



Key Stage 4
Options Booklet
January 2018

Name _____

Pathway _____

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Key Stage 4 Option Choices - January 2018

This booklet is designed to give you all the information you need about the courses you will follow in KS4. Some of these courses are compulsory, and are known as 'core' subjects; others you can choose to study and these are called 'option' subjects.

Core curriculum:

What are the Core Subjects?

English: students will study GCSE English Language and English Literature.

Maths: this will be a GCSE Mathematics qualification. Science: This will be either a Triple Science or Double Science GCSE course. This will be discussed with you and your child and the most appropriate route will be selected. Students do not need to make a choice on this now.

PSRE: this will consist of RE and Personal, Social and Health Education lessons that are delivered by the specialist team on a wide variety of topics which are designed to enhance young people's awareness of the personal, social and health related challenges that are part of adult life. It is not an examined course.

Core PE: providing an opportunity for your child to be active and learn a range of sports and skills for a double period a week. This is not an examined course.

After the core there is space for each student to make four option choices and a reserve choice.

Option pathways:

At Bohunt School Worthing we offer three option pathways linked to your academic progress and likely career/future education aspirations. We will recommend which pathway might best suit you but this does not mean you cannot choose an alternative route should you want to discuss it with us. The vast majority of students are expected to follow Pathway 1 or 2.

Pathway 1: the option set of choices for this pathway leads to completion of the English Baccalaureate (E-Bacc). This is not another qualification but a mechanism for identifying a group of students achieving a series of GCSE grades 5 or better in a collection of highly perceived subjects - English, Maths, Double Science, History or Geography and a Foreign Language.

One option choice is used to pick a language. A second option is used to pick either Geography or History. Along with the core subjects this covers the E-Bacc set of qualifications. It still leaves two open option choices from the remaining subjects.

The E-Bacc combination of subjects is becoming increasingly important. They are on the list of Russell Group 'facilitating subjects' at post 16 and if university is your goal we strongly recommend this combination to keep your choices as wide as possible.

Pathway 2: for this pathway you must make one choice from Computing, French, Geography, History or Mandarin. This leaves 3 open choices. Whilst this combination does not automatically lead to completion of the E-Bacc you can still choose the required combination of options should you wish.

Students following this pathway could be considering sixth form A-levels and/or vocational qualifications or apprenticeships. They might then go to university, study higher apprenticeships or work, post 18.

Pathway 3: for this pathway one choice is the non-examined course called Study Support and one should be a Humanity. This still leaves two other open choices of which at least one should be a vocational qualification although it could be two. This pathway is designed to support students for whom more than 8 GCSEs might be too many. It allows them to get some extra support in English and Maths through dedicated study support time if needed.

Students still choose from the same option subjects as the other pathways but it is recommended they pick at least one vocational course. Post sixteen they would be able to attend college for A-levels, vocational and apprenticeship courses most likely leading to the work place and higher apprenticeships, post 18.

NB: The pathway you follow does not decide which class you are in for any options groups.

Making your decision:

Choosing the subjects you want to study in Key Stage 4 takes time and needs careful thought. Your parents, your tutor, your teachers, your friends and others will all help you with your decisions. You will need to do some research and we can help you with that through the PSRE lessons. A good starting point is to ask yourself some of the following questions:

- Which subjects do you like now?
- Is there a career that attracts you and what qualifications does it need?

If there is not – don't worry, this is not uncommon and the key is to not make choices that are too narrow.

Our advice when considering your subject choice is to choose subjects that:

- You are most likely to work enthusiastically in and succeed at.
- You think you will enjoy and you feel you are good at.
- Provide a balance and variety. By keeping a balance at this stage, you will not close off future options.
- You may need for your future education and/or career path.

Some dos and don'ts:

- Do talk to parents, subject teachers, your form tutor, older students, careers staff - they are all here to help.
- Do read the subject details in this booklet carefully and ask if you need to know more.
- Do opt for a balanced choice of subjects to keep open future careers and study options.
- Do choose subjects you enjoy.
- Don't choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher). You may well have a different teacher next year.
- Don't choose a subject because your friends are choosing it. You are deciding about your future and they may not be in the same group as you.

Some useful websites:

<http://www.careerpilot.org.uk/info/your-choices-at-14>

<http://icould.com/>

<https://nationalcareersservice.direct.gov.uk/>

www.sciencecareerpathways.com

<http://www.careersadviceforparents.org/2015/01/choosing-gcse-subjects-essential-guide.html>

FAQs

1. How does the school identify the best pathway for students?

We use a number of different sorts of information about each individual student. These include:

- Key Stage 2 results
- Current performance
- KS3 Bands
- CATs scores
- Teacher/Tutor/AC recommendation

2. Which is the best pathway to ensure progression to further education and on to university or employment?

If students wish to progress from level 2 to level 3 at the end of Year 11, most schools and colleges require the equivalent of 5 GCSEs at a good pass. It is therefore important that students achieve that threshold and may improve their chances of doing so by taking a mixture of GCSEs and vocational qualifications. Local sixth forms and colleges provide progression routes that offer courses of study to all students. These include A levels, Applied A levels, Level 3 and Level 2 vocational qualifications, apprenticeships as well as retake English and Maths GCSE. A recent report by UCAS (the organisation that is responsible for all UK applications to universities) stated “Whilst A levels remain the predominant qualification used by UK learners to support progression to higher education, vocational qualifications are increasingly being used for the same purpose.”

3. Do I have to choose a reserve?

Yes you do. If there is not enough demand for a course it will not run. There is also the possibility that your choice might not fit the curriculum when built from everybody’s choices. In either case we would talk to you to discuss your reserve choice.

4. What impact will the recent changes in regulations about examinations have on my child?

Some of the significant changes are:

All GCSEs will be fully linear with assessment at the end of the course and the content will not be divided into modules.

Exams will be the usual method of assessment, except when they can’t provide valid assessment of the skills required, for instance in Art or Drama.

Exams will only be available in the summer, this will mean that students on a GCSE only programme will be required to do all their exams in a limited time period at the end of Year 11, making huge demands on their ability to recall facts, perform well in exams, and manage the workload over the 3 years.

5. If following the English Bacc can I only do one humanity or one language?

No, you can use your remaining two option choices to pick a second language or humanity if you wish.

6. Can I change my mind after the deadline date?

Taking time to make the right choice through this process is the best way forward. If, however, you do change your mind this academic year or in September we can explore alternative choices. There may however be limitations on the subjects available due to class size and the structure of the timetable.

7. What about later post-16 courses?

Most colleges expect you to have taken a GCSE to take the A-level however you can take some subjects post sixteen even if you have not taken them at Key Stage 4. You will need to have evidence of ability to achieve success, such as a good GCSE grade in another related subject but it won’t be easy!

Helpful contacts:

Turing House Achievement Coordinator: Mr T Pearson tpearson@bohuntworthing.com

Franklin House Achievement Coordinator: Mr J Goldberg jgoldberg@bohuntworthing.com

Mandela House Achievement Coordinator: Mr E Minor eminor@bohuntworthing.com

Exam boards and courses:

The government has recently made major changes to GCSE examinations. Our students will take 'new' GCSE's in all subjects which will be graded using the numerical 1 to 9 system instead of the old A*-G system. Summer 2017 was the first year of new exams for English and Maths and currently all students will be required to achieve Grade 4 or above in English Language and Mathematics at GCSE. Students who do not achieve this will need to re-take the subject(s) at post 16. It is likely after this initial phase that grade 5 will be the required level to avoid a resit. In addition, please be aware that colleges set grade 4 or 5 as an entry requirement for many of their courses. As well as GCSEs we offer three vocational courses that are also Level 2 qualifications but have more portfolio and less examined content.

Each subject outline which follows in this booklet contains an abbreviated set of initials to identify which examination board they are using. These are as follows:-

OCR - Oxford, Cambridge and RSE Examinations

AQA - Assessment and Qualifications Alliance (Northern Examination and Assessment Board)

EDEXCEL - Incorporating London Examination and Assessment Board and BTEC

WJEC/EDUQAS - Welsh Joint Examination Committee

NCFE – This is not an acronym but a National Awarding body for Vocational qualifications that has been around since 1981.

The QR code on each subject page will take you to further course details.

Staff to see for each option course:

If, after seeing your child's subject teacher, you have further questions regarding an option course please contact the staff listed below:

Business Studies – Mr McPherson Computer Science¹ – Mr Franklin Dance – Ms M. Palmer Design and Technology – Mr Bateup Drama – Ms M. Palmer Fine Art – Ms Chapman Food and Cookery – Mr Staples French – Mrs Robbins	Geography – Mr Jones Health and Fitness² – Mr Goldberg History – Mr White Interactive Media¹ – Mr Franklin Mandarin – Ms Nai Music – Mr Imbert PE² – Mr Goldberg Study Support (by invitation) – Your child's Achievement Coordinator
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¹ or ². Subjects with the same number cannot both be chosen together as part of your options.



GCSE English Language

Board:
AQA



As a part of your GCSE in English language, you will read a wide range of texts, both fiction and nonfiction, modern and nineteenth century fluently and with good understanding. You will learn to read critically, and use knowledge gained from wide reading to inform and improve your own writing. You will become able to use Standard English appropriately, use grammar correctly, punctuate and spell accurately. You will also learn skills to enable you to listen to and understand spoken language, and to use spoken Standard English effectively.

ASSESSMENT DETAIL

Examination Detail

Paper 1 - 1 hour 45-minute exam, 50%. Section A: Reading - one literature fiction text. Section B: Writing - descriptive or narrative writing.

Paper 2 - 1 hour 45-minute exam, 50%. Section A: Reading - one non-fiction text and one literary non-fiction text. All texts are unseen. Section B: Writing - writing to present a viewpoint.

Skills and interests developed over the course of study:

<p>Alongside the work we do in school, you will also need to complete a substantial amount of homework. Working independently on your understanding and analysis of texts and on your writing.</p>	<p>This course requires you to be able to complete extended analytical essays and pieces of nonfiction and creative writing. You will need to work hard in class and on homework to gain the confidence to complete these.</p>	<p>It will be hugely beneficial to you to do lots of reading at home, this will help you to improve your independent understanding and will help you to make comparisons between the texts we study in class.</p>
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English language is an important qualification for any career as it teaches you important communication skills that can be translated into any job role. Specifically, English language GCSE would be useful if you wanted to work in journalism, marketing, advertising, libraries, careers in film and television and in public relations.



GCSE English Literature

Board:
AQA



You will read a wide range of texts from different periods in time and of different genres: drama, poetry and fiction. You will learn strategies to understand complex texts and to identify themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.

ASSESSMENT DETAIL
<p>Examination Detail</p> <p>Paper 1 - 1 hour 45-minute exam - Shakespeare play, the 19th-century novel, 40%. Paper 2 - 2 hour 15-minute exam - modern prose or drama texts, one cluster from a poetry anthology provided by the exam board, unseen poetry, 60%.</p>

Skills and interests developed over the course of study:

<p>Alongside the work we do in school, you will also need to complete a substantial amount of homework. Working independently on your understanding and analysis of texts, to complete wider reading and to formulate your personal responses to texts.</p>	<p>This course requires you to be able to complete extended analytical essays, in time you will need to be able to independently analyse unseen texts. You will need to work hard in class and on homework to gain the confidence to complete these essays.</p>	<p>It will be hugely beneficial to you to do lots of reading at home, this will help you to improve your independent understanding and will improve your vocabulary too.</p>
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English literature is an important qualification for any career as it teaches you skills for critical reading that enable you to decode what you are reading, to question and challenge information you are given based on knowledge of context and supported by evidence. Specifically, English literature GCSE would be useful if you wanted to work in journalism, marketing, advertising, libraries, careers in film and television and in public relations.



GCSE Maths

**Board:
Edexcel**



Mathematics will be arranged into two tiers, Foundation and Higher. Students will undertake one set of exam papers at either level dependent on ability and the course content can be found below.

Foundation Tier

- Geometry and Measure 15%
- Statistics and Probability 15%
- Number 25%
- Ratio Proportion and Rates of Change 25%
- Algebra 20%

Higher Tier

- Geometry and Measure 20%
- Statistics and Probability 15%
- Number 15%
- Ratio Proportion and Rates of Change 20%
- Algebra 30%

ASSESSMENT DETAIL

Edexcel GCSE in Mathematics (9–1) will be assessed through three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator paper.

Skills and interests developed over the course of study:

There is no practical element to the course.	Homework will typically be one hour per week.	Students would benefit from having good logical thinking skills and the ability to reason in a structured manner.
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Maths is a necessary life skill that is essential both for employment and within our daily lives. Virtually all employers will require a sound grasp of maths. The ability to solve problems is at the very heart of maths, and is why employers value the subject so highly. Maths teaches you how to draw together different techniques to enable more complex problems to be solved. It teaches you to work efficiently and accurately, but also allows you to think creatively; there are often many ways of solving any particular problem.

Some possible future careers for students taking this subject:

Actuarial analyst, actuary, forensic accountant, operational researcher, research scientist (maths), chartered accountant, secondary school teacher, statistician, stockbroker, aerospace engineer, business analyst, software tester, corporate investment banker, insurance underwriter, investment analyst, meteorologist, and quantity surveyor.



GCSE Science

Board:
AQA



Science is experimenting to find out how the universe works, from what happens in your body to how we generate electricity for our everyday life.

It involves both learning and testing new theories as well as being able to apply these to new contexts in the real world. This combination of challenging skills makes it a very appealing subject for employers, colleges and universities, who view it as an excellent measure of a student's aptitude as well as the tenacity they apply to their studies

Students will study for either three separate science GCSEs (3 GCSE grades) or the trilogy combined science GCSE (2 GCSE grades). Teachers will recommend a suitable science pathway for each student based on their progress to date.

Separate Biology: Cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; and ecology.

Separate Chemistry: Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry, chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere; and using resources.

Separate Physics: Energy; electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism; and space physics.

Trilogy combined Science:

Cell biology; organisation; infection and response; and bioenergetics; homeostasis and response; inheritance, variation and evolution; and ecology.

Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources.

Energy; electricity; particle model of matter; atomic structure; forces; waves; and magnetism and electromagnetism.

ASSESSMENT DETAIL

Examination Detail:

Three separate sciences (3GCSEs) – 6 exams in total

Biology: 2 x 1 hour 45 minute examinations each worth 50% of the GCSE mark.

Chemistry: 2 x 1 hour 45 minute examinations each worth 50% of the GCSE mark.

Physics: 2 x 1 hour 45 minute examinations each worth 50% of the GCSE mark.

Trilogy combined sciences (2 GCSEs) – 6 exams in total

Biology: 2 x 1 hour 15 minute examinations each worth 16.7% of the 2 GCSE grades.

Chemistry: 2 x 1 hour 15 minute examinations each worth 16.7% of the 2 GCSE grades.

Physics: 2 x 1 hour 15 minute examinations each worth 16.7% of the 2 GCSE grades.

Skills and interests developed over the course of study:

Students who are naturally inquisitive about the way the world works will enjoy science.	There are required practicals that will be completed by every student in each unit of work. These will form the basis of 25% of the questions in each exam.	While there is no course work, students will be expected to complete homework. This will be proportionately more each week for those students on the triple science pathway.	Students' numeracy skills will be developed particularly through the physics elements of the course.	Students who are considering a career in health, science, sport or engineering will be well prepared by their science GCSEs.
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Possible future careers for students taking this subject:

Physicist, biologist, chemist, sports scientist, dentist, botanist, doctor, nurse, chemical engineer, astrophysicist, food scientist, biochemist, pharmacist, mechanical engineer, optician, architect, forensic science and vet.



GCSE Business Studies

Board:
OCR



Students will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, they will learn about planning their own business, marketing, finance and economics. Business related courses are currently the most popular university degrees in both the UK and the U.S so this will give students the first steps on this educational path.

This course will also allow pupils to see how real businesses operate through case studies about the World's most famous brands. They will also have the opportunity to visit businesses to learn more about them as well as hear from local entrepreneurs who will be invited in.

ASSESSMENT DETAIL

The OCR GCSE Business assessment is as follows:

- Two exams: 'business activity, marketing and people' and 'operations, finance and influences on business'.
- No controlled assessment.

Both exams are 90 minutes and worth 50%.

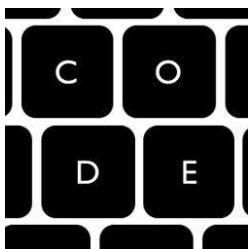
Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.

Both exams are marked out of 80. At least 10% of these marks are awarded for quantitative skills, with the rest being based on a pupil's ability to demonstrate knowledge, apply theory to business contexts and analyse / evaluate business decisions.

Skills and interests required for the course:

<p>Topics covered: Marketing, Enterprise, Business planning, Production, Finance, Economics, Employment, Motivation, Law, Competition and Ethical/environmental considerations.</p>	<p>Students will be expected to work independently to revise and master content in preparation for the two exams. Homework will be set regularly, and will occasionally be project based.</p>	<p>Students who are interested in running their own business in the future, or working within the business sector should look at this as an option.</p>
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The GCSE in Business looks to inspire and enthuse learners to consider a career in one of the many business disciplines, such as marketing, finance, sales, recruitment or retail. We believe that, whichever career students choose in the future, will only be strengthened by having a good understanding of business principles and applying these to the company they are working for. The qualification also supports progression to a more specialised level 3 academic or vocational business course or an apprenticeship.



GCSE Computer Science

Board:
OCR



The Computer Science GCSE will provide the students with valuable thinking and programming skills that are extremely attractive in a modern workplace. The students will also gain a deep understanding of computational thinking and how to apply it to Python Programming language.

Students will understand and apply the fundamental principles and concepts of Computer Science. They will gain practical experience of solving problems by designing, writing and debugging programs.

ASSESSMENT DETAIL

Two exams – each worth 80 marks

Exam 1 will contain questions on - Computer systems, this includes systems architecture, memory, storage, wired and wireless networks, network topologies, system security, system software and ethical, legal, cultural and environmental concerns.

Exam 2 will contain questions on – Algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, data representation.

Both exams will be during the summer of Year 11. The format will be a written paper for the duration of 1 hour 30 minutes each.

Each exam is worth 40% of the final mark, therefore the total exam element is 80% of the final mark.

The controlled assessment will take the format of a programming project. During this project the student will be tested on programming techniques, including analysis, design, development, testing, evaluations and conclusions.

This will be a total of 20 hours and form 20% of their final mark.

Skills and interests required for the course:

This subject will appeal to students who are able to apply analytical, logical and critical thinking whilst thinking creatively and innovatively.	The student will need to have resilience as well as well as a strong aptitude for maths.	It would be advantageous for the student to have an interest in programming and digital technology.
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Possible future careers for students taking this subject include:

Computer programmer, business analyst, app designer, web designer, computer and information systems managers, data analyst, database administrator, games developer



GCSE Dance

**Board:
AQA**



Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students can choose any style to perform and choreograph in, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

ASSESSMENT DETAIL

Students will cover all aspects of Dance including practical and theory.

Controlled Assessment Details

Assessment Dance Appreciation – 40% Final written exam Year 11 – 1 ½ hrs

Practical Assessment Details

Performance - Internally marked and externally moderated Performance worth 30%

Choreography - Internally marked and externally moderated worth 30%

Skills and interests required for the course:

<p>Is there a strong practical aspect to the course? Students studying GCSE dance are required to work closely with others so good group work skills are essential. Students must feel comfortable to perform in front of others.</p>	<p>Will there be a lot of independent homework required? In preparation for the written exam, students will take theory lessons and be expected to complete homework.</p>	<p>Would it be advantageous for the student to have related interests outside of school? Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have.</p>
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Dance develops creative, imaginative, physical, emotional and intellectual capacities. The GCSE course prepares students to go on and study dance at AS and A level. This course will help prepare students for a future career in dance as a professional dancer, choreographer, teacher or work in the wider arts profession.



GCSE Design and Technology

Board:
WJEC



Design and technology will allow students to develop a broad range of creative designing and making skills. Students will develop their skills through a number of tasks, based on the sound theoretical principles that underpin them. Examples of areas studied include resistant materials, electronics, graphics and textiles.

ASSESSMENT DETAIL
<p>Examination Details: There is a 2 hour written exam, which is taken at the end of Year 11.</p>
<p>Coursework/Portfolio Details: Students will carry out a design and make project, consisting of a 20, A3 page folio and a finished artefact. The whole project is carried out between the summer of Year 10 and the spring of Year 11.</p>

Skills and interests required for the course:

This subject should appeal to creative students who enjoy designing and making things.	There are a number of designing and making tasks, as well as a sound theoretical framework.	Students will be required to develop a high level of time management, as much of the design work for the final project will be carried out at home.	Students should be capable of independent creative thinking and should possess a strong work ethic.	An interest in the way that things work would be advantageous for a course like this.
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Design and Technology is a very broad based, creative, subject that is designed to enable students to develop independent thinking skills. As such, it is a skill set that is transferable to almost all career paths. In addition to this, students of design and technology at GCSE can expect their career opportunities to be particularly enhanced within the follow occupations:

Product design, engineering, architecture, fashion design, self-employment, the armed services, graphic design, teaching, advertising, the emergency services, hospitality and the many building trades.



GCSE Drama

**Board:
AQA**



GCSE Drama allows students to explore texts practically and work on two text based performances. The students are also given the opportunity to create a devised performance and the final exam helps them realise their full potential. Students learn to collaborate with others, think analytically, gain confidence to pursue their own ideas and reflect and refine their efforts.

ASSESSMENT DETAIL
<p>The subject content for GCSE Drama is divided into three components:</p> <p>1 Understanding drama 2 Devising drama 3 Texts in practice</p>
<p>Controlled Assessment Details Component 1: Understanding Drama – Worth 40% of GCSE Written exam: 1 hour and 45 minutes</p>
<p>Practical Assessment Details Component 3: Texts in Practice – Worth 20% of GCSE Performance of Extract 1 and Extract 2</p>
<p>Coursework/ Portfolio Details Component 2: Devising Drama – Worth 40% of GCSE Devising log, Devised performance</p>

Skills and interests required for the course:

Students can choose to develop as a performer or designer (lighting, sound, set, costume, puppets) or a performer and designer.	Students will have to study at least two texts, learning about the themes and characters through drama activities, group work and homework. Out of class work may take place at home or as part of rehearsals after school.	The school will organise opportunities to see live theatre performance for all students. It would be advantageous for students to take part in community theatre groups and attend performances in their own time.
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Students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies, AS and A level Drama and in the workplace. This course is suitable for those wishing to pursue a career in theatre, be that as a stage performer, designer or director.



GCSE Fine Art

Board:
AQA



Fine Art GCSE is an exciting and creative course which will challenge students to improve their art skills, understand artwork and other sources of inspiration, and develop personal art projects from start to finish in response to a given theme. They will have the opportunity to use a wide variety of media, including drawing and painting techniques, printing, sculpture, photography, digital art, collage and mixed media.

Whatever their source of inspiration and choice of media/technique, students will need to meet the following assessment objectives (AOs):

- AO1: Develop ideas through investigations, demonstrating critical understanding.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT DETAIL

Coursework/ Portfolio (component 1)

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed:

- No time limit
- 60% of GCSE

Controlled Assessment (component 2)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed:

- Preparatory period followed by 10 hours of supervised time
- 40% of GCSE

Skills and interests required for the course:

<p>This subject will appeal to students who enjoy expressing themselves creatively and developing their ideas towards a personal outcome. They should also enjoy carrying out research and analysing art.</p>	<p>As it is a course-work heavy subject, students will need to complete a significant amount of artwork/ art research in their own time.</p>	<p>Students who enjoy making art in their own time, and/or visiting art galleries, will be at a big advantage.</p>
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Possible future careers include: artist, architect, illustrator, graphic designer, games designer, fashion designer, animator, art therapist, photographer, prop maker, tattooist, art exhibition curator, art historian, community arts worker, web designer.



Food and Cookery

NCFE Vocational Level 2 Certificate



The level 2 certificate in Food and Cookery is a complementary technical award and the vocational equivalent of a GCSE qualification. It is aimed at students who are interested in any aspect of food and cookery and in the context of cooking for health.

ASSESSMENT DETAIL
The course is made up of four different sections which will all need to be completed. Each section will consist of thirty hours teaching and will be graded accordingly. All sections are mandatory and need to be passed in order to gain accreditation from NCFE
All sections contain an element of practical skills but cooking will be assessed in units 1, 2 and 4. Section 3 is externally examined and marked by NCFE.
All work will need to be recorded and saved in your personal portfolio. Evidence will be needed of all required tasks.

Skills and interests required for the course:

Working in food or cookery requires you to have a passion for food, an interest in and understanding of how it impacts on the body and a wide range of skills depending on the tasks at hand.	The course will be very practical; requiring students to be competent in many different areas of food preparation and theory. Work will be recorded through a range of different mediums.	Unit 3 is independent work and thus will need to be completed individually by the student. This unit is externally marked by NCFE
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Career opportunities: hospitality and catering, health and well-being, food development and production, food retail.



GCSE French

Board:
AQA



At Bohunt School Worthing, we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and as something students should enjoy and find rewarding. Students will be expected to understand and provide information and opinions about key themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

ASSESSMENT DETAIL

Examination Detail

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1: Listening - Written exam, 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE.

Paper 2: Speaking - Non-exam assessment, 7–9 minutes (Foundation Tier), 10-12 minutes (Higher Tier) + preparation time. 60 marks and 25% of GCSE.

Paper 3 - Reading - Written exam, 45 minutes (Foundation Tier), 1 hour (Higher Tier). 60 marks and 25% of GCSE

Paper 4 - Writing - Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier). 50 marks and 25% of GCSE

Skills and interests required for the course:

A keen interest in French culture and history. Personal traveling experiences to France are useful.	The ability to work independently and practice vocabulary outside of the school environment.	A good base knowledge of the French language, with established reading, writing, speaking and listening skills.
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Languages are great for a wide variety of careers especially those involving, travel, translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law!



GCSE Geography

**Board:
AQA**



This exciting course is based on a balanced framework of physical and human Geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. The course will cover a wide range of world and UK based Geography, with a focus on located examples. Students will develop geographical skills whilst studying the impact of natural hazards, UK physical landscapes and the challenges of modern urban living. This exciting course content will enthuse and engage students to achieve beyond expectations in Geography.

ASSESSMENT DETAIL

Examination Detail

Exam 1: Living with the physical environment

90 minutes exam with 88 marks available, accounting for 35% of the total grade.

Exam 2: Challenges in the human environment

90 minutes exam with 88 marks available, accounting for 35% of the total grade.

Exam 3: Geographical applications

75 minutes exam with 76 marks available, accounting for 30% of the total grade.

Fieldwork

Students will complete two pieces of fieldwork in the local area. Students will be examined on their findings as part of the terminal exam papers. No controlled assessment will be submitted as part of the qualification.

Skills and interests required for the course:

This course will appeal to those students with a genuine interest in different cultures. A keen interest in travelling and world place knowledge would be desirable.	Students will need to be driven to work independently in class as well as at home to gather data evidence to support located examples in Geography.	Students will need to be able to work logically through a geographical enquiry project to complete fieldwork tasks.
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A focus on independence and transferable enquiry skills make geographers extremely employable across a range of sectors. Traditionally, geography can lead to a career in the tourism sector, GIS Mapping, environmental consultancy and town planning.



Health and Fitness

NCFE Vocational Level 2 Certificate



This qualification is designed for learners with an interest in health and fitness such as exercise, lifestyles and diet. Level 2 is appropriate for learners who are looking to develop a significant core of knowledge and understanding, and want to apply that knowledge in preparing, planning and developing a health and fitness programme.

ASSESSMENT DETAIL Four mandatory units graded Pass, Merit or Distinction
<p>Examination Detail</p> <p>Unit 03: Preparing and planning for health and fitness. Mandatory externally set and marked assessment paper.</p>
<p>Coursework/ Portfolio Details Which Include Practical Assessments</p> <p>Unit 01: Principles of health and fitness. Mandatory internally assessed portfolio of evidence. Unit 02: Healthy lifestyles. Mandatory internally assessed portfolio of evidence. Unit 04: Develop a personal health and fitness programme. Mandatory internally assessed portfolio of evidence.</p>

<p>This qualification will provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships.</p>	<p>The following core areas and transferable skills will be developed throughout the course: communication, problem-solving skills, interpreting information, research skills, teamwork, planning, health and safety.</p>	<p>It is not essential, but would be beneficial, if learners took an interest in health and fitness outside of school.</p>	<p>Coursework is made up of both written and practical assessments. Students will be expected to work both independently and as a part of a group.</p>
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Possible future progression for students taking this subject: A level in Physical Education Diploma in Exercise, Health and Fitness Studies. It may also be useful to those studying qualifications or pursuing careers in the following subjects: sport, nutrition, exercise.



GCSE History

Board:
EDUQAS



The Eduqas History GCSE gives students the opportunity to study aspects of British, European and World History across three eras; Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day). The course will enable students to develop their interest in and enthusiasm for history and their understanding of its intrinsic value and significance. They will learn to evaluate the impact of important historical events, people and issues and assess how these impacts have changed over time. Students will assess how the past has been represented and interpreted and learn how to analyse evidence critically.

ASSESSMENT DETAIL

Examination Detail

Component 1: Studies in Depth written examinations: 2 hours (split into two papers of 1 hour duration each) 50% of qualification.

- 1B The Elizabethan Age, 1558 – 1603
- 1G Germany in Transition, 1919 – 1939

Component 2: Studies in Breadth written examinations: 2 hours (split into two papers one of 45 minutes for the Period Study and one of 1 hour 15 minutes for the Thematic Study) 50% of qualification.

- 2A The Development of the USA, 1929 – 2000
- 2F Changes in Health and Medicine in Britain, c.500 to the present day

All exams will take place in the summer of 2019 for our current Year 9 students.

Skills and interests required for the course:

Students will need to enjoy the opportunity to debate topics and explore how issues can be viewed in different ways.	The range of superb online materials and excellent documentaries mean students should relish the opportunity to extend their historical knowledge outside of the classroom.	An aptitude for and enjoyment of extended writing will help students to achieve highly in this subject.
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A wide range of employers highly value the analytical skills developed through the study of History. Common career paths undertaken by History students include the law, journalism, research, education and business consultancy.



Interactive Media

**Pearson
Edexcel
(CiDA)
Level 2**



This Digital Applications course has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games. The aim is to encourage learners to consider pursuing education, training and career paths which will contribute to the nation’s economic wellbeing, while achieving job satisfaction and reward. The certificate in Digital Applications has been designed to teach digital design skills and enable young people to use digital tools to express their creativity in an informed and responsible way.

ASSESSMENT DETAIL

Examination Detail

Unit 1: Practical computer-based examination – 2.5hrs (50 marks)

Units 2-4: Internally assessed summative project

Centres must allow 30 hours for students to complete their summative project. As a guide, it is recommended that this time is divided up as follows:

- Proposal/game overview – 5 hours
- Design, building and development – 22 hours
- Review – 3 hours

Skills and interests required for the course:-

<p>This subject will develop your:</p> <ul style="list-style-type: none"> • creativity skills • ICT skills • communication skills • problem solving skills 	<p>Much of the work completed in this course will use digital media such as graphics tablets, digital cameras, scanners, video cameras and iPads.</p>	<p>Students will be expected to work independently throughout this course and keep up to date with their portfolio.</p>	<p>Students must also be able to complete written work and designs by hand for their portfolio using sketch books and drawing boards.</p>
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Possible future careers: Web designer, graphic designer, publishing, animator, cartoonist, computer games designer, digital illustrator, special effects technician and multimedia designer.



GCSE Mandarin

Board:
AQA



At Bohunt School Worthing, we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and as something students should enjoy and find rewarding. Our objective is to enable students of all abilities to develop their Chinese (Mandarin) language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

ASSESSMENT DETAIL

Examination Detail

GCSE Mandarin has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1: Listening - Written exam, 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE.

Paper 2: Speaking - Non-exam assessment, 7–9 minutes (Foundation Tier), 10-12 minutes (Higher Tier) + preparation time. 60 marks and 25% of GCSE.

Paper 3 - Reading - Written exam, 45 minutes (Foundation Tier), 1 hour (Higher Tier). 60 marks and 25% of GCSE

Paper 4 - Writing - Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier). 50 marks and 25% of GCSE

Skills and interests required for the course:

A keen interest in Chinese culture and history. Personal traveling experiences, although unlikely would be beneficial.	The ability to work independently and practice vocabulary outside of the school environment.	A good base knowledge of Mandarin, with established reading, writing, speaking and listening skills.
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There is a national shortage in school leavers entering the workplace with Mandarin GCSE. Therefore, Mandarin is great for a wide variety of careers, especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law!



GCSE Music

Board: AQA



In GCSE music, you will be given the chance to test and develop your creative musical skills through performance and composition, as well as through analysing the musical dimensions and features of many different genres.

ASSESSMENT DETAIL
The GCSE course is made up of three components that are a mixture of coursework and exams. They are outlined below, with the percentages of how much they contribute to the final mark.
Component 1: Understanding Music (40%) <ul style="list-style-type: none"> • 90 minute listening and contextual understanding exam, with questions on unfamiliar music (listening) as well as study pieces (contextual understanding).
Component 2: Performing Music (30%) <ul style="list-style-type: none"> • Solo performance • Ensemble performance
Component 3: Composition <ul style="list-style-type: none"> • Composition 1: Composing to a brief • Composition 2: Free composition

Skills and interests required for the course:

This subject will appeal to those who play instruments, are comfortable with creative tasks and enjoy performing.	The course requires pupils to perform as a solo musician as well as with others in an ensemble performance.	Composition and rehearsal logs are required throughout the course. Independent listening tasks and practice will also be set as homework.	Pupils will be required to use appropriate terminology of musical appraisal in written answers. Pupils will also need to use music technology.	Already playing an instrument and understanding aspects of musical theory will greatly help you to access the course content. This includes using musical technology.
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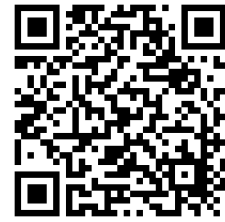
What career can GCSE music lead to?

A wide range including, but not limited to, being a live and session musician, music journalist, music producer & engineer, ethnomusicologist, music therapist, composer, artist and venue manager, and more.



GCSE Physical Education

**Board:
AQA**



GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of roles and activities through which to participate in physical activity.

ASSESSMENT DETAIL

Examination Detail

Paper 1: The human body and movement in physical activity and sport

Written exam: 1 hour 15 minutes, 30% GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

How is Written exam: 1 hour 15 mins, 30% GCSE

Practical Assessment Details

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

How is it assessed? Assessed by teachers, Moderated by AQA, 40% GCSE

Skills and interests required for the course:

This course suits students with a keen interest in physical education and who excel in a sport. Also Students who have an interest in biology.	The course spec' means that students will work both individually and part of a team when being assessed.	There is not a coursework element to the course but homework will be set to consolidate your learning.	Students must have a strong background in science. Exam questions require extended answers so an aptitude for extended writing is important.	Students will get a much higher practical grade if they are involved in sports inside and outside of school.
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A GCSE in PE leads to many possible future careers: PE teacher, personal trainer, sports coach to name but a few. The skills learned, in terms of teamwork, problem solving and physical health and fitness are, however, applicable across almost all careers and vocations.

Notes

Example

BSW Option Choice Form 2018

Name:	Tutor Group:
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Your recommended pathway is:

The list of option subjects are shown below:

Business Studies Computer Science¹ Dance Design and Technology Drama	Fine Art Food and Cookery French Geography Health and Fitness²	History Interactive Media¹ Mandarin Music PE² <small>(¹ or ² same numbered subjects cannot be chosen together)</small>
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Action:

- Look at the pathway recommended at the top of this form.
- Complete your choices from any of the option subjects above. Write your choices, in preference order, in the appropriate pathway box below.
- Make sure both you and your child sign the form. **Return the form to your tutor by Wednesday 21st February.**

Pathway 1 (E-Bacc)
Choice 1: circle your chosen humanity Geography or History
Choice 2: circle your chosen language French or Mandarin
Choice 3:
Choice 4:
Reserve:

Pathway 2
Choice 1: circle your chosen subject Computing, French, Geography, History, Mandarin
Choice 2:
Choice 3:
Choice 4:
Reserve:

Pathway 3
Choice 1: circle your chosen subject Geography or History
Choice 2:
Choice 3:
Choice 4: Supervised Study
Reserve:

Student signature _____ Parent Signature _____ Tutor Signature _____