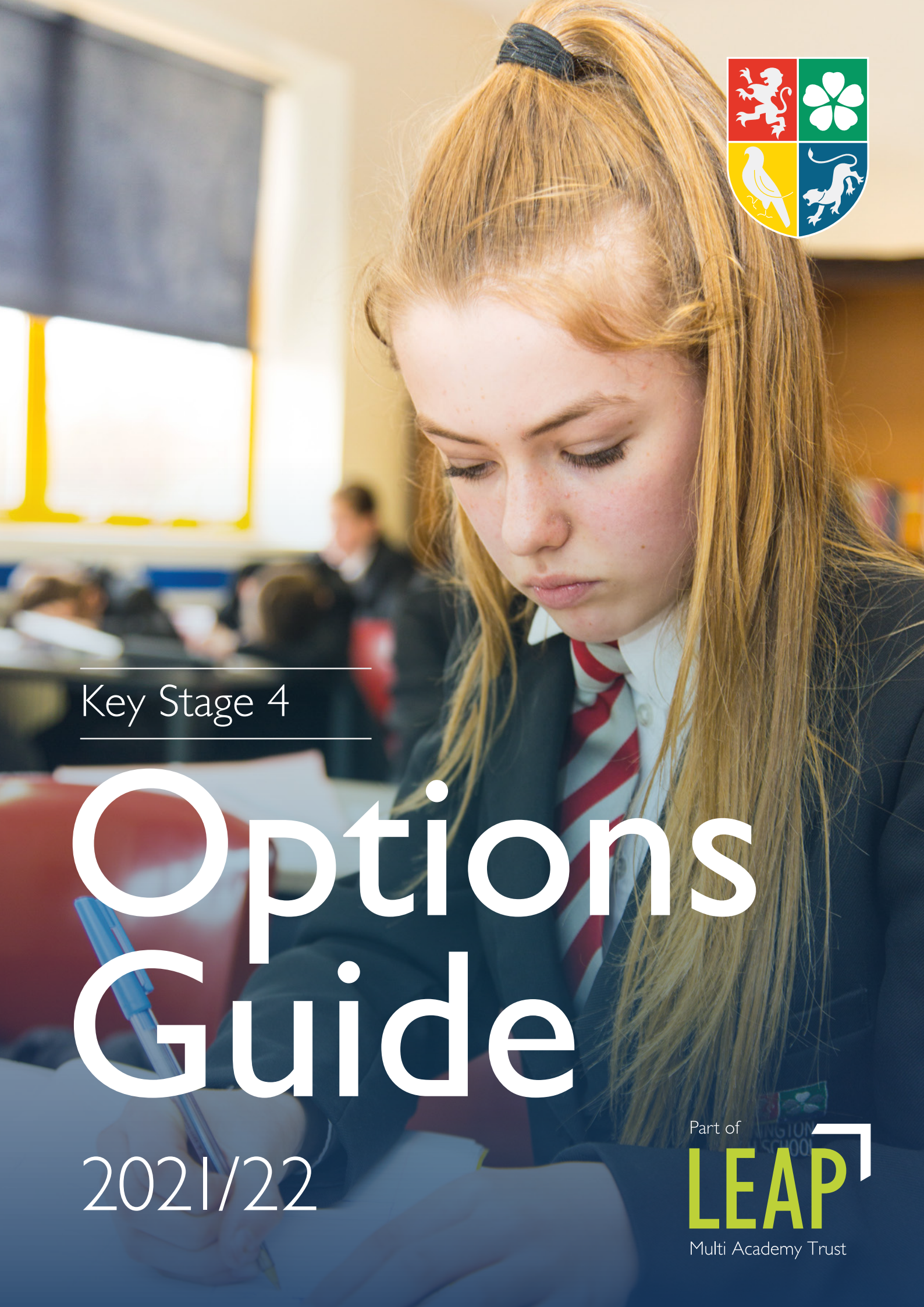

Key Stage 4

Options Guide

2021/22

Part of LEAP Multi Academy Trust

CONTENTS

Introduction 03

Year 9 at Dinnington High School: An Overview 04

Core Subjects and EBACC

English Language/Literature 09

Mathematics 10

Science 11

EBACC: History, Geography and MFL 13

Options

Art 14

Business Enterprise 15

Childcare 17

Construction 19

Engineering Design 20

Health & Social Care 21

Digital Information Technology 23

Media 25

Photography 26

Religious Studies 27

Sociology 28

PE & Sport 29

GCSE Options: Advice and guidance from the careers team 30

Timeline of Events 32

Notes 33

INTRODUCTION

Your son/daughter is approaching another very important stage in their educational journey.

Key Stage 3 continues into Year 9 for the core and EBacc subjects: English, maths, science, geography, history and modern foreign languages. This is so all students have the opportunity to cover all of the National Curriculum for those subjects rather than missing out key parts. This will then give them a firmer foundation for the one(s) they select for GCSE in Year 10 and Year 11.

For the other group of subjects, however, students are in a position to chose two to continue into Year 9 and potentially to the end of Year 11. This gives them the opportunity to focus on subjects they enjoy the most and/or are relevant to their longer-term hopes and plans.

Through this transition year in year 9, we can ensure that students benefit from a broad and balanced curriculum that will engage and challenge them so that they achieve the best possible range of qualifications to enable their future aspirations to be fulfilled.

In the Spring Term of Year 9, they will choose which of the EBacc subjects: history, geography, French or Spanish, they want to do until the end of Year 11. During Year 10 and 11, they will have three lessons per week of that subject. Some students, who can manage the workload and amount of knowledge that has to be retained for the exams, will get the option to swap one of their two Y9 options for a second EBacc subject. However, we are a year away from having to worry about that.

We are very proud of our wide choice of options subjects available, which all have a history of success. The options pack and the Virtual options open evening on Thursday 27th January 2022 are designed to give you and your child the information needed to help you make the best choices. It is important that you read through this pack and speak to your son/daughter and their teachers; and if they are thinking of a career path, explore which courses would be most relevant.

The choices have to be right for your child so they need to think about the subjects they need, enjoy or interest them. They also need to think about the ways in which they learn best. Aim high, choose wisely and Achieve Excellence

Regards,

Mr S Grenham (Assistant Principal)

Key Stage 4 at Dinnington High School: An Overview

COURSE OFFERS TO STUDENTS

Students will have the opportunity to choose 3 Option subjects for their Key Stage 4 studies. We try to ensure that you obtain all your choices; however, I wish to make it very clear that in some cases it will not be possible to meet the combination of subjects chosen by some students. Whether or not we can meet your choices depends on:

(1) **The number of students that choose each option** - we can only offer a limited number of places in any given subject due to staffing considerations or indeed if too few choose the subject it may be unavailable.

(2) **Your aptitude and record in the subject** – if there is a history of lack of engagement in the subject then you may be questioned as to the reasons behind your choice.

Where issues or concerns arise following the selection of options, parents will have the opportunity to discuss these in a one to one meeting.

CURRICULUM MODEL FOR Y9

The curriculum model for Year 8 moving into Year 9 is detailed in the table. The core curriculum gives students the opportunity of achieving up to 6 GCSEs. Detailed information about the core courses is given in Section 2 of this booklet.

Students studying Triple Science will get three separate GCSEs in Biology, Chemistry and Physics. All other students will follow Trilogy Science which will lead to two GCSEs. Students will not be identified for the Triple Science cohort until the summer term of Year 9.

In addition, all students will continue to study MFL, Geography and History throughout Year 9.

Subject	Lessons per week	Qualifications
English Language & Literature	4 lessons	2 GCSEs
Maths	4 lessons	1 GCSEs
Science	5 lessons	2 or 3 GCSEs
History	1.5 lessons	
Geography	1.5 lessons	
MFL	2 lessons	
Core PE	1 lesson	
LIFE / RE	1 lesson	
Option 1	2 lessons	1 GCSE or equivalent
Option 2	2 lessons	1 GCSE or equivalent
English / Maths Support	1 lesson	

NEW GCSE GRADES

You may be aware that in recent years, the Government has changed the ways that GCSE qualifications are graded. GCSEs are now graded on a 9-1 scale, rather than the previous A* to G scale which you may be more familiar with. For students in Year 8, all of their GCSE qualifications will be graded using this 9-1 system. As part of these reforms, students will complete demanding qualifications where students will sit exams at the end of the course. Non-exam assessment has been reduced in some areas, or removed completely in others. The table below outlines the new grading system in comparison to the previous system which you may be used to.

Level Equivalent	New Grades	Previous Grade
Level 2 Equivalent	9	A* (Top 20% of old A*)
	8	A* (Bottom 80% of old A*)
	7	A
	6	B
	5 - Strong pass	C (Top third of old C)
	4 - Standard pass	C (Bottom 2 thirds of old C)
Level 1 Equivalent	3	D
	2	E
	1	F G
	U	U

We also offer a range of Vocational qualifications which you can find more information about using the website, or the information within this booklet. These qualifications are graded differently to GCSE subjects using Distinction*, Distinction, Merit and Pass grades at level 2 and Merit and Pass grades at Level 1. These tend to be more practical in nature, with more non-exam assessments than GCSE subjects.

A pass is the equivalent if Grade 4, Distinction* is the equivalent of Grades 8/9. These subjects count towards sixth form and apprenticeship applications.

Year 9 at Dinnington High School: An Overview

ENGLISH BACCALAUREATE

The English Baccalaureate (EBacc) refers to a group of subjects that can be studied until the end of Year 11: English, maths, sciences, a modern foreign language, geography and history. These subjects are seen as being important for ensuring a wide range of knowledge and experience for students that should be fully studied until at least the end of Key Stage 3. The EBacc is also a performance measure in school league tables that was introduced in 2010. The measure recognises those students who achieve a GCSE grade 4+ in English, maths, two sciences, a modern foreign language and either geography or history. It is not a qualification in itself. The purpose of the EBacc, as stated by the Government, is to encourage students to achieve a broad set of academic GCSE qualifications. At Dinnington High School, we ensure that all students study one out of geography, history and modern foreign languages in Key Stage 4. For students applying to the top universities, it can be beneficial to study a modern foreign language AND geography or history. We will decide whether that is appropriate in partnership with parents in Year 9.

MAKING GOOD CHOICES

Making the right choice of courses at in Year 9 is very important because it may affect a student's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type and grade of qualifications a student will achieve as well as their enjoyment of Years 9, 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the school. Students should also remember the following three questions to help them choose the best combination of courses:

What am I good at and what courses will I succeed in?

Recent progress reports and scores in assessments will help students to identify their areas of strength. If students are unsure about their ability to succeed in a particular course, they should ask their subject teacher.

What am I interested in and enjoy?

Most students can quickly identify their favourite lessons but it is important to make sure students choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 8 class.

What qualifications do I need for my next step after Year 11 and beyond?

One of the most important outcomes of Key Stage 4 is that students achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long term aspirations. If students are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many students will not know exactly what career they want to pursue so it is important to choose a broad and balanced combination of courses to keep their future options open, as explained above. However, it is important that students think ahead as much as possible and find out what qualifications they may need for their desired post-16 education. However, at this stage, students should not be overly concerned if they are unsure about what they want to do after Year 11, so long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open.

INFORMATION, ADVICE AND GUIDANCE

The next section of the booklet provides subject specific information about the courses on offer. The virtual options open evening will give you the opportunity to find further information from subject teachers and allow you to have discussions with your child about how suitable the courses are. The addition of taster sessions will also allow you to see some of the course content for all courses at Key Stage 4. I have included a list of relevant key staff who you may also want to speak to with any follow up questions. Students can also discuss their options process in their live lessons in the week commencing 31st January 2022. Students should be proactive in discussing their option choices with their parents and seek advice and guidance as appropriate.

KEY STAFFING

Form Tutor	Answer questions on the option process Refer students for guidance meetings
Subject Teacher	Subject specific information Suitability for course Taster sessions Student Data
Mr Rhodes and Ms Neal (Year Leaders)	Answer questions on the option process Refer students for guidance meetings
Mrs Humphreys (SENDCO)	SEND Information
Dr Irvine and Mrs Jones (Careers)	Answer questions about careers and post 16 pathways
Mrs Wagstaff (Head of Achieve)	Progression to Post 16 Post 16 pathways
Mr Grenham (Assistant Principal)	Options process One to One meetings Technical Support Curriculum model GCSE Reforms and Grading Structure

Course Information

Core Subjects and EBACC	9
Options	13

Core Subject

GCSE ENGLISH LANGUAGE/LITERATURE

COURSE SUMMARY

This course is worth two GCSEs and incorporates a wide range of skills and techniques. Studying English Language and Literature should allow students to:

- Identify and interpret information from a text.
- Explain and comment on how writers use language and structure to achieve effects.
- Compare writer's ideas and perspectives.
- Critically evaluate texts and support ideas with relevant textual support.
- Communicate clearly and effectively by selecting an adapting tone.
- Use a range of vocabulary, sentence structures, spelling and punctuation accurately.
- Plus a range of speaking and listening skills.

STUDENTS SUITABLE FOR THE COURSE

All students by the end of Key Stage 3 will be expected to complete GCSE English Language and Literature.

STRUCTURE OF THE COURSE

The course will compose of two written exams for GCSE Language which will cover creative writing, transactional writing and reading of fiction and non-fiction texts.

In GCSE Literature students will be exposed to a range of literature across the 19th, 20th and 21st centuries and will include poetry, novels and drama. Again, Literature will be assessed through two external examinations.

ASSESSMENT METHODS

English will be assessed by 100% terminal examination at the end of KS4.

POSSIBLE PROGRESSIONS

This course will provide a foundation for a variety of progression routes. Virtually all 6th form courses and employers require a GCSE in English and this course would provide access to Level 3 courses. Also, you would need a Grade 6 to study A level in 6th Form. Good English qualifications are also sought after when applying to university.

Contact: Mrs Davis Leigh

Core Subject

GCSE MATHEMATICS

COURSE SUMMARY

A GCSE in Mathematics should allow students to:

- Develop knowledge, skills, and understanding of mathematical methods.
- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods to real-world situations.
- Reason, make deductions, and draw logical conclusions.
- Interpret and communicate mathematical information in various ways.

STUDENTS SUITABLE FOR THE COURSE

All students will be expected to complete the Edexcel GCSE Mathematics course.

STRUCTURE OF THE COURSE

This course will be one of the new generation of GCSE subjects which was first examined in 2017. Learners will be equipped with the skills to break down complex functional problems and solve through a variety of methods and styles. The increase in content requires learners to show greater independence in their studies if they are to get the most out of the course. Learners will achieve a Grade 1 to 9 by the end of Year 11.

ASSESSMENT METHODS

There is one assessment period for the Linear exam — in June at the end of Year 11. The assessment comprises of three exams *(2 with calculator)*, each paper could assess any aspect of the course content. Students will be on a higher or foundation pathway. The pathway chosen will allow the student the best opportunity to maximise their potential within the subject. Students taking the foundation pathway will be able to achieve up to a grade 5, which is considered a good pass. Students taking the higher pathway will be able to achieve up to a grade 9. Students will be sitting their final examinations using the Edexcel exam board.

ESSENTIAL EQUIPMENT

Scientific Calculator—this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and they become familiar with how to use it.

Students are also advised to make use of Hegarty Maths (www.hegartymaths.com) this will consolidate their class work through both weekly homework and independent study.

POSSIBLE PROGRESSIONS

Students who complete the Maths GCSE at grade 6 or better are well equipped to continue their study of Maths at A-level. Good Maths qualifications are also sought after when applying to University.

Contact: Mr Garland

Core Subject

SCIENCE

COURSE SUMMARY

Our GCSE science curriculum aims to build on the excitement and curiosity about scientific phenomena developed through key stage three. We also continue to develop the knowledge, understanding and skills students need to thrive in the modern world. Students are taught Biology, Chemistry and Physics, and each curriculum has been carefully designed by our subject specialists. We also encourage students to build links between the sciences, develop their ability to think critically, evaluate scientific evidence, and consider the important role science plays in our lives and society.

There are two pathways through GCSE science, called combined science and separate sciences. Combined science students will achieve 2 GCSE grades at the end of year 11, whereas separate students will achieve 3.

STUDENTS SUITABLE FOR THE COURSE

All students are expected to complete either GCSE combined or separate science. Students who follow the combined science course will have studied science at key stage 3 and the course builds on their enjoyment of learning science in a classroom environment.

There is more content to learn in separate science, and more to revise, meaning separate science is suited to high attaining students in science and mathematics. Separate science students should demonstrate a flair for science, enjoy discussing topical issues and have an enquiring mind about the world around them.

On either pathway students will have specialist teachers, can access the full range of outcomes (from 9-1) and are eligible for A-level sciences assuming they meet the entry criteria.

STRUCTURE OF THE COURSE

The course is taught over three years by specialist science teachers. Lessons cover scientific theory and practical applications. An over-arching theme of "How science works" is taught through a series of required practical experiments.

Topics taught through the course include:

Biology: Cells, Organisation, Disease, Bioenergetics, Biological Responses, Genetics, Reproduction, Ecology

Chemistry: Atoms, Bonding, Quantitative Chemistry, Chemical Reactions, Energy Changes, Rates and Equilibrium, Organic Chemistry, Chemical Analysis, Earth's Resources
Physics: Energy and Energy Resources, Electricity, Particle Physics, Nuclear Physics, Forces, Waves, Electromagnetism, Space (Separate only).

ASSESSMENT METHODS

Each science (Biology, Chemistry and Physics) is split into two equally sized units that focus on different content. These units are examined through two exam papers for each science. At the end of Year 11, students are assessed through 6 papers in total. The separate science exam papers are 1 hour 45 minutes, combined science papers are 1 hour 15 minutes. Our examination board is AQA.

Within these examinations students are assessed on their subject knowledge, application of knowledge, data interpretation and practical skills. Students are awarded grades using the 9 – 1 numerical system.

Contact: Mr Rooney

Option

EBACC

HISTORY

Continuing to study History in Y9 will provide us with the opportunity to teach you about how our country was created, through a process of migration in the Middle Ages.

We still study the Anglo-Saxon, Viking and Norman invasions of England, and how these different invaders had a long-lasting impact on our culture, literature and language.

We will also learn about the role of important individuals such as Alfred the Great, King Aethelstan and William the Conqueror, as well as important events, such as the first Viking attack on Lindisfarne in 793AD and the invasion of the Great (Viking) Heathen Army in 865AD. These people and events have shaped our country – we want you to know about it!

GEOGRAPHY

Year 9 geography will focus on a range of fascinating human and physical topics, ranging from Glaciation to the Middle East. Both of which highlight the human and physical interconnectedness of our planet.

Middle East - In this topic we will discover why the Middle East is such an important region. We will delve into where the region is located, and the physical landscape and climate associated with this. We will investigate the human geography of the area, including its diverse population, countries of differing economic developments, conflicts, and the significance of oil production.

Glaciation
Glaciation is one the most relevant topics to date in geography. Ice has helped to physically shape the landscapes of Great Britain (and the world) and continues to do so, even though it is 'vanishing' at an accelerating pace. We will study the impacts of this across a range of scales.

For a little longer, we will continue to explore this remarkable planet we get to call home!

MFL

Students will:

- develop good listening skills, which regardless of the language they are speaking helps them communicate more effectively with others
- engage in cognitive problem solving when they do not know the right word of phrase they have to come up with creative and alternative methods of expression
- engage with other cultures which is the first step to allowing them to begin seeing things from other people's points of view
- gain skills in perception and awareness of themselves and others
- increase their English skills with reading vocab grammar and communication through learning a different language
- develop their ability to recognise visual patterns connections and sequences
- lateral thinking skills by using creativity to solve problems in an indirect way.

Topics studied will include:

- self-family and friends
- free time and leisure activities
- social media and new technologies
- festivals celebrations and historical and cultural awareness.

Contact: Mrs Farrow (Geog), Mr Brooke (Hist) and Mrs Oliver (MFL)

Option

GCSE ART

COURSE SUMMARY

The Fine Art course is fundamentally a drawing and painting course designed to produce large, ambitious and highly successful outcomes. The painting element of the course concentrates on oil painting. This material is highly unusual for GCSE students due to its expense and demanding technical nature. However, the results students produce once they become skilful with this media are of the highest quality.

A significant element of the course will be in the form of a personal project which is arrived at through discussion and planning between student and staff. They can be very varied and often reflect interests students have such as dance, sport, family or hobbies. Alternatively for students who find this too taxing, projects can be set by staff.

STUDENTS SUITABLE FOR THE COURSE

Students who are interested and determined and are willing to learn and try new things with an open mind.

STRUCTURE OF THE COURSE

There are three main elements to the coursework:

- **Looking at drawing** – Students will develop new drawing skills and will look closely at the techniques of other artists to support this learning. Looking at the work of other artists will also gain marks which count towards the final grade.
- **Looking at painting** – Students will develop new oil painting skills and will look closely at the techniques of other artists to support their learning.
- **Personal project** – Students will use their new skills to start their personal project towards the end of Y9, which is then extensively developed in Y10 and will be finalised in Y11. These are often on a large scale and will prepare many students to progress on to A Level Art in Y12.
- **Final Exam** – Students work on this from January of Y11 and this forms a separate unit of work which is based on a starting point or theme set by the exam board. Supporting work leads to a 10 hour *(2 days)* final piece or pieces, which will follow similar processes to the personal project from coursework.

ASSESSMENT METHODS

- 60% coursework
- 40% externally set task - exam

POSSIBLE PROGRESSIONS

The arts and media is a thriving industry, though very competitive. If you are wondering about future jobs, ask yourself this… Who designed your clothes, your car, your furniture, your wallpaper, the greetings cards you send, the adverts you see every time you watch TV or open a magazine?

Contact: Mrs Short & Miss Moss

Option

BUSINESS ENTERPRISE BTEC LEVEL 2 TECHNICALS

COURSE SUMMARY

BTEC Level 2 Tech Award in Enterprise Course Summary Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of businesses that innovate and grow the economy. There are nearly 5 million such businesses in the UK, employing around 14.4 million people. This qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about enterprise and entrepreneurship. You will learn about the ideas, mindsets and successes of enterprises and entrepreneurs. You will learn about planning, finance, including cash flows, and how to take a product to market. You will develop an idea for a small enterprise of your own and plan how best to set it up and fund it. You will work with others in order to run a small enterprise, using your knowledge and building your entrepreneurial skills. During the course you will also develop important skills that are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.

Who is the qualification for?
This qualification is for learners who want to start a career in business. It is designed for learners to study alongside other Level 2 vocational and GCSE courses.

STUDENTS SUITABLE FOR THE COURSE

If you are interested in the world of business then a BTEC Tech Award in Enterprise is the subject for you. You will develop knowledge and understanding of real businesses by applying your learning and skills to a work-related context. You can explore what it means to set up and run a Business Enterprise, as well as develop key skills and gain an insight into industry sectors. A BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur and as such you will develop an aptitude in planning and carrying out an enterprise activity, develop the knowledge that underpins the effective use of skills that can affect the performance of an enterprise and develop attitudes and ways of working that are important for enterprise.

POSSIBLE PROGRESSIONS

BTEC Technicals are qualifications for learners intending to progress directly to employment in a business, or to a Level 3 Technical qualification or an Apprenticeship.

STRUCTURE OF THE COURSE AND ASSESSMENT METHODS

You will study a range of topics in 3 different components of work:

Unit 1 Exploring Enterprises *(30%)*	Explore how market research helps enterprises meet customer needs and understand competitor behaviour; investigate the factors that contribute to the success of an entrepreneur.
Unit 2 Developing a Micro-Enterprise *(30%)*	Explore ideas and plan for a micro-enterprise activity; pitch a micro-enterprise activity; review own pitch for a micro-enterprise activity.
Unit 3 Promotion and Financial Records *(40%)*	Demonstrate knowledge and understanding of elements of promotion and financial records; interpret and use promotional and financial information in relation to a given enterprise; make connections between different factors influencing a given enterprise; be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Component 1 and 2 are coursework based and worth 60%, marked internally by the assessor/teacher and moderated by Edexcel. Component three is worth 40% and is an externally assessed examination marked by Edexcel which can be taken in the final year of the course. Students suitable for the course? If you are interested in the world of business, then a BTEC Tech Award in Enterprise is the subject for you. You will develop knowledge and understanding of real businesses by applying your learning and skills to a work-related context. You can explore what it means to set up and run a Business Enterprise, as well as develop key skills and gain an insight into industry sectors and as such you will develop an aptitude in planning and carrying out an enterprise activity. You will need to develop and use a range of skills including interpersonal, communication and presentation skills. You should be willing develop and use research and analytical skills through investigative work. Finally, it's important to have team working, time management, personal organisation and problem-solving skills, all of which are vital for budding Entrepreneurs. What will be expected of me? You will be expected to complete a written examination and two components of coursework. During coursework lessons tasks will mostly be written using ICT, but there are also practical tasks; such as presentations throughout the course. Active participation will be expected. Independent research skills will be needed when completing coursework and an ability to meet deadlines and keep organised with some lengthy written assignment work. Where will this qualification lead me? Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 Nationals in Business. It could also inspire you to create and develop your own business idea and with the skills gained and hard work make it a huge success.

Contact: Mr G.Tasker

Option

CHILDCARE

COURSE SUMMARY

This qualification provides you with the opportunity to gain a widely recognised qualification that gives you a basic introduction to the Child Care sector (0-5 years). This qualification will enable you to develop significant transferable knowledge and study skills that will support progression to further learning including:

- an awareness of learning styles
- a basic introduction in to working with children in a variety of settings
- an understanding of roles and responsibilities when working in a setting
- an understanding of Equality and Diversity within a childcare setting
- a basic understanding of the stages and sequence of child development
- an introduction to observing children and how it supports development
- an introduction to the influences that affect holistic development
- an introduction to everyday care routines and the types of activities that can support
- the development of independence
- an introduction to supporting children through transition.

STUDENTS SUITABLE FOR THE COURSE

This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. It is industry relevant, geared to key sector requirements and very popular because it suits such a broad range of learning styles and abilities.

POSSIBLE PROGRESSIONS

- Health, Social Care & Early Years Level 3
- NVQ (Level 3) in the work place
- CACHE Level 3 Diploma in Childcare

STRUCTURE OF THE COURSE AND ASSESSMENT METHODS

Unit 1
An Introduction to Working with Children Aged 0-5 Years

(Coursework - 25%)

This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. You will also gain an insight into your preferred learning style and develop your ability to study.

Unit 1 graded A*– D, is assessed by an externally set, internally marked assessment task. Mandatory assessments for each unit will be subject to internal and external quality assurance.

Unit 2
Development and Well-being Aged 0-5 Years

(Coursework - 25%)

This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another.

Unit 2 graded A*– D, is assessed by an externally set, internally marked assessment task. Mandatory assessments for each unit will be subject to internal and external quality assurance.

Unit 3
Childcare and Development Aged 0-5 Years

(Exam - 50%)

You will be expected to know about the different types of care settings and your responsibilities if you were learning how to work with children. You will need to show that you understand how children develop, what can affect their development and the individual needs they may have. You will need to show that you know ways to care for them and simple activities that help them to develop in a healthy and safe way. You will also need to show that you understand the ways that can support your own learning.

Unit 3 graded A*-D, assessed by an externally set and externally marked synoptic scenario based short answer examination.

Contact: Ms Booker-Parkinson, Ms Perkins, Mrs Jones and Ms Morton

Option

BTEC CONSTRUCTION

COURSE SUMMARY

This course allows students to study construction and the built environment, giving them the opportunity to gain a broad knowledge and understanding of the industry. Students learn practical construction skills as well as developing knowledge in areas such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work and in understanding how client needs can shape building design.

STUDENTS SUITABLE FOR THE COURSE

Construction is suitable for students who enjoy practical work and are keen to develop an understanding of the construction industry.

STRUCTURE OF THE COURSE

The course is comprised of 4 units:

Construction Technology (1 hr written exam): This theory unit explores the structural performance required for low-rise construction as well as how sub-structures and superstructures are constructed. Students develop a detailed understanding of how walls, floors and roofs are constructed.

Scientific and Mathematical Applications for Construction (Controlled assessment): Students learn the scientific principles affecting the performance of construction materials. They will also develop skills to perform a wide range of mathematical calculations relating to, for example, dimensions, areas, volumes, material quantities and costs.

Contact: Mr Wardle

Construction and Design (Controlled assessment): On completing of this unit students will understand what the construction industry undertakes in terms of the different types of buildings and structures it designs and builds. Students learn how client briefs can be developed by analysing the client's requirements for the building and considering the external constraints on development. Exploring Carpentry and Joinery (Controlled assessment): In this unit students develop an understanding of tools, materials and equipment used in carpentry and joinery as well developing practical skills.

ASSESSMENT METHODS

1 written exam and 3 internally assessed coursework units.

POSSIBLE PROGRESSIONS

Students will be well prepared for further specifics construction trade training or apprenticeships within the construction industry.

Option

ENGINEERING DESIGN OCR CAMBRIDGE TECHNICAL

COURSE SUMMARY

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. This qualification is aimed at learners who wish to study the processes involved in designing new products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

STUDENTS SUITABLE FOR THE COURSE

Engineering Design will particularly appeal to those who enjoy creatively using practical skills with an affinity for drawing, design, maths and problem-solving.

STRUCTURE OF THE COURSE

The course is comprised of 4 units:

- **Design briefs, design specifications and user requirements (1 hr written paper)** This unit explores the relationship between the design brief and the design specification and how the specification is used to develop a new product. Wider influences such as market pull/ technological push, cultural and fashion trends, legislative requirements and lifecycle analysis (along with others) are considered when designing and developing ideas.

- **Product Analysis and Research (Controlled Assessment)** Students learn how commercial production methods impact on the design of products and components. Primary and secondary research will be conducted, to identify the strengths and weaknesses of existing products and a summary of research outcomes will be illustrated through charts/ diagrams, digital evidence or sketches and notes.
- **Developing and presenting engineering designs (Controlled assessment)** Students build on their existing knowledge of free hand sketching in 2D and 3D to develop and generate ideas using a range of techniques including rendering and using shade, tone and texture to communicate ideas. Students will also be expected to be proficient in utilising technical drawing techniques in 3D such as Isometric, oblique, exploded views and assembly drawings. 2D techniques include 3rd angle orthographic, scaled drawings, technical labelling sectioned views and relevant notes and annotation. Students will also be taught how to model their ideas in 3D using Computer Aided Designing software.
- **3D design realisation (Controlled assessment)** In order to realise a 3D prototype, pupils must consider different planning processes that help to consider specification, time, availability of resources/ materials, safety and testing prior to manufacturing. Students are expected to develop production plans that assess risks, hazards and precautionary measures; to demonstrate safe use of the workshop tools and equipment and select and use appropriate tools and processes to produce a prototype. Students will then undertake testing of the prototype and their own performance.

ASSESSMENT METHODS

1 written exam and 3 internally assessed coursework units.

POSSIBLE PROGRESSIONS

Students are well prepared for either continuing academic studies or further technical training and apprenticeships. Student with strong maths and science knowledge are perfectly suited for our 6th form engineering course which leads to higher level apprenticeships or technical degree courses.

Contact: Mr Wardle

Option

BTEC HEALTH & SOCIAL CARE

COURSE SUMMARY

This qualification takes an engaging, practical and inspiring approach to learning and assessment. Health and Social Care will equip you with a sound, specialist knowledge along with skills for everyday use. The hands-on approach reflects the way in which you use new technology and will underpin a highly valid method of assessing your skills for the many future progression routes available to you such as nursing, midwifery and paramedic practice.

STUDENTS SUITABLE FOR THE COURSE

This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment.

It is industry relevant, geared to key sector requirements and very popular because it suits such a broad range of learning styles and abilities.

ASSESSMENT METHODS

- 40% Exam
- 60% Coursework

The full award and units from this qualification are graded as Pass, Merit or Distinction at both level 1 and 2, *Level 2 is equivalent to 1 GCSE at a C, B or A grade, level 1 at a D, E or F.*

POSSIBLE PROGRESSIONS

- Health, Social Care & Early Years Level 3
- NVQ (Level 3) in the work place
- CACHE Level 3 Diploma in Childcare

STRUCTURE OF THE COURSE

To achieve this qualification, candidates must complete a combination of units – one of which is an external exam. Other units are assessed through an assignment based approach, but are externally moderated.

Component 1
Human Lifespan Development

(Coursework - 30%)

During Component 1, you will:

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices impact individuals' growth and development
- discover how people adapt to life events and cope with making changes.

Component 2
Health and Social Care Services

(Coursework - 30%)

During Component 2, you will:

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

Component 3
Health and Well-being

(Exam - 40%)

To achieve this aim, you will:

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

Contact: Ms Booker-Parkinson, Mrs Jones, Ms Perkins and Ms Morton

Option

DIGITAL INFORMATION TECHNOLOGY

BTEC LEVEL 2 TECH AWARD

COURSE SUMMARY

Computer technology continues to advance rapidly and the way that technology is used has also been changing at a fast pace over recent years. Businesses today require an ever-increasing number of technologically aware individuals, and this qualification is intended to help you develop the skills you will need in the future across a wide range of job roles so that you can be ready for tomorrow's world. A Technical Award in Digital Information Technology will give you knowledge of a range of software packages which are used in business everyday including the Microsoft Office Package. Students suitable for the course.

BTEC Digital IT will appeal to those with a good level of practical ICT skills who enjoy working with computers. You will need to be digitally creative and have an inquisitive mind when analysing and interpreting data. Projects require you to plan and manage time effectively and solve digital problems you are likely to come across when working in the IT industry.

Who is the qualification for?
Equivalent to one GCSE, the BTEC DIT Tech award is a qualification that will help students develop the knowledge and skills needed to go on to further education in IT or computing. The course Includes 3 Components of work - 2 of which are coursework based and are internally assessed – this means they are IT based projects done in lessons and marked by class teacher. The final component is externally assessed in the form of an examination.

STUDENTS SUITABLE FOR THE COURSE

BTEC Technicals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment. They're industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities.

STRUCTURE OF THE COURSE AND ASSESSMENT METHODS

Grading You can achieve a Distinction*, Distinction, Merit or Pass at Level 2. Students could also be awarded a Level 1 Distinction, Merit or Pass if not successful at Level 2. These are the equivalent of GCSE grades 1-8. Specific unit content:

Unit 1 *(30% of final grade)*	Component 1 involves planning, designing and create a computer user interface for a specific purpose
Unit 2 *(30% of final grade)*	Component 2 looks at characteristics of data, including how its collected and how it is used in business and other areas to help make decisions. The project involves working with spreadsheets to create graphs/charts and a digital dashboard to present and draw conclusions from a set of data provided by the exam board.
Unit 3 *(40% of final grade)*	Component 3 is an externally set exam, which focuses on how organisations use digital technology, how technology has changed the way organisations work, and current issues such as cybercrime and security.

POSSIBLE PROGRESSIONS

A qualification in BTEC DIT is suitable for careers in web development, gaming design and production, IT services, engineering and focuses on the IT skills required in these business sectors. It is a worthwhile course if you are thinking about a career in the IT industry or in careers which involve use of IT, an area currently experiencing a major skills shortage. This qualification is useful designed to help those who want to progress directly to employment in a business, or to a Level 3 Technical qualification or an Apprenticeship.

Contact: Mr G.Tasker

Option

MEDIA

COURSE SUMMARY

Students study a range of media forms, in relation to the theoretical media framework which consists of; media language, representation, media industries and audiences.

The following media industries and products are studied: newspapers, television, music (video and online), social media, film, video games, radio, magazines and advertising and marketing.

STUDENTS SUITABLE FOR THE COURSE

If you enjoy or are interested in studying Media, key issues in the world and how the Media represents those, debating and understanding why there are sometimes different, but equally valid points of view on the same subject then the GCSE Media is the ideal subject for you. You need to enjoy applying your knowledge, working in a classroom environment and self study and research. You should be confident in exam situations and working in a guided, structured way.

POSSIBLE PROGRESSIONS

Apart from enjoying the course and being a lot more aware of the world around you, GCSE Media is a solid basis for many A level subjects. Students who have done well in Media often study higher qualifications in subjects such as English Language, English Literature, Media (digital production and theoretical study), Sociology, Film, Communication Studies, Marketing & PR and Journalism.

Contact: Ms Fisher

STRUCTURE OF THE COURSE

Exploring the Media

This examination unit assesses all elements of the media framework in relation to four of the following media forms: film, video games, magazines, advertising and marketing, radio and newspapers.

Understanding Media Forms and Products

This examination unit also assesses all elements of the media framework, through in-depth case studies, in relation to the following media forms:

Section A: Television
Section B: Music (music videos and online)

Creating Media Products

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

ASSESSMENT METHODS

- Component 1
  1hr 30 mins external exam (40%)
- Component 2
  1hr 30 mins external exam (30%)
- Component 3
  Non-Exam Assessment (30%)

Option

GCSE PHOTOGRAPHY

COURSE SUMMARY

Students will work and study in both digital and analogue *(traditional darkroom)* techniques. Photography is a unique subject and lets everyone experience a creative process. Photography, however, is more difficult than just taking 'snaps' or 'selfies'. It's about looking at the world around you and seeing what's really interesting.

Students won't need an expensive camera; most students are able to use the cameras on their mobile phones, which are really useful as they have them with them all the time and can be used to catch photographs at various times as students will need lots of photographs.

STUDENTS SUITABLE FOR THE COURSE

Students who are prepared for a new challenge but also to go out into the world to record 'image capture'. Great photographs don't come to you, you have to go and find them!

POSSIBLE PROGRESSIONS

Photography has many employment opportunities although they are all very competitive. Industry, filmmaking, TV, advertising and self employment are all options for great photographers.

STRUCTURE OF THE COURSE

Students will initially develop new skills and techniques including using Photoshop software and basic darkroom skills.

There are several major projects that students will work on in Y9,Y10 and Y11 including Bones and Skulls, Looking at Macro (close up), Abstraction, Slinkachu, Joiner and a personal project at the end of Y10. A key part of the course will be the opportunity for students to take photographs in different settings as part of school visits/trips. These trip will then form the basis of another major project.

The personal project element uses all the techniques and skills that students have learned.

Final Exam - Students work on this from January of Y11 and this forms a separate unit of work which is based on a starting point or theme set by the exam board. Supporting work leads to a 10 hour (2 days) final piece or pieces, which will follow similar processes to the personal project from coursework.

ASSESSMENT METHODS

- 60% coursework
- 40% externally set task - exam

Contact: Mrs Short and Miss Moss

Option

RELIGIOUS STUDIES

COURSE SUMMARY

In this course, learners have the opportunity to study key concepts within their two chosen religions in order to develop knowledge and understanding of the basis of the religions' beliefs, teachings and practices.

As part of the study, learners will recognise and consider the existence and importance of common and divergent views within their chosen religions' traditions, in the way beliefs, teachings and practices are understood and expressed.

They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Learners will explore how their chosen religions influence individuals, communities and societies.

STUDENTS SUITABLE FOR THE COURSE

The course is suitable for anyone who has an interest in religion and how it impacts the world around us. It is an exam based subject and is quite academically rigorous, but accessible to anyone with the right work ethic and ambition.

WHAT SKILLS WILL I DEVELOP?

You will develop a fluent knowledge, skills understanding of philosophical arguments & concepts. You will acquire, select and apply philosophical techniques to discuss and answer questions on the topics below. You will work with others & individually, developing communication & debating skills through listening, enquiring and a range of thinking skills activities.

STRUCTURE OF THE COURSE

Beliefs & Practices

1st Religion: Students study the beliefs, teachings and practices of two of the major world religions: Christianity

2nd Religion: Students study the beliefs, teachings and practices of two of the major world religions: Islam

Religion, Philosophy and Ethics In The Modern World From A Religious Perspective

There are four themes of study:

- Relationships and families
- The existence of God/gods/ultimate reality
- Religion, peace and conflict
- Dialogue within and between religions and non-religious beliefs.

ASSESSMENT METHODS

- Component 1
  1 hour exam (25%)
  1 hour exam (25%)

- Component 2
  2 hour exam (30%)

Contact: Mr Botham

Option

GCSE SOCIOLOGY

COURSE SUMMARY

GCSE Sociology is the study of society, large groups of people and individuals. It studies why people behave in the way that they do and how **society** and the **institutions** such as the Government and Education influence the way that you are. Some key questions which are considered in Sociology: Why are men more likely to commit crimes than women? Why are women more likely to stay at home and look after the children? How might your upbringing affect your chances of succeeding in education?

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their verbal and written communication skills by constructing counterbalanced arguments, making judgements and drawing conclusions based on sociological theory and explanations.

STUDENTS SUITABLE FOR THE COURSE

Sociology students must be interested in and keen to find out about society and the way the world works. Studying Sociology enables students to research, discuss and debate about the key institutions in society, such as the family and education system and how they have substantially changed over time. Students studying Sociology must be willing to articulate their viewpoints both orally and written, develop their extended writing skills as well as being able to work independently and in group contexts.

POSSIBLE PROGRESSIONS

Due the broad nature of the course, GCSE Sociology is a solid basis for many A level subjects and can help you progress into a range of further study routes. Students who have done well in Sociology at GCSE often further take Sociology as an A Level option at Sixth Form/College. Other subject suggestions at A Level are: Psychology, English, History, Law and Politics.

STRUCTURE OF THE COURSE

Paper 1

The Sociology of the Families and Education

- The sociology of families.
- The sociology of education.
- Relevant areas of social theory and methodology.

Paper 2

The Sociology of Crime and Deviance and Social Stratification

- The sociology of crime and deviance.
- The sociology of social stratification.
- Relevant areas of social theory and methodology.

ASSESSMENT METHODS

Paper 1

Written exam: 1hr 45 mins, 100 marks *(50%)*
Includes: x2 multiple choice questions, short questions, extended questions

Paper 2

Developing Technological Solutions. An assignment set by the exam board, marked internally and externally moderated. *(50%)*

Contact: Ms Booker-Parkinson, Ms Perkins and Ms Morton

Option

PE & SPORT

COURSE SUMMARY

During the options process pupils will select 'Exam PE' and be placed into one of the above options depending upon your sporting profile. Both qualifications are worth 1 GCSE and incorporates a wide range of skills and techniques and are examined in a number of different ways. Both courses require students to develop and then demonstrate their theoretical knowledge around a number of topics. There will also be an expectation to demonstrate their understanding of key assessment criteria through practical performance.

GCSE PE

In GCSE PE you will do a number of different components which combine to create your overall grade. The exam, which consists of two papers (60%), focus on Fitness & Body Systems (paper 1) and Health & Performance (paper 2). There is also a practical component (30%) which comprises of being assessed in 3 different sports and a personal exercise programme (10%).

OCR SPORT

In OCR Sport you will be assessed on 3 different units, which all have equal weighting, to gain the qualification. Whilst you are not assessed on practical ability, there are opportunities to take part in practical lessons throughout the duration of the course. There is an examined unit which focuses on Reducing the risk of sports injuries and dealing with common medical conditions, alongside two other coursework units.

Contact: Mr Ebbs and Mr Gardner

STUDENTS SUITABLE FOR THE COURSE

This course would suit students who are enthusiastic about Physical Education and Sport and are keen to learn more about the theoretical aspects behind it. The course will suit students who have an existing interest in the importance of nutrition, types of injuries that can occur within sport, how the body responds when exercising, the psychology of sport and types of training. Furthermore, the course will require students who are determined to work hard both in a theoretical and practical setting to achieve the best grade possible.

STRUCTURE OF THE COURSE

If you are entered for this qualification you will complete a range of practical and written assessments alongside external exams. The practical elements will focus on specific sport skills and also allow the application of theoretical knowledge e.g. fitness testing.

ASSESSMENT METHODS

Written coursework, internal practical assessment and external assessment by exam.

POSSIBLE PROGRESSIONS

This course provides a solid foundation for students who want to progress to study PE or Sport at 6th form level. It also enables those with an interest in practical sport to develop knowledge which will underpin their performance.

GCSE OPTIONS: ADVICE AND GUIDANCE FROM THE CAREERS TEAM

HOW TO CHOOSE YOUR GCSES

GCSEs can be thought of as a base which later qualifications, such as A-levels, will build on. Later qualifications get narrower in focus so your GCSEs should be a broad and balanced set of qualifications. Because of this it's actually quite hard to make any big mistakes when picking your options! English, Mathematics and Science are the GCSEs that 6th form, colleges, apprenticeship providers and universities are most likely to be interested in-and you have to study these. You should choose options that will allow you to achieve your best at these core subjects.

The most important consideration, at this stage, is that you take the right subjects for you and for the right reasons:

1. Should I choose GCSE options based on what I am good at?

Yes! You're more likely to enjoy these subjects and it will help you manage your workload. You'll be able to complete work quicker and get good results. Also, learning more about a subject you have higher attainment in might be useful when making career choices later on. Things you are good at now may give you ideas about what you might do in the future.

2. Should I choose GCSE options I enjoy?

This is a really good starting point for considering GCSE options. You will be studying these subjects for several periods a week for the next three years! If you enjoy a subject you are more likely to work hard and get good results.

3. Should I choose a GCSE option because of a career I'm interested in?

If you already have a career in mind you are passionate about pursuing then it is worth bearing this in mind. However, don't choose a subject without checking the subject content and style of study. These things are more likely to determine how likely you are to enjoy the GCSE.

4. Should I look at how courses are assessed when choosing my GCSE options?

GCSEs can be assessed in a variety of ways e.g. coursework, written exams, spoken exams and practical work. You might want to think about how you perform well and if there are any assessment formats you might find particularly challenging. Your teachers are there to help you choose the most appropriate subjects for you. You can ask them what percentage different assessments are worth towards your final grade.

5. Are my A-level choices affected by the GCSE choices I make now?

Some A-level options don't require you to have studied them at GCSE first e.g. psychology. For other subjects you may need the GCSE, so check with your teachers.

6. Do universities care about about which GCSE options you choose?

Most university courses need you to have English and Maths GCSEs which is handy because they are compulsory! For some degrees their requirements for GCSE and

A-level subjects are not too limiting e.g. to study law you just need 2/3 good A-levels.

In some cases, you will need specific A-levels (and therefore the GCSEs you need for these A-levels) to get on certain university courses e.g. foreign languages

We wouldn't advise you to do too much university research just yet. If you are thinking about going to university and want to explore degree ideas the UCAS website is a good starting point. If this raises further questions then talk to the careers team.

7. A couple of don'ts!

- **Choose a GCSE subject because you like the teacher**

  However much you like your teacher this should not be a key factor when choosing your options. Most subjects are taught by a number of different teachers and you could end up in a class with any one of them.

- **Choose a GCSE subject because your friends are doing it**

  You need to do what is best for you. Doing different GCSEs won't affect your friendships-it will mean you have more to talk about when you meet up. You may make new friends in the subjects you choose.

Hopefully the advice you've found here will help with your decision making. Remember to ask for help and support if you need it.

The Careers Team

The careers team are on hand to guide and support students in making decisions about their futures. They have a wealth of experience with employers, apprenticeship providers and universities. They are happy to discuss individual choices further with students and parents/carers as appropriate.

Email: careers@din.leap-mat.org.uk

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TIMELINE OF EVENTS

January
27

Launch of Year 8 virtual open event

January
31

Electronic Options form sent out to be completed

February
9

Electronic Options form submission deadline

Thank you for taking the time to read through our Options booklet and visit our virtual options evening event. We have had to adapt our regular options process and hope that this provides you with the information required to support your child in making the options choices that are most appropriate for them. Should you require further information, then please contact the appropriate person identified on Page 7 of the booklet.

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