



Shoreham Academy

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Part of United Learning

YEAR 8 OPTIONS

2018

Please note : all the information in this booklet is accurate at the time of printing, however it may be subject to later changes due to either internal or external instruction.

INTRODUCTION – A GUIDE TO KEY STAGE 4

CURRICULUM OVERVIEW

OPTION SUBJECTS

2 Year GCSE studied in Years 9 & 10

ART

ANCIENT HISTORY

DANCE

DESIGN TECHNOLOGY

FOOD & NUTRITION

GRAPHICS

ICT

MEDIA

MUSIC

STATISTICS

In KS4 students will follow individual timetables made up of two parts; the compulsory **Core subjects** and their chosen **Option subject**.

CORE

In Year 9 students study the following **CORE** subjects; English, Maths, Science, History, Geography, Languages, PE, and Religious Studies. In Years 10 & 11 the **CORE** element of the curriculum is made up with English, Maths, Science, and PE. The numbers in the tables below represent the hours spent studying each subject per week.

KS4 CORE CURRICULUM

YEAR GROUP	ENGLISH	MATHS	SCIENCE	LANG	GEOG	HIST	PE	RS
YEAR 9	4	4	4	3	2	2	2	1

YEAR GROUP	ENGLISH	MATHS	SCIENCE	PE
YEAR 10	4	4	4	1
YEAR 11	5	4	6	1

OPTIONS

Key Stage 4 options are introduced in Year 8, however, they will be individually reviewed during the spring term in Year 9, when 'Amber' options may be amended.

OPTION 1 (GREEN)

- Choose 2 subjects in order of preference from 1-2 (a first choice and a reserve).
- In Year 9, one of these choices will be added to the core subjects to create individual timetables.
- Option subjects will be timetabled for 3 hours per week.
- **Option 1 is a 2-year course and will be studied in Years 9 & 10.**

OPTIONS 2, 3 & 4 (AMBER)

- At least one option must be made from the 5 compulsory EBACC options block (Geography, History, French, Spanish, German).
- Choose 2 further subjects from the main options list.
- Please indicate a 1st choice and a reserve option (in order of preference) for all 3 options.
- In Year 10, these three options will be added to option 1, with the core subjects to create individual timetables.
- Each option subject will be timetabled for 3 hours per week.
- **Options 2, 3 & 4 are all 2-year courses and will be studied in Years 10 and 11.**

2-year GCSEs studied in Years 9 & 10

ART

ANCIENT HISTORY

DANCE

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MEDIA

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STATISTICS

Qualification and Exam board: FINE ART GCSE – AQA

Course content:

The first year consists of two units of coursework, introducing a range of artists, new techniques and processes. During the second year, students will undertake a project with cultural links, that will culminate in a mock exam. Students will then modify and refine their work, consolidating all that they have produced into a portfolio of coursework, that is assessed at the end of the course. Students will gain experience and confidence in using a wide range of materials, including sculpture, painting, printmaking, graphics, photography and digital manipulation.

The final part of year two, involves students producing a body of work, based on a theme set by the exam board. Students will visit and study famous Art works first hand through visits to national galleries and exhibitions.

Assessment: Coursework makes up **60%** of the final mark and the ten-hour examination unit makes up the remaining **40%** of the mark. Work is assessed by an AQA Moderator. AQA offer GCSE grades **9-1**. For a detailed description of the course syllabus and specification please visit the AQA website: www.aqa.org.uk

Skills required: Students need to have an enthusiasm for Art. The course requires them to be creative, reflective and have the ability to take advice and criticism.

Pathway into Further Education/employment: After GCSE students can study AS and A2 level then go on to Higher Education. Students interested in the following careers should study Art GCSE:

Animator, Architect, Fashion, Careers in Museums and Art Galleries, Art Therapy, Floristry, Furniture and Product Design, Graphic Designer, Make-up/Stage Artist, Package Design, Painter and Decorator, Photographer, Costume and Set Design, Teaching, Model Maker, Jewellery Design, Web Design, Sign Writer, Film and Special Effects, Textile Design, Town Planning, Television work.

Students' view:

*'I enjoy Art because I am free to be creative, express myself and make my own decisions',
'Art is hard work, but I feel really proud of the work I have done', Issy Stuart Y11*

Students have also said that they get good encouragement and support from their teachers during Art lessons and in after school sessions.

Qualification and Exam board: OCR GCSE

This GCSE in Ancient History helps students explore and appreciate the ancient world. It offers the chance to study some of the defining characters from history, including Alexander the Great, Cleopatra and Hannibal. It also covers defining events such as the Battle of Thermopylae, the foundation of Rome and the creation of democracy.

Students must complete both components (01 and 02) to be awarded the OCR GCSE (9-1) in Ancient History.

1. Greece and Persia 1 hour 45 mins 50% of GCSE

The compulsory period study focuses on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I. Students develop their understanding of the unfolding narrative of substantial developments and issues associated with this period.

Students study one depth study from the three on offer:

From Tyranny to Democracy, 546—483 BC
Athens in the Age of Pericles, 462—429 BC
Alexander the Great, 356—323 BC.

2. Rome and its neighbours 1 hour 45 mins 50% of GCSE

The compulsory longer period study focuses on the kings of Rome and the early Roman Republic, with an emphasis on the most interesting events and characters.

Students study one depth study from the three on offer:

Hannibal and the Second Punic War, 218—201 BC
Cleopatra: Rome and Egypt, 69—30 BC
Britannia: from conquest to province, AD 43 — c. 84.

Qualification and Exam board: GCSE / AQA

Course content: Dance focuses on the aesthetic and artistic qualities of contemporary dance and the use of dance movement as a medium of expression and communication, developing knowledge, skills and understanding by creating and interpreting images, ideas and concepts through dance.

The new specification has relevant and exciting stimuli for all choreography and has broadened the range of professional works studied. The study of the anthology of professional works will develop students' ability to critically appraise dances of different styles and cultural influences, providing a springboard for engaging practical tasks.

Assessment:

Component 1: Performance	30%
Choreography	30%
Component 2: Dance Appreciation	40%

Skills required: Students must have a keen interest in all aspects and genres of dance (including contemporary) and have some practical dance background. Students will need to demonstrate a healthy lifestyle, team working, commitment to extra curricular activities and creativity.

Pathway into Further Education/employment: Students may use this qualification to further their careers in the Performing Arts or Dance industry, including going on to do Higher Education qualifications.

Students' view:

“ GCSE Dance is a lesson where we are able to learn practically and express our creativity without the constraints of being in a classroom. We have been able to find our individuality whilst having the support of teachers and peers.” Amy Stimpson (11) , Phoebe Minall (10) , Harriet Purser (10), Aleigha Bushara (10) and Charlotte Hardy (9)”.

Qualification and Exam board: GCSE/AQA

Course content: This is a course for students who like the challenge of designing and making products. On this course you will learn the technical theory behind this subject, combined with practical lessons where you will learn how to work with a variety of materials, tools and processes. As well as learning traditional skills you will learn how products are made in industry and we also make extensive use of Computer Aided Design and Manufacture.

Assessment:

Coursework Assignment	50%
End of course examination	50%

Skills required: This is a course suitable for students with a very good aptitude for Mathematics, Science, technical problem solving who have a strong interest in design.

You will be required to work hard and undertake regular homework study. It is essential that you take a pride in your work and show patience and commitment in learning new skills and knowledge. Students need to be able to work safely and responsibly in this potentially hazardous working environment.

Pathway into Further Education/employment: The course is suitable for anyone who is interested in developing their skills and knowledge of design principles, manufacturing processes and material properties. It could lead on to further study of Architecture, Product Design, Engineering, Jewellery Design, Marketing and Environmental Sciences.

Students view:

'This is different from most subjects. We learn a lot about materials and how things work but we also get to be creative and to do practical work'. Dave, Year 9

Qualification and Exam board: GCSE/AQA

Course content: This new and exciting GCSE equips students with a variety of cooking skills as well as knowledge of nutrition, food traditions and kitchen safety. This GCSE will inspire and motivate students, opening their eyes to career opportunities and giving them the confidence to cook with ingredients from around the world.

Assessment: There are 3 sections to the GCSE: 2 Non-exam assessments (NEA) and 1 exam. The NEA assessments involve students planning, preparing and cooking a menu and completing a food investigation which are all completed in class.

Skills required: Students need to have a keen interest in cooking and learning about nutrition. All students will be expected to participate in practical lessons and provide their own ingredients, therefore they must ensure that they have very good organisational skills.

Pathway into Further Education/employment:

Catering, Hospitality, Nutritionist, Food Technologist, Chef, Food Scientist.

Students views:

In Food GCSE we design and make food and you can let your imagination flow. You learn more about what is in the food you eat and how it works in the body. Its great fun! - Billy Yr. 9

I enjoy Food GCSE because I like learning about nutrients found in different foods, I also enjoy learning about hygiene and safety when preparing different foods - Lily Yr. 10.

I like Food GCSE as you get to work independently as well as in groups. I think Food GCSE is useful because you also learn about preparing food safely - Riya Yr. 10

We enjoy Food GCSE because it teaches us what ingredients help us to be healthy and about peoples' different dietary needs and it's a fun subject to learn about - Yasmin, Amy, Louise Yr. 10.

Qualification and Exam board: GCSE/AQA

Course content:

A successful communication of a message is achieved through the careful organisation of images and words. Graphic Designers produce packaging, advertisements, typography, illustrations and layouts for magazine and book design. Students will learn graphical communication techniques, use their research on artists and designers to inspire their work, and will investigate, explore and develop ideas. They will gain confidence in using a range of materials and processes; from paint, inks and printing to Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM). This will enable them to develop and produce final pieces of work.

The coursework, is split into 3 units over year one and two; in the final part of year two students produce a portfolio of work, based on a theme set by the exam board.

Assessment:

Coursework	60%
Exam	40%

Skills required: Students should have a keen interest in Art and Design and developing their own skills and knowledge in this area.

Pathway into Further Education/ employment: After GCSE students can study AS and A2 level Graphic Design then go on to Higher Education. Students interested in the following careers should study Graphic Communication GCSE:

Graphic design, typography, illustrating, copywriting, art director, web designing, product design, architecture design, theatre design, fashion design, textile design, interior design, model making, set design, jewellery design .

Students view:

Amie: 'I think Graphics is a creative and unique mix of Art and Design, with the tech and ICT influence'

Katherine: 'It opens your eyes to new ways of looking at art and at simple products'

Jack: 'It is a subject I'd definitely recommend to everyone'

Qualification and Exam board: OCR

Course content:

This qualification gives learners a head start when it comes to gaining valuable, practical IT skills. Students will gain knowledge and understanding of:

- IT systems
- Hardware
- Software
- Project management
- Data Management
- Securing IT systems

Learners will study the fundamental aspects required in the three IT occupational areas: creative, data management and technical. They will also study the specific theory and skills required in their chosen occupational area in greater depth resulting in the creation and evaluation of an IT system.

Learning will take place through a mixture of real-life case studies, practical tasks and a study of theoretical concepts. They will develop their IT knowledge, understanding and skills. Learning will be engaging and take place in a vocational context, allowing the learner the opportunity to create products, or artefacts that demonstrate their ability to put theory into practice.

Assessment:

1 x controlled assessment: Developing technological solutions (internally assessed) and 1 x written examination: Understanding tools, techniques, methods and processes for technological solutions.

Skills required:

Resilience, determination, enthusiasm and an genuine interest in IT.

Pathway into Further Education/ employment:

The qualification will equip learners with practical IT skills they need to progress to apprenticeships, junior roles in the IT industry or to Level 3 general or vocational qualifications.

Qualification and Exam board: Eduqas

Course content: In our new syllabus, the main media forms studied are: Television, Newspapers and Magazines, Advertising, Radio, Vloggers and Social Media, Gaming, Music Video, Film Marketing and The Press. We look at how the media industries have developed, how media products are created and what happens to them after they have been released. We also look at different genres (types) of media (e.g. TV sit-coms), how different people and nations are represented in the media, the links between different types of media and introduce you to media theory.

Assessment: 30%: COURSEWORK - you will plan and make an **individual** media production project, such as creating print-based marketing materials for a new film, or making a short sequence from a TV show. 70%: WRITTEN EXAM – There will be **two Written Exams**, to be taken in June 2020. Exploring The Media (40%, 1 hour 30 minutes) will test your knowledge and understanding of a range of media products that you will study during the course, and Understanding Media Forms and Products (30%, 1 hour 30 minutes), will ask you about media industries and audiences.

Skills required: No previous ‘academic’ knowledge is required, **but you will have to have an active interest in the media.** This is a **mainly written course**, although there are occasional small practical -based tasks. You will need to be willing to work hard on your **individual** practical production coursework in the second year of the course.

Pathway into Further Education/employment: A-Level Media Studies is very successful at Shoreham Academy Sixth Form. Many students have gone on to follow a variety of academic and vocational Media courses at College/University, which have led to employment in the Media industry and other related careers.

Students’ view:

‘I enjoyed finding out about the different media industries.’ (Amy, Year 11)

‘I have found the practical work fun but hard work.’ (Tom, Year 11)

Qualification and Exam board: GCSE MUSIC 7010

Course Content:

There are four Areas of Study, with two set works each:

Instrumental Music 1700-1820

Vocal Music

Music for Stage and Screen

Fusions

You will develop your listening and appraising skills through the study of the set works. You will develop skills in performing, listening and composing by taking part in both solo and ensemble tasks which are built into the course.

Assessment:

Performance – 30%. One solo piece, one ensemble piece.

Composing – 30%. Two compositions. One to a set brief, one free choice composition.

Appraising – 40% Exam.

Skills required: You will need to be motivated and have an open mind to experiencing different types of music. You will also need to be able to perform on an instrument or sing. It is also helpful if you have knowledge of musical notation and theory. You may be asked to do an audition to assess your suitability for this option.

Pathway into Further Education/employment: GCSE Music is a natural pathway to AS Music and Music Technology. Students could also study a BTEC in Music.

Students could study a degree in Music, or Music Technology. They could specialise in Performing, Composing, Music Technology and Sound Production. They could secure jobs in Education, the Performing industry, the Music Technology industry, or become Music Therapists or Music Journalists.

Students' view:

'It is good to learn about different varieties of music from different eras' (Poppy, Year 9).

Qualification and Exam board: GCSE/Edexcel

Course content:

This is newly accredited qualification that will enable students to acquire transferable statistical skills in order to support them in progressing beyond GCSE in a range of subjects—such as Biology, Psychology, Geography, Sociology, Economics as well as Maths. Students will practise the underpinning statistical calculations and interpretation using real world data and authentic contexts.

Assessment:

100% Exam Based Assessment

2 x 90 mins papers, 160 marks in total, both Calculator exams

Mixture of short, medium and long response questions

Skills required:

A good understanding of numerical concepts, with the ability to analyse and make logical interpretations. Particular importance is a good understanding in fractions, decimals, percentages and ratio and proportion. Students must have an enjoyment in tackling mathematical problems and seeking solutions that challenge misconceptions and challenge the way we look at data and how best to make sense of it. Students will have opportunities to discuss their work with their peers and also develop their skills in carrying through a statistical project.

Pathway into Further Education/employment:

GCSE Statistics gives an excellent foundation to the statistical analysis that is required for a variety of post-16 courses, as listed above. GCSE statistics counts as a second mathematical qualification which will emphasise strong academic qualities in a students future employment prospects and future career path.

Students view:

“Stats was always the most interesting part of Maths, due to its real-life context, now I can do a full GCSE in it and give me a good understanding for my future A Level choices” - year 9 student

2 Year GCSE studied in Years 10 & 11 (EBACC Option 2)

FRENCH
GEOGRAPHY
GERMAN
HISTORY
SPANISH

2 Year course studied in Years 10 & 11 (Options 3&4)

ART
BUSINESS
COMPUTER SCIENCE
DESIGN TECHNOLOGY
DRAMA
ECONOMICS
FOOD & NUTRITION
GEOGRAPHY
GRAPHICS
BTEC HEALTH & SOCIAL CARE
HISTORY
ICT
MEDIA
PE GCSE/BTEC SPORT
PHOTOGRAPHY
RELIGIOUS STUDIES
KEY SKILLS