



YEAR 8 OPTIONS 2018

Diary of Events for Year 8 Parents and Students

Thursday 12 April Year 8 Options Information & Parents' Evening

Monday 30 April Completed option forms returned to Student Services

Welcome to your Options booklet. The aim of this booklet is to help you choose the subjects and courses to study in Years 9, 10 and 11 that will bring you success in August 2021.

Your lessons in Years 9, 10 and 11 will be made up of the core curriculum which everybody takes. This will be: English, Maths, Science and PE. The rest of your timetable will be made up of your option choices.

The range of subjects and qualifications on offer recognises that each student is an individual with different skills, qualities, interests and ambitions. You will find a variety of subjects ranging from those that are very practical with less external assessment, to those which are very academic and assessed only by exams. Your first task is to identify the subjects that you are good at, find enjoyable and which are recommended for you by your teachers.

We are holding an **Options Information and Parents' Evening**. This includes a talk about the Options Programme and the opportunity to meet with all of your subject teachers. This is on **Tuesday 4 April from 4.30-6.30pm**. We hope that you and your parents will attend. You will need to make appointments with your teachers to fit in around the time that your parents can attend the talk, which will last no more than half an hour. The first talk will be at 4.15pm and the second at 5.30pm.

Your final preferences must be handed in by **Monday 30 April**, but you can return it to us before then if you are ready.

This can be an uncertain time, but do not worry. In identifying which subjects to choose, take all the advice that is available by talking to your family, form tutor, subject teachers and senior teachers.

Wishing you every success,

Mrs A Rooney
Principal

HOW TO FILL IN THE 'MAKING MY CHOICES' FORM

Don't fill it in straight away. Wait until you have spoken to your teachers and tutor and had a chance to find out about the subjects and think about your choices.

De Warenne has a dedicated and independent team of careers advisers, from Careers Inc. Mrs Roberts and Mrs Humphryes can offer help with the Options process. As well as being present at the Options Evening, you can contact them directly. Their phone numbers and email addresses are at the end of this booklet. Consulting them could prove very useful, as a lot of college courses and careers will only allow people to join them if they already have certain qualifications at GCSE. Please ask about these if you have a particular career in mind.

Please remember that we do our best to give you your choices, but we never guarantee that all courses will run. All courses have to have a minimum number of students before they can run, and some, like practical courses, have a maximum number too.

Try your hardest to consider everything carefully and aim to make the right choices now. Once arrangements are made for organising the teaching in Year 9 it will be difficult, or even impossible, for you to change your choices.

Before handing the completed form to your Form Tutor, make sure it is signed by both you and your parent/carer.

Return the form to Student Services by Monday 30th April.

These are the options lists.

- You **must** pick one subject from each list.
- All students **must** do either History **or** Geography

Making your Choices

Block A	Block B	Block C
Geography History French Construction	Geography French Health & Social Care ICT Performing Arts Photography*	Art* Construction Health and Social Care Performing Arts Food Preparation & Nutrition Computing

Due to exam board restrictions, students are **not allowed to choose both Art and Photography. This is not a decision that has been taken by De Warenne Academy*

Students must:

- choose one option from each block
- choose one reserve subject from each block

KEY STAGE 4 QUALIFICATIONS

GCSE

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, which means that it will be useful whatever you are planning to do afterwards.

GCSEs are assessed mainly by written exams, although in some subjects there are also elements of coursework. Some subjects, like Art and Design, have more coursework and fewer exams. GCSEs used to have a grading system on a scale of A*-G, however, by summer 2018, all courses will have moved to a new grading system of 1 to 9, with grade 9 representing the highest level of attainment. Grade 4s are roughly equivalent to the old grade C.

Some subjects have always been considered to have a higher academic value for students wishing to access the country's top universities. These are often referred to as "facilitating subjects." They are English Literature, Maths, Biology, Chemistry, Physics, Geography, History and Modern Foreign Languages. They require skills of interpretation, analysis and application which are transferable into a lot of different jobs and qualifications, making them good choices for many academic students.

Technical Award

BTEC, OCR or WJEC qualifications are designed to provide specialist, work-related qualifications in a range of sectors. They have been developed to provide a preparation for employment or progression into further study in the vocational area.

Technical qualifications consist of units which are assessed in a variety of ways. Each qualification is graded as "pass", "merit", "distinction" or "distinction*", with a pass being roughly equivalent to a GCSE grade 4, a merit a grade 5 or 6 (dependent on the qualification).

New specifications have been issued for Technical Awards and all qualifications now include some element of examination as well as coursework.

Cambridge National Certificate

Cambridge National Certificates are the equivalent of GCSE qualifications and, like Technical Awards, are referred to as high quality vocational qualifications. They are assessed in the same way as Technical Awards.

THE CORE CURRICULUM – WHAT YOU HAVE TO STUDY

GCSE ENGLISH LANGUAGE

This course assesses your reading, writing and spoken language. You will study a range of fiction and non-fiction texts from the 19th, 20th and 21st centuries. The texts will support you in developing your own writing by providing effective models. You will have the opportunity to produce your own texts and use your creative writing skills and your ability to write in different styles and for different audiences. There are lots of opportunities for discussion and debate throughout the course and you will be given a separate spoken language grade together with your GCSE grades.

You are assessed in two external exam papers at the end of the course. The exams will ask you to:

- provide extended responses to reading and writing questions
- demonstrate your ability to draw together your knowledge, skills and understanding from across the course

You are taught GCSE English Language and GCSE English Literature together and some of the tasks and activities are relevant to both of the qualifications. In both subjects, you are taught to read fluently and write effectively. You will develop your reading and writing skills in order to demonstrate a control of Standard English and communicate in grammatically correct sentences. You will also develop your creative writing skills, deploying a range of figurative techniques.

GCSE English is really important for a whole range of careers and courses. Colleges and employers will expect you to have GCSE English and you need it to be able to study A Levels in the Sixth Form.

For GCSE English Language, spoken language skills are taught and assessed, although these marks do not contribute to the overall qualification.

GCSE ENGLISH LITERATURE

This course involves reading and writing about books, poems and plays. You will study a wide range of each, looking at both modern works and works from English Literary Heritage. There will be lots of opportunity for discussion and debate.

You will be assessed in two external examinations on the following:

- A play by William Shakespeare
- A 19th century novel
- A contemporary text
- A range of poetry from an anthology
- Aspects of unseen poetry

GCSE Literature helps you to develop a range of vital skills for all sorts of careers and courses. Most colleges and employers will expect you to have it and you need it to be able to study English A Levels in the Sixth Form. We offer A Level English Literature and Language - very useful to anyone wanting to go to University, especially to study English, History and Law.

English Language and English Literature courses are assessed through exams at the end of Year 11. We are currently following the Eduqas programme of study.

For further information, contact:

Mrs S Hannon, Learning Leader for English

GCSE MATHS

In September, you will begin to follow the GCSE course for Mathematics. You will follow a programme of study which spans the three years of school in Years 9, 10 and 11. The course covers the six key strands of mathematics: Number, Algebra, Ratio (including Proportion and Rates of Change), Geometry and Measures, Probability and Statistics. These different strands are revisited throughout the course.

In order to ensure that you have every opportunity to achieve at least your GCSE target grade, you will be assessed regularly using graded questions. These assessments will be marked and a current working grade awarded. This will tell you what grade you are currently working at. After each round of assessment, individual feedback will be given and follow up work provided where appropriate, which ensures you continue to make progress.

There will be no external exams in either Year 9 or Year 10. The external exam is completed at the end of Year 11. The final exam has three papers: Paper 1 (calculator NOT allowed), Paper 2 (calculator allowed) and Paper 3 (calculator allowed). Each exam paper lasts 1 hour and 30 minutes. The GCSE examination follows a specification with no coursework element. A final grade is awarded based solely on the success of the three exam papers.

The new format contains a greater number of questions relating to real life scenarios, which assess problem solving techniques. The quality of written communication in answers is also assessed. We currently follow the Edexcel GCSE (9–1) in Mathematics specification.

For further information, contact:

Mrs J Baker, Director of Maths

PE

You will follow a high-quality Physical Education curriculum that will inspire you to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for you to become physically confident in ways which will support your health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Students will be expected to take part in every lesson with full kit. Should they be injured or unwell they will be provided the opportunity to take on a range of roles including: umpire, leader, coach or performance analyst.

The Physical Education curriculum aims to ensure that you:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead a healthy, active life

This core element of PE is not assessed, but is compulsory for all secondary students across the country.

For further information, contact:

Mr D Gough, Learning Leader for PE

GCSE COMBINED SCIENCE

The aim of our Key Stage 4 courses is to produce 'scientifically literate citizens' who have an understanding of 'How Science Works'. We offer GCSEs through AQA specifications. Many of you will take the Combined Science course, which is worth 2 GCSEs and includes elements of Biology, Chemistry and Physics. There is also the option of Separate Sciences, available for those pupils who demonstrate their ability to work at a more advanced level during Year 9.

All of the AQA GCSE courses are assessed through exams at the end of Year 11. Exam questions will be a mixture of multiple choice, structured, closed, short answer and open responses. They will assess the depth of subject knowledge and practical skills, developed through a wide range of required practical activities.

If you achieve well in 2 or 3 Science GCSEs you will be able to progress to our Post 16 Science programme which offers A Level Biology, Chemistry, Physics and BTEC Applied Science.

SEPARATE SCIENCES (sometimes referred to as Triple Science)

This is an exciting and challenging course. It is worth 3 GCSEs and will take the place of Combined Science. Separate Sciences are being taken by more and more students across the country and this route is widely viewed as the best preparation for A Level Sciences. This is a course where students frequently exceed expectations and often develop a lifelong passion for Science.

Assessment is all through final examinations at the end of Year 11. Exam questions will test subject knowledge and practical skills, based around required practical activities. You will be given plenty of opportunity to practise these skills as the course goes on.

The exam board is AQA and the separate specifications are GCSE Biology, Chemistry and Physics.

Science is extremely important for a wide range of careers, such as jobs in healthcare and medicine, engineering, working with animals and also less obviously in careers such as accountancy and business, where a good qualification in Science demonstrates an ability to think through problems logically. The higher the qualification you get in Science, the wider the range of careers available to you.

For further information, contact:

Mr S Belk, Learning Leader for the Sciences

GCSE FRENCH

Introduction

With French words making up over 30% of the English language, students not only have a head start in studying this academically rigorous subject, it also gives them an enormous helping hand in improving literacy in their own language too. Focussed on the acquisition of four skills: speaking, reading, listening and writing, French at GCSE enables students to develop the abilities necessary to do well beyond the classroom. As well as furthering awareness of other cultures and broadening horizons, the range of career possibilities using languages is broad, including teaching, interpreting and translating. In addition, over 90% of careers where languages are used are within non-linguistic professions such as marketing, sales, politics, media and finance.

A qualification in a language is extremely beneficial when applying to any Higher Education establishment. The team offers A Level French in the Sixth Form.

Course Content

The GCSE French course covers a wide range of skills and topics. There are three broad themes to the GCSE course in French which are Identity and Culture, Local, National, International and Global Areas of Interest, and Current and Future Study and Employment. The overall weighting for the four skills will be 25% each (Listening, Reading, Writing and Speaking). The examining board is currently AQA.

Due to changes in the specification, there are no longer controlled assessments in Modern Foreign Languages. Therefore, all assessment will be exam based. Students can be entered for either Higher or Foundation tier and the exams will be taken at the end of Year 11.

For further information, contact:

Mrs C Hill, Learning Leader for Languages

GCSE GEOGRAPHY

Introduction

Are you interested in exotic and exciting places around the world? Do you have a passion for knowledge about the world we live in and different cultures? Geography is not only up to date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems can be explained using an understanding of geography and we will need the geographers of the future to help us tackle them.

Geography provides many opportunities for you to expand your knowledge and understanding of the world we live in and the global issues faced by humans and the environment. Topics of study include Climate Change, Poverty, Natural Disasters, Deprivation, Global Shifts in Economic Power and the Challenge of Sustainable Resource Use. The subject encourages you to understand your role in society, by considering different viewpoints, values and attitudes. You have already explored many of the themes and developed several of the skills in KS3 Geography.

Geography helps you develop a huge skill base that is essential in both Further Education and the world of work, including: decision making, problem solving, teamwork, individual enquiry, communication, numerical skills, statistical skills, debating, organisation, presentation, ICT and geographical skills. This mix of knowledge and skills, makes Geography a desirable subject to have on your CV.

Course Content and Assessment

Paper 1: Living with the Physical Environment (35% of GCSE).

This section covers: Natural hazards, tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, cold environments, coastal landscapes, river landscapes and glacial landscapes.

Paper 2: Challenges in the Human Environment (35% of GCSE).

This section covers: The urban world, urban change in the UK, urban sustainability, the development gap, newly emerging economies, the changing UK economy, resource management, food management, water management and energy management.

Paper 3: Geographical Applications (30% of GCSE).

This section provides students with the opportunity to demonstrate geographical skills and apply knowledge / understanding, by looking at particular issues developed in Paper 1 and Paper 2. The paper includes: issue evaluation, fieldwork and geographical skills.

We currently follow the AQA specification, which is examined at the end of Year 11.

For further information, contact:

Mr S Allott, Learning Leader for Humanities

GCSE HISTORY

Introduction

If you are interested in:

- studying history through the eyes of people who lived in the past
- finding out about how peoples' lives have changed and how people in the past thought differently from us
- debating and understanding why there are sometimes different, but equally valid, points of view on the same subject

...then GCSE History is the course for you!

History is not just the study of the past. It enables students to develop transferable skills that can be used in later life. Employers and Higher Education institutions increasingly like students to have a qualification in History because of the skills you are encouraged to develop. Skills such as analysing information, interpretation and debate are all developed through the study of History.

Course Content

Students will study:

- Medicine Through Time
- British Sector on the Western Front - investigating how war had an impact on medicine
- Elizabethan England 1558 – 1588 – studying how she established her power, Mary Queen of Scots and England's relations with Spain, leading to the Armada of 1588
- The American West - focusing on the expansion of the USA, relationships between Plains Indians and Settlers, Cowboys and Law and Order
- Germany 1919 – 1939 – focusing on Germany after the First World War, leading into Nazi Germany

Assessment

The course will be examined externally at the end of Year 11. There will be no controlled assessment or coursework.

Other Information

Apart from enjoying the course and being more aware of the wider world, GCSE History is a solid basis for many A Level subjects. Students who have done well in History often study A Level subjects such as Politics, Law, Economics and Sociology. History also goes well with subjects such as English and languages.

For further information, contact:

Mr S Allott, Learning Leader for Humanities

TECHNICAL AWARD IN HEALTH AND SOCIAL CARE

Introduction

The Level 2 qualification in Health and Social Care provides learners with a stimulating and engaging introduction to the Health and Social Care sectors. It presents learners with knowledge, skills and understanding in a meaningful, work-related context, allowing them to understand both the theories and their application in real, everyday settings.

This course prepares students for work in an area which provides varied opportunities for them to make a difference to peoples' lives in a positive way. It can lead to a Level 3 course, either here in the Sixth Form or at college.

The Health and Social Care course is a vocational qualification but it also has a number of academic demands.

Course Content

These are the units that the students will cover.

Human Lifespan Development
Health and Social Care Values
Health and Wellbeing

Assessment

One unit is assessed externally in the form of a written assessment which is worth 40%. The other two units are assessed internally through different forms of assessment, including reports, presentations, display work, and role plays

For further information, contact:

Mrs C Shires, Learning Leader Health and Social Care

TECHNICAL AWARD IN PERFORMING ARTS (DRAMA)

Course Content and Assessment

Examining a combination of practising, performing and perfecting expressive arts, this course is suitable for anyone who has an interest in performing for others in a theatrical sense – or anyone who simply wishes to enhance their skills of delivery and presentation, while improving their confidence.

This course is 50% practical work and 50% written coursework.

Exploring (written tasks)

Students will examine live and recorded performances, in order to develop their understanding of other practitioners' work (acting, dance and musical theatre), with reference to the influences that shaped them, the outcomes of the performance and the purpose they were originally intended for. They will apply theoretical views on constructing a performance to the work of others, using interesting and varied stimuli.

Developing

Students will develop their acting skills and techniques through the reproduction of an existing script, adding their own interpretations and injecting something of their own creativity and style to a previously scripted piece. This will challenge their ability to think inventively, introducing them to the concepts of writing, directing and stage management.

Performing

Students will be given the opportunity to work as part of a group to devise a piece of drama in response to a given brief and stimulus. The material will be provided by the exam board, Pearson, and will be accompanied by a piece of Controlled Assessment, in which students will write up a review of the process and performance.

Evaluating

Students will write a document, in controlled conditions, that reflects on the success of their performance work, encouraging them to consider their collective strengths and areas for improvement. These skills of self-awareness and evaluation are increasingly important in the world of work.

Rehearsals and performances are a compulsory part of the course. Students are assessed in both elements and must keep a diary of their progress through rehearsals. They have to demonstrate their ability to critique a rehearsal performance – and then show that they can make the changes needed to make their performances the best they can be.

For further information, contact:

Mrs H Hunt or Miss S Heath, Teachers of Performing Arts

GCSE PHOTOGRAPHY

Due to exam board restrictions, this subject cannot be chosen alongside GCSE Art

Introduction

GCSE Photography provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are personally relevant and developmental in nature. The qualities you require to be successful in this course are the ability to be able to work independently, work at home or after school regularly to complete work and to be inspired by different types of photographic form. You will also be expected to write fluently about your work and the work of others. Finally, many of the starting points for projects are based on 'observation', as this forms the basis of the photographs you will develop.

Course Content

Pupils will be expected to demonstrate skills and techniques in the context of their chosen area(s) of study within the use of photography. To do this you will:

- Demonstrate the ability to explore formal elements of visual language; line, form, colour, tone, pattern and texture, in the context of lens-based and light-based media
- Investigate different ways of working as appropriate to chosen area(s) of study
- Respond to an issue, theme, concept or idea, working to a design brief
- Make reference to viewpoint, composition, focus control, depth of field, movement and narrative
- Use appropriate techniques, technologies and equipment for recording images and lighting subjects within chosen area(s)
- Show an understanding of the developing, printing, manipulation and production qualities of still and moving images where appropriate
- Provide evidence of the use of safe working practices

Assessment

Unit 1: Portfolio of Work 60%: one main project, marked out of 96, covering four assessment objectives on:

- Research, writing and development on different photographers
- Experiments with different media
- Observation and annotation
- Final piece

Unit 2: Externally Set Task 40%: set task, marked out of 96.

This unit is set by the exam board. A brief is provided and students work through the 4 assessment objectives over a period of time as they would for unit 1.

For further information, contact:

Mr C Deakes, Teacher of Art and Photography

GCSE ART AND DESIGN

Due to exam board restrictions, this subject cannot be chosen alongside GCSE photography

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. The qualities you require to be successful in this course are the ability to work independently, at home or in after school in clubs, to complete work and to be inspired by many different types of art form. You will also be expected to write fluently about your work and the work of others. Many of the starting points for projects are based on different types of observational drawing, as this forms the basis of all artistic developments.

Course Content

This is a strong foundation for further progression to Art and Design related courses, such as A Level Art and Design, BTEC Level 3 courses and to enhanced vocational and career pathways. Students will be able to carefully and professionally select, organise and present their portfolio and ensure that it provides evidence of meeting all four assessment objectives (see below). Students will identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

Assessment

Component 1: Portfolio 60%, possible total of 96 marks.

The portfolio must show explicit coverage of the four assessment objectives. It must include a sustained project, evidencing the journey from initial engagement to the realisation of intentions. The portfolio may also contain a selection of further work undertaken during the student's course of study. The 4 assessment objectives contain the following developments in art:

- Research, writing and development on different artists
- Experiments with different media
- Observational drawings and annotation
- Final piece, that shows links to an artist and work created through the previous 3 assessment objectives.

Work selected for the portfolio should be presented in an appropriate format and might include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic and digital presentations. There is no time limit to complete this unit, but, generally, all of Component 1 will be finished before the spring term starts in the second year.

Component 2: Externally Set Assignment, 40%, marked out of 96. This unit is set by the exam board and a set of questions are provided. Students chose one as a starting point, working through the 4 assessment objectives over a period of time, as they would for their portfolio.

For further information, contact:

Mr C Deakes, Teacher of Arts and Photography

TECHNICAL AWARD IN HOSPITALITY AND CATERING

Introduction

This course is designed to develop knowledge and understanding of a range of hospitality and catering providers; it looks at how they operate and what they have to take into account to be successful. There are opportunities to learn about nutrition and food safety and how they affect successful hospitality and catering operations. Students will also have the opportunity to develop some food preparation and cooking skills, as well as transferable skills such as problem solving, organisation, time management, planning and communication.

Course Content

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available in the sector, to assist them in making choices about progression.

They will complete two units of work:

Unit 1 – The Hospitality and Catering Industry

The purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry to propose new hospitality and catering provision to meet specific needs.

Unit 2 – Hospitality and Catering in Action

The purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Assessment

Students will sit one online exam, this makes up 40% of the qualification. The remaining 60% of the qualification is assessed internally, which will be in the form of practical tasks involving planning, preparing, cooking and presenting nutritional dishes.

For further information, contact:

Mrs J Bennett, Teacher of Food and Hospitality

TECHNICAL AWARD IN CONSTRUCTION & THE BUILT ENVIRONMENT

Introduction

The construction course is a practical, work-related one. You will learn by completing practical projects and theoretical assessment books. These tasks are based on realistic workplace situations, activities and demands. The course introduces you to the construction industry and employment in this area. It also provides opportunities to learn basic skills in trade and service areas.

Options for progression include moving onto further qualifications in construction and the built environment, for example a BTEC National Award, a Level 3 course offered at local colleges. There are also Level 2 courses which are trade specific, such as brick laying. Progression can also include entering the construction industry with the possibility of undertaking additional training, leading to the completion of an NVQ and/or an apprenticeship. This can be done through employment and working through external providers.

Course Content

The course consists of three core units.

Unit 1: Exploring the Construction Industry and the Low-rise Building Construction – This component looks at the construction industry and how it impacts on society. It examines the forms of construction that can be used for low-rise (up to 5.2 metres in height) domestic dwelling construction.

Unit 2: Construction Skills and Techniques – In this unit, students will develop skills and techniques in one of a range of construction industry roles from painting and decorating, brickwork and blockwork, carpentry and joinery, electrical principles or plumbing principles.

Unit 3: Sustainability in Construction – In this unit, students will examine how sustainability impacts on the construction industry; they will explore the approaches that the construction industry can take to reduce its impact on the environment.

Assessment

Students will be assessed throughout the course on their practical skills and theoretical knowledge of construction. Units 1 and 2 will be assessed by internally set practical and written tasks and activities. Unit 3 is an external exam and is worth 40% of their overall grade.

For further information, contact:

Mr P Wilkinson, Teacher of Construction

GCSE COMPUTER SCIENCE

Content overview

The computer science course is a rigorous, scientific, academic qualification. It differs from other ICT courses in that it is more concerned with programming and networking elements of computing than developing knowledge of software systems.

Component 01: Computer systems

This unit introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. It is assessed by an externally set exam.

Component 02: Computational thinking, algorithms and programming

In this unit, students apply the knowledge and understanding gained in component 01 to given situations. They develop skills in computational thinking, using algorithms, demonstrating programming techniques, producing robust programs, using computational logic, translators and practising data representation. The skills and knowledge developed within this component will support students in completing the Programming Project. It is assessed by an externally set exam.

Programming Project

Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, then create suitable algorithms to achieve these outcomes. Students then code their solutions in a suitable programming language and check its functionality, using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future.

The Programming Project does not count towards a candidate's final grade, but is a requirement of the course.

For further information, contact:

Mr D Shires, Learning Leader for ICT and Computing

Mr D Joyce, Teacher of Computing & ICT

LEVEL 2 ICT

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area. The ICT qualification will be a great option for you if you have an interest in creative computing, for example, digital graphics and animations, interactive multimedia products or computer games.

The aim of the qualification is to teach digital design skills and enable you to use digital tools to express your creativity in an informed and responsible way. It could lead to Further Education, training and a career in an ever-growing, changing and dynamic industry.

The course is assessed through multiple units. Examples include:

- Developing Web Products
- Creative Multimedia
- Artwork and Imaging
- Game Making

One unit is assessed through an exam, while the other three units are made up of internally assessed and moderated coursework.

For further information, contact:

Mr D Shires, Learning Leader for ICT and Computing

Mr D Joyce, Teacher of Computing & ICT

CAMBRIDGE NATIONAL AWARD IN SPORTS STUDIES

All students in the year group will complete this qualification.

The information below has been supplied to give students an idea of the content of the course, should they wish to revise, study or research independently.

Introduction

This course allows all students to study a wide variety of sports-related issues in a theoretical context. Study focuses around some of the core skills required to be successful in the world of sport. Students will be taught how to be a good leader and given the confidence to plan and deliver specific training sessions. They will analyse performance and plan structured training to improve their own and others' performance. Students will also be given an insight into some of the most current trends and contemporary issues surrounding sport and how it is portrayed in the media.

Course Content

The course is modular and students will study four key units:

- Contemporary Issues in Sport
- Developing Sports Skills
- Sport and the Media
- Sports Leadership

Assessment

Assessment consists of four elements. Each unit is assessed separately via a variety of methods including reports, presentations and core tasks. Each task is moderated both internally and externally. Contemporary Issues in Sport is the only Unit that is completely externally assessed and takes the form of a 1 hour written examination, completed at the end of Year 11.

For further information, contact:

Mr D Gough, Learning Leader for PE

FREQUENTLY ASKED QUESTIONS

How do I make my choices?

You may already have an idea of what subjects you would like to study or what career you would like to follow. In making your choices, please remember the following:

Good reasons for choosing a subject:

- You enjoy it
- You are good at it
- You are interested in it
- You need it for your future education and/or career.

Poor reasons for choosing a subject:

- Your friend has chosen it – what is a good choice for your friend may not be a good choice for you; you may well not be in the same teaching group as your friend
- You like your current teacher – you must choose a subject and not a teacher; you may well not get the same teacher in Key Stage 4
- You may need it for a future career but if it is not a strong subject for you – you need to think carefully and realistically about your choice of career

Be as honest as you can about your abilities, skills, interests and hopes for the future when making your choices. You will have to study your choice of subjects for three years, so make sure you choose wisely. Remember, it is *your* future and *your* career.

Can I change my mind later?

The simple answer is **no**.

That is why you have to put some careful thought into your choices in the first place. We do, however, all make mistakes and it is important for everyone to understand how complicated the whole process is. We have to make sure that none of the groups are too big or too small. We have to make sure that there is a good balance in the groups. This all takes time and changes can disrupt the balance we achieve. On rare occasions, it is possible for a small number of changes in the first half term of the academic year. After this point, there would be too much work for you to make up. That is why it is so important to think very carefully about the choices you make at this moment.

Will I automatically get my first choice?

Again, the simple answer is no.

- We may have to reconsider offering a course if only a very few students make this choice or we cannot provide the best possible member of staff
- Sometimes, we have to limit the number of students on a particular subject/course for safety reasons or because of the equipment needed. It would be wrong to cram 30 students into a catering room, for example

We also have to take into consideration your performance so far this year, the levels you achieve, your attendance and your effort. We have been telling you this from the moment you arrived at the academy and encouraging you to always give of your best.

Some subjects may require a level of knowledge, skill and understanding that is clearly not appropriate for you. If this is the case, we will have to ask you to choose again. That is why we have

a range of pathways, to give you access to the courses that are the most suitable for you. You will be asked to keep in mind a reserve choice and to note this on your 'Option Choices Form' but even then, we may still have to sit down with you and your parent/carer to make sure we have got the best possible fit. Remember, this is about securing your future.

Will the courses be exactly as described?

There may be some changes to the content of a few courses. However, the details in the course descriptions in this booklet will give a good idea about the types of things likely to be studied on each course. This may be particularly true for some courses that are currently being amended and reviewed by the exam boards, following changes in government policy.

When will I have to sit any assessments?

Assessments will take place all year round. This is a good thing because it spreads the burden of work across the whole year. Good performance in these assessments is essential as they are part of your final grades. It is important, therefore, to ensure that you prepare as well for these exams as you will do for any exams taken in your last weeks of school. You will also need to make sure that any coursework is completed to the best of your ability and handed in on time. In GCSE courses, examinations will take place at the end of Year 11, but there will be mock exams throughout each academic year to help you to prepare for them.

The fact that your assessments can take place at any point during your course means it is essential that you and your parents/carers **do not book holidays during term time**. If you miss an assessment, there may not be an opportunity to take it again.

Post-16 Pathways

Students need to plan ahead and think about what they are likely to do at the end of Year 11, because the choices they make now could affect their options in the future. If they plan to continue academic study and progress through to A Levels and possibly university, they need to consider having a broad range of subjects in their options.

The Government has made it compulsory for all students to continue receiving either education or employment-based training until they are 18. This means that even if they want to find a job as soon as they leave school, their employer **MUST** ensure they get full training, which leads to a qualification.

There are four main pathways at the end of Key Stage 4:

1. De Warenne Academy Sixth Form

The Sixth Form offers a range of Level 2 and Level 3 courses and a programme of study can be arranged to meet all requirements. This offer includes A Level courses and BTEC courses. Students can also access a range of other courses through our partnership with other Delta Academies in Doncaster, including vocational programmes, work experience and apprenticeships.

It is worthwhile considering the opportunities offered by the Sixth Form at De Warenne Academy, even at this stage. Results at De Warenne are excellent and students are successfully making the transition from Sixth Form study to a range of prestigious destinations, including university and employment.

2. Colleges

There are a number of colleges in our area, including Doncaster College and Dearne Valley College. They offer a variety of courses from pre-entry to degree level courses and the subjects range broadly. Help in how to research the wealth of courses offered can be found with the Careers Inc team.

3. Other Training

There are other ways to get training and qualifications, either with a training provider or through an employer. Students can achieve NVQs or other vocational qualifications whilst they work. Some of these programmes will prefer students to have related qualifications. For example, if you want an apprenticeship in ICT, it may be useful to have studied the subject up to Year 11.

4. Learning While Earning – A Job With Training

The Apprenticeship Programme is for 16-24 year olds in employment. An apprentice is employed and can work towards nationally recognised qualifications whilst at work – and earning a wage. Students who do not successfully secure an apprenticeship before they leave Year 11 can apply, through De Warenne Sixth Form, for a place on our pre-apprenticeship scheme. For more details, please see our online prospectus or speak to Mr Turton or a member of the Sixth Form team.

What Help Is Available?

It is important that students make the right choices, not only to allow them to enjoy their studies and achieve their potential during their time in Key Stage 4, but also to allow them to progress onto to whatever they may wish to do Post 16. To help them make the right choices, you should consider the information in this booklet carefully with them. Choosing options should be a joint process between students and their parents/carers, with guidance from teachers and other professionals.

For more information on option choices students can:

- Speak to their Form Tutor and discuss their strengths and weaknesses
- Talk to older students
- Look at the descriptions of the courses in this booklet – talk to the members of staff listed in each course description
- Speak to a member of SLT: Mrs Rooney, Miss Wildman, Mrs Shires and Mr Storey are often in the Atrium at break times and during lunch. They are also in the Academy before and after school
- Talk to family/brothers/sisters/friends for their advice. Although the content and assessment of many of our courses is changing, they may still have useful and relevant information or advice to share
- Check the internet for information about jobs and careers and write for further information
- Access careers advice at the Academy

Our dedicated careers officers are Andrea Roberts and Karen Humphries. They are in the academy once a week and a list of dates has been supplied, but students or their parents can use the following details to arrange an appointment to discuss Option Choices:

Email: robertsa5@dewarenne.org.uk or humphryesk@dewarenne.org.uk
aroberts@careersinc.co.uk or khumphries@careersinc.co.uk

Telephone: 01709 864001

If you require any further information on the options process or have any questions please do not hesitate to contact subject teachers, learning leaders or Miss Wildman (Assistant Principal).

Careers Inc dates

Andrea or Karen will be in the academy on the following dates, but if you wish to ask a question before then, please feel free to ask Miss Wildman, who will be able to pass on your query.

<u>Date</u>	<u>Adviser</u>
Wednesday, 11 th April	Andrea Roberts
Monday, 16 th April	Karen Humphryes
Wednesday, 25 th April	Andrea Roberts
Monday, 30 th April	Karen Humphryes
Wednesday, 9 th May	Andrea Roberts
Wednesday, 16 th May	Andrea Roberts
Monday, 21 st May	Karen Humphryes
Wednesday, 6 th June	Andrea Roberts
Wednesday, 13 th June	Andrea Roberts

MAKING MY CHOICES FORM

Name:

Tutor group: 8

Block A	Block B	Block C
Geography History French Construction	Geography French Health & Social Care ICT Performing Arts Photography*	Art* Construction Health and Social Care Performing Arts Food Preparation & Nutrition Computing

All students **must** choose either **History** or **Geography**.

**Please remember, due to exam board restrictions, students may not study both Art and Photography. This decision has not been made by De Warenne Academy.*

Block A Choices	1 st
	<i>Reserve</i>

Block B Choices	1 st
	<i>Reserve</i>

Block C Choices	1 st
	<i>Reserve</i>

Signed _____ (Parent) Date _____

Signed _____ (Student) Date _____

Please return the completed form to Student Services by Monday 30th April

