develop your ability to read, understand and respond to all types of literary texts. You will, therefore, study a range of literature covering prose (novels and short stories), poetry and drama (play texts). You will study a mixture of modern literature and some works written before the 20<sup>th</sup> Century, including Shakespeare.

The syllabus offers a wide range of texts from which to choose, and the specific choice of texts will vary from one set to another, depending on your ability and interests. It is always our aim, as teachers, to 'stretch' you so that you can achieve your full potential.

## **What do I need to know before I can start the course?**

Keep working on basic skills such as spelling and punctuation. Do as much reading as possible.

## **What can I do after the course? What careers will this course be useful for?**

GCSE Literature is a formal qualification which is a distinctly separate award from GCSE English Language. It is therefore a valuable asset as a qualification in its own right and of equal weight to any of your other GCSE subjects.

If you wish to pursue your studies of English to AS and A-level in the Sixth Form, then a high level of achievement in **both** English Language and Literature will be required.

## **Who can I talk to for more information?**

Any teacher in the English Department.

## **What websites can I check out?**

[www.ocr.org.uk](http://www.ocr.org.uk)

# GCSE Mathematics (Core)

**Exam Board:** Edexcel

**Equivalence:** 1 GCSE

## What will I learn?

Mathematics will build upon what has been studied at KS3 in Years 7, 8 and 9. The course extends this knowledge by further developing mathematical skills as well as introducing new topics. Functional Mathematics is now an integral part of the course and deals with using the mathematical skills learnt to apply them to real life applications.

## What do I need to know before I can start the course?

Higher level GCSE entries are usually made for pupils who have achieved a level 6 or above at KS3. Foundation entries for those achieving a level 4 or below. Pupils with a level 5 at KS3 may be entered for either level at the discretion of the department.

## How will I be examined?

All students will take a linear course with two examination papers at the end of year 11. One of these is a calculator paper and the other is non-calculator.

## What can I do after the course? What careers will this course be useful for?

A good grade at Mathematics GCSE is required to study any subject at University, usually a C minimum. It is also the passport to many jobs, Sixth Form or Further Education courses. All students are strongly advised to strive for the best grade possible.

## What websites can I check out?

[www.edexcel.com](http://www.edexcel.com)



## Physical Education (Core)

During Years 10 and 11 all students will take four one-hour lessons of Physical Education each fortnight.

### What will I gain from the course?

1. The opportunity to develop physical skills in games, swimming, fitness and athletics. (Each group will be involved in a discussion to decide which activities they wish to cover each year.)
2. An awareness of the different types of sports/exercise you may wish to pursue when you are older.
3. The opportunity to develop positive attitudes towards your own fitness and sports participation.
4. An appreciation of the importance of exercise to a healthy lifestyle.
5. The opportunity to take Leadership Awards that will enhance students' organisation, communication and inter-personal skills.

### What will I be doing in lessons?

Extending your ability in the specialist areas that you select, as well as trying some additional activities. Your activities will be taken from the following:

American Football	Dance	Hockey	Softball
Athletics	Dodgeball	Kabudi	Swimming
Badminton	Extreme Golf	Lacrosse	Table Tennis
Basketball	First Aid	Netball	Tennis
Beachball	Fitness	Rounders	Trampolining
Cheerleading	Football	Rowing	Ultimate Frisbee
Orienteering	Handball	Rugby	Volleyball
Cricket			
Sports Leaders *	First Aid qualification**		Junior football organiser's course *
			Junior netball organiser's course*

\*Qualification earned if course passed.

\*\*There will be a financial contribution required to cover some of the costs of these courses.

# GCSE Religious Studies: Society and Life Issues (Core)

**Exam Board:** Edexcel

**Equivalence:** 1 GCSE

## **What will I learn?**

You will study the following topics:

- Rights and Responsibilities
- Environmental and Medical Issues
- Peace and Conflict
- Crime and Punishment
- Belief in God
- Matters of Life and Death
- Relationships
- Equality and Tolerance

You will study a range of ethical issues relating to the topics above, and learn to communicate your own opinions on these, as well as learning about the different religious views on these issues.

## **What do I need to know before I can start the course?**

Some of the subject material for this course builds upon what has been studied in KS3, giving you an excellent foundation for the successful completion of this course.

## **How will I be assessed?**

You will sit two exams to gain a full GCSE. These examinations will be 1 hour and 30 minutes each and will take place at the end of Year 11.

## **What can I do after this course? What careers will this course be useful for?**

This course can be used when applying to Sixth Forms and Colleges. It links very well with A Level Philosophy and Ethics. The skills you can develop through religious studies are varied and can be useful in a wide range of situations. You can develop many 'transferable' skills, such as: researching; analysing information; communication skills (spoken and written); writing essays, reports and other documents; being objective; recognising bias and balancing different viewpoints. A GCSE in Religious Studies can be useful for many different careers such as: teaching; journalism; social and community work; and charity work

## **What websites can I check out?**

[www.reonline.org.uk](http://www.reonline.org.uk)

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://www.religiouseducation.co.uk/>



# GCSE Core Science

**Exam Board:** AQA

**Equivalence:** 2 GCSEs

## What will I learn?

### Core Science

You will learn aspects of biology, chemistry and physics that are important to understand the growing impact science is having on our society and your lives. These include: diet and exercise, medicine, drugs, materials for construction, modern chemicals, the atmosphere, electricity and astronomy.

**Additional Science** follows on from Core Science, with a greater emphasis on explaining, theorising and modelling in science.

You will:

- develop your interest in, and enthusiasm for, science
- develop a critical approach to scientific evidence and methods
- develop your understanding of how science works and its role in society
- acquire scientific skills, knowledge and understanding for progression to further learning.

## What do I need to know before I can start the course?

There are no entry requirements for this course. All students study GCSE Science.

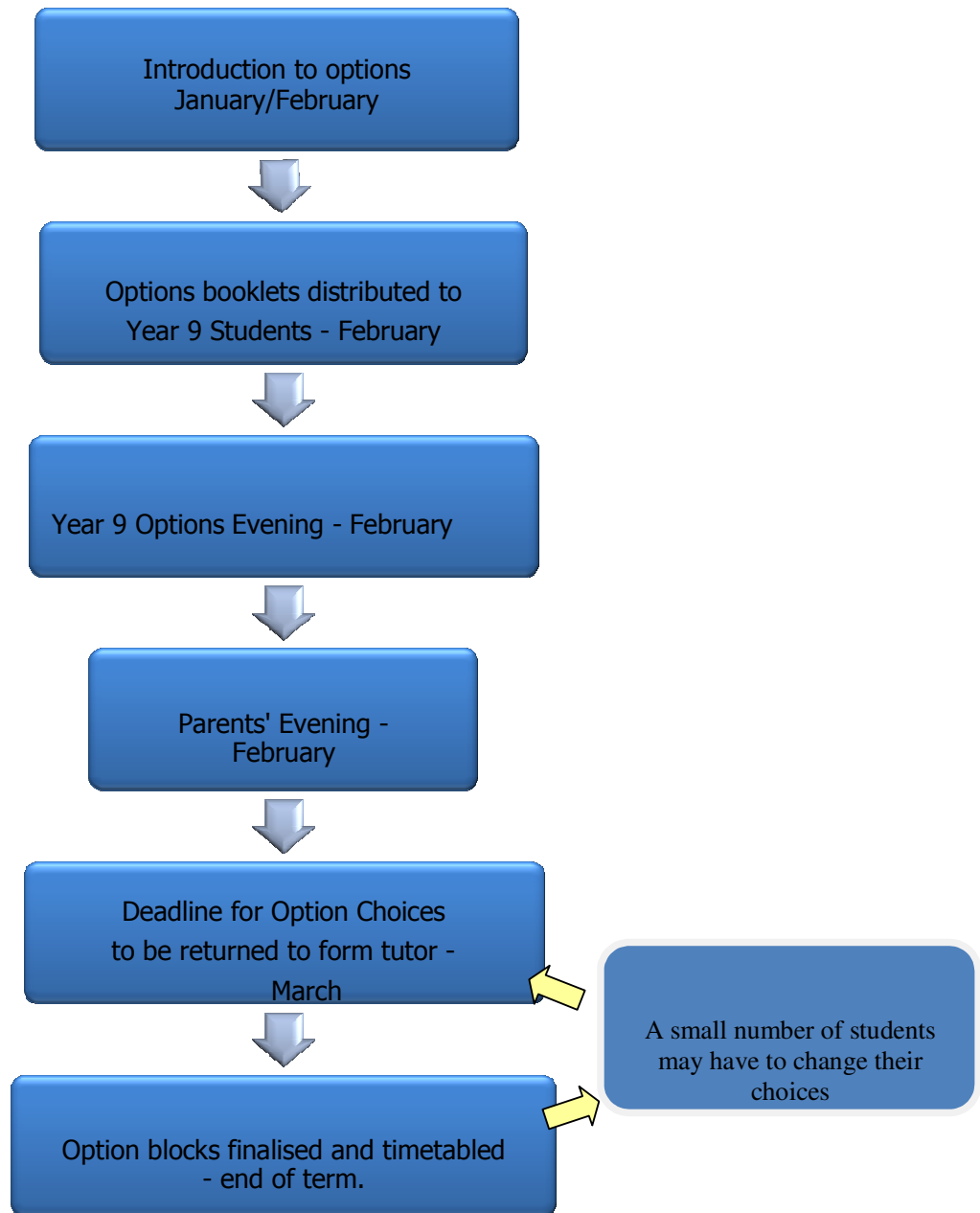
Your Key Stage 3 Science course prepares you for further study at GCSE.

## What can I do after the course? What careers will this course be useful for?

This is a core subject. Just about every career and college or school, will be looking for this qualification as an entry level requirement. In addition, it is essential for any career with a scientific content. This specification provides students with a solid foundation for progression to AS and A-level sciences. A wide variety of careers are accessible for students with A-Levels in science subjects, such as becoming a forensic scientist, doctor, engineer, pharmacist, geologist, astronomer, veterinary surgeon, field biologist, meteorologist, environmentalist...

**Which websites can I check out?** [www.aqa.org.uk](http://www.aqa.org.uk)

## Timeline of the Options Process



## KEY STAGE 4 OPTION CHOICE FORM

Criteria	Subjects																				
<p><b>These subjects are compulsory</b></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">English Language</td> <td style="width: 5%; text-align: center;">✓</td> <td style="width: 40%;">Maths</td> <td style="width: 5%; text-align: center;">✓</td> </tr> <tr> <td>English Literature</td> <td style="text-align: center;">✓</td> <td>RE</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">✓✓</td> <td>RE</td> <td style="text-align: center;">✓</td> </tr> <tr> <td><b>PE</b></td> <td style="text-align: center;">✓</td> <td colspan="2" style="text-align: right;"><i>Language and literacy</i> ✓</td> </tr> </table> <p><b>Subjects in bold may not lead to GCSE</b></p>	English Language	✓	Maths	✓	English Literature	✓	RE	✓	Science	✓✓	RE	✓	<b>PE</b>	✓	<i>Language and literacy</i> ✓					
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<p><b>Choose 2 and 2 reserves, with at least one from each pathway.</b></p> <p><b>Indicate your preferred subject choices by <u>numbering choices 1 to 4</u>. Choices 3 and 4 will be reserve choices and will be used only if your preferred options are unavailable.</b></p> <p><b>Some more able students who take examinations early may be able to pursue 3 options, the timetable will be amended to allow this.</b></p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="padding: 5px;">PATHWAY A</th> <th style="padding: 5px;">PATHWAY B</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">Art</td><td style="padding: 5px;">Art</td></tr> <tr><td style="padding: 5px;">Dance</td><td style="padding: 5px;">Drama</td></tr> <tr><td style="padding: 5px;">Geography</td><td style="padding: 5px;">History</td></tr> <tr><td style="padding: 5px;">Media</td><td style="padding: 5px;">Media</td></tr> <tr><td style="padding: 5px;">PE</td><td style="padding: 5px;">Music</td></tr> <tr><td style="padding: 5px;">Computing</td><td style="padding: 5px;">Computing</td></tr> <tr><td style="padding: 5px;">German</td><td style="padding: 5px;">Textiles</td></tr> <tr><td style="padding: 5px;">Resistant materials</td><td style="padding: 5px;">Home Economics</td></tr> <tr><td style="padding: 5px;">Graphic Design</td><td style="padding: 5px;"></td></tr> </tbody> </table>	PATHWAY A	PATHWAY B	Art	Art	Dance	Drama	Geography	History	Media	Media	PE	Music	Computing	Computing	German	Textiles	Resistant materials	Home Economics	Graphic Design	
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