

Year 9 OPTIONS BOOKLET 2021

**Your guide to choosing
the best subject options**



**Ormiston
RIVERS
Academy**

Aspiration - Independence - Resilience - Respect



Contents

Introduction

Pathways to Progression	2
What will be different about Key Stage 4?	3
EBACC	4
The Core Curriculum	5
Think about the choices you are making	6

Option Subjects

Art & Design	7
Business Studies	8
Childcare	9
Computer Science	10
Creative Imedia	11
Dance	12
Drama	13
Engineering	14
Food & Cookery	15
French	16
Geography	17
Health & Social Care	18
History	19
Practical Music	20
Religious Studies	21
Sound Engineering	22
Separate Sciences	23
Sport (Health & Fitness)	24

Core Subjects

English Language	25
English Literature	26
Mathematics	27
Combined Sciences	28
Options Form	29

Pathways to Progression

In September 2021 you will enter Year 10 and will begin a new and exciting educational phase of life. These two years will provide you with the qualifications you need to progress onto courses at college, sixth form, apprenticeships or other training and education courses; qualifications which are valued by employers now and in the future.

Every student has a core curriculum at the centre of their learning. This is the compulsory element of the timetable. The core curriculum occupies the largest part of your school week and incorporates those subjects valued most highly for progression: English, Maths, Science and Physical Education.

You will also need to consider which optional subjects to choose. You need to decide which will bring you success? Which will you enjoy doing? Which will inspire you and influence your future career? It is vital that you take courses that lead you to the right level of qualification for your ability, aptitude and future needs. You need to consider:

- What level am I currently working at in Year 9?
- What subjects or kind of learning do I enjoy?
- What kind of career or job am I interested in?
- What kind or level of qualification will I achieve on this course?
- Will this pathway provide me with enough/not enough/too much challenge?
- What do my parents/carers advise me to do?

You will be supported in making your choices by:

- Reading this booklet
- Emailing subject leaders, identified in the booklet with any further questions
- Taking the opportunity to contact our independent careers advisor, Mrs L. Brazier, to discuss your options. lbrazier@ormistonriversacademy.co.uk
- Talking to your teachers about the courses we offer in school
- Browsing our Year 9 Options Hub on our website
- Attending all of the taster sessions that have been scheduled. The timetable for this will be shared separately.

At the end of this booklet you will find an Options Preference Form. With Covid affecting how we operate, we have included this form in the booklet so that you can see the option layout and choices. However, we will collect Option choices via an online google form, which we will send via your school email account. We are providing you the opportunity to indicate your preferences and a list of reserve choices. Although we make every effort to ensure your first preferences are met, we cannot guarantee that you will be able to do every course you want to do. This is because sometimes the courses that we offer in this booklet can only run if enough people want to do them. Alternatively, if too many people want to do a course, and classes would be too large, then places are limited and some students cannot be allocated the place.

We will do our best to meet your individual needs but we have to provide for everyone and that sometimes means compromises. Good luck – remember, we are here to help you make the best choice for YOUR FUTURE.

Ms Carroll,

Assistant Principal, Curriculum

What will be different about Key Stage 4?

- As senior members of the school, you are expected to set an example to younger students by your attitude, uniform and behaviour; you may apply to become a prefect.
- You will begin studying for qualifications that have a value in employment, further education and for life.
- You need to understand the importance of exams and revise thoroughly for them. You will sit linear exams at the end of Year 11 in all subjects and your first chance will be your only chance to pass. There will be a heavy exam load and you will need to be well prepared.
- Meeting deadlines is very important, organise your time well. Any controlled assessments or vocational course units count directly toward your final grade and so must be taken seriously.
- You will have opportunities to develop study skills, work-related learning and economic understanding. These are all important skills for life.
- Students are expected to have excellent attendance and punctuality records. We have proof that good attendance is one of the key factors to exam success – rule number one is turn up!



EBACC

Students who achieve a grade 5 in English, Maths, two or three Sciences, French and History or Geography at a Grade 5 are deemed to have achieved the English Baccalaureate subjects. The EBACC is not an additional qualification but a measure for schools; it may potentially be used by employers and universities to select the most academically outstanding students. If you are considering an academic university course in the future, such as Law or History, and want to go to one of the Russell Group Universities such as Durham or York, we strongly recommend that you consider a traditional, academic pathway. The EBACC can be achieved with either Combined or Triple Science.

And finally... Students will be advised and guided onto the most appropriate pathway for their ability, aptitude and aspirations by form tutors, senior leaders, parents and subject teachers. We will use data generated by subject teachers and by tests such as CATs (Cognitive Ability Tests), KS2 scores and most importantly your work so far throughout years 7-9, to identify the best route through Key Stage 4, - the attitude you bring to school is every bit as important as your ability!

All GCSEs will be graded 1– 9 with Grade 5 the expected progression standard on to Level 3 courses (A levels/BTEC Level 3). BTECs, V-Certs and Technical Awards will be graded as Pass, Merit, Distinction and Distinction*. Students who don't achieve Grade 4 in English or Maths may have to re-sit the course in their post-16 provision. GCSEs are examined by linear exams taken at the end of the course and rely on students acquiring a large body of knowledge, alongside the stamina to sit longer exams (and more exams than other generations). Consistent effort, regular revisiting of knowledge and practice, practice, practice will help you to be successful. With that in mind, attendance to school, online engagement, and regular revision for end of unit assessments are all important steps to your final success.



The Core Curriculum

All students MUST take the following core subjects:

- ENGLISH: All students will study GCSE English Language and English Literature to GCSE standard.
- MATHS: All students will study GCSE Mathematics.
- SCIENCE: Most students will study GCSE Combined Award Science 2 GCSEs; some students who have achieved a high level in KS3 will study GCSE Biology, Chemistry and Physics as three separate Sciences. You will have the opportunity to indicate a preference for this on your options form, and your preference will be assessed by the head of science.
- Core PE: Understanding how to maintain fitness levels and a healthy lifestyle are crucial.

All students MUST choose an EBACC subject, Geography, History or French. You will have the opportunity to choose more than one of these if this is your preference.

You will then have the opportunity to choose 3 Optional Subjects from:

- Art & Design
- Business Studies
- Childcare
- Computer Science
- Creative Media
- Dance
- Drama
- Engineering
- Food & Cookery
- French
- Geography
- Health & Social Care
- History
- Practical Music
- Religious Studies
- Sound Engineering
- Sport (Health & Fitness)

Further detailed descriptions of each course listed above, is available in this booklet.

Think about the choices you are making

Do you think these students have made the right choices?

Student A: I am not sure what I want to do so I want to keep my options open. I am in middle sets and am predicted Grade 4 or better at GCSE. I am going to take Combined Science because I will still be able to go on to Science A levels but I know I won't want to do all Science A levels and 7.5 hours of Science a week will be too much for me! I like History so have considered doing French as well for the EBACC but I am in set 4 and don't really enjoy it now but maybe it'll be different at GCSE? I really like my teacher so as long as I'm taught by her, it'll be fine. I like the idea of doing 3D Design because I think it is creative and I like using a computer but if I do that I can't do Art as well so I'm thinking of Sport. They'll be loads of practical and hardly any writing, won't there?

Student B: I want to be a lawyer or barrister so I know I have to choose some tough academic courses to test myself and work really hard for the top grades. I could take either History or Geography because lots of the skills are useful so I'm going to look carefully at the content of the courses and think about what I enjoy learning about. I am going to take French too because I want to go to a good university and I know they will expect me to have at least a good GCSE in a language. This also means I've done the EBACC subjects so I'm going to choose Art or Photography as my other choice because I think it will be a good balance to be a bit more creative and take some pressure off me. I could do Triple Science but I don't want a career in Science so I will be better off getting top grades in Combined Science. Then I can choose History and Geography!

Student C: I'm not sure what I'll end up doing but I know it'll be something scientific or factual so I'm definitely taking Triple Science. I want to try the Computer Science course too because I like taking things apart and wondering how they work and I'm good at Maths. I am going to do PE for my third option because I play for a local rugby team and like the Science bits in Sport. It'll also be different to my other subjects so will be a good balance to my week. Or should I do Sports Studies so I don't have as many exams all at once?

Student D: I want to do child care or nursery work when I'm older. I would like to go to Bolton College and do a care course when I'm 16 so it's best if I get my qualifications in school first. I am doing Combined Science, Health & Social Care and Art because I'm quite artistic and I'm not quite as confident in written exams so the practical work will help me and the assessments at the end of the units will help me know if I'm on track. It's hard to choose one from the compulsory EBACC option block because they're not subjects I really like. I'm going to miss it out and just choose four from the other blocks because they probably won't even notice, will they?

Art Course Overview

Art is a course to develop and explore endless possibilities in a creative environment. There are opportunities to engage in stimulating and exciting projects, which will build your personal skill base and develop new ones throughout the course.

Students work with a wide range of media applications and become familiar with contextual studies to support their developing artwork.

Students will develop key skills using different drawing and painting techniques and materials such as pencil, watercolours, acrylic paint, charcoal, pastels, printing, clay, and mixed media.

The possibilities for personal expression are endless.

WHAT WILL YOU STUDY?

- Express, record, develop and analyse techniques and skills to produce a portfolio of work.
- Develop an understanding of the creative world, practising artists and intuitive methods of working.
- Build on creative skills through historical and contemporary study; helping to develop imagination and understanding of media, technologies and different cultures.
- Course projects include the presentation of both practical and written work.



Business Studies Course Overview

This course offers an introduction to business and enterprise that includes a vocational and hands-on element to enthuse and inspire learners about a career in business and enterprise. It will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

WHAT WILL YOU STUDY?

- A broad and comprehensive understanding of business and enterprise.
- Students will learn to apply business theory to real business situations and problems.
- Academic and study skills that will support progression within business and enterprise and more broadly.

The objective of this course is to help learners add breadth to their knowledge and understanding of the sector as part of their career progression and development plans.

The following core areas and transferable skills should be evident:

- Teamwork.
- Communication skills.
- Presentation skills – students learn to present their work to those around them in a suitable way and find the most appropriate way of communicating as an entrepreneur.
- Initiative – students learn what initiative is and why it is important for an entrepreneur or business person.
- Work independently – learners understand how to work independently on specific tasks.



Childcare Course Overview

This course introduces the key themes within child development and care. Students will extend and apply knowledge to relevant theoretical and practical skills. It will encourage you to develop a range of transferable, technical, practical and study skills, which support progression to further childcare qualifications.

WHAT WILL YOU STUDY?

Students will explore the following key themes:

- **Working with children** will explore the types of settings and local provision available for children aged 0 – 5 years.
- **Development and well-being** will look at the expected holistic development of children aged 0 – 5 years, including physical, language, intellectual, social and emotional development.
- **Childcare and development** will look at the stages of development in children aged 0 – 5 years and the factors that can affect development.

The course will contain a variety of units such as:

- An introduction to working with children aged 0 – 5 years.
- Development and well-being of children aged 0 – 5 years.
- Childcare and development of children aged 0 – 5 years.



Computer Science Course Overview

This course enables you to develop your knowledge on the theory of Computer Science, how computers work, how data travels around networks and is stored and much more. You will learn programming skills and apply computational thinking to your program design.

WHAT WILL YOU STUDY?

You will:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs - We will be using Python
- Think creatively, innovatively, analytically, logically and critically and understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

WHY CHOOSE COMPUTER SCIENCE?

To develop computational thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life:

- The Computer Science Field is one of the fastest growing and highest paying career paths in the world so students who want to go on to further study and employment in the field of computer science will find it provides a superb stepping stone.
- Students who want to follow a career in engineering will find this combines excellently for the fields of automation and process control.
- Computer Science has strong links with many different fields including Medicine, Research, Cybersecurity, Communications and Space.



Creative Imedia Course Overview

This course allows you to explore the world of media and digital production, one of the fastest growing job markets in the UK. You will learn about how the Media industry works and will have the opportunity to develop skills in a variety of different areas including graphic design, multimedia production, sound production and editing, and video editing.

You will develop your independence, creativity and digital software skills whilst tackling briefs set in real world contexts. The course also provides opportunities to develop, in context, desirable, transferable skills such as research, planning, design, communication and evaluation skills, as well as the ability to work with others to develop creative concepts effectively. It will also allow you the freedom to explore the areas of creative media that interest you.

WHAT WILL YOU STUDY?

You will:

- Develop an understanding of the pre-production skills used in the creative and digital media sector and how they are utilised.
- Develop your knowledge and skills in digital graphics editing. You will learn where and why digital graphics are used and what techniques are involved in their creation, and then learn how to use these to create print and web publications.
- Build on your understanding of the purpose and properties of interactive multimedia products by looking at products we use everyday. You will then develop your skills to be able to plan and create an interactive multimedia product to a client's requirements.
- Investigate how sound is used to enhance Media products and the techniques used. You will then develop your sound creation and editing skills, allowing you to produce soundtracks for set scenarios.



Dance

Course Overview

There is currently a vibrant interest in all forms of dance style, in fact participation in dance is higher in the UK than in most popular sports, excluding football. It is enjoyed in many forms from recreation to physical fitness and as a performance art. The umbrella of 'Dance' is vast, containing many styles and genres, within a wide range of settings from formal theatre, to ritual, to community and social dance. The course allows students to explore a range of styles, techniques and performance work as dancers, as well as devising their own work from a stimulus, developing a wide range of technical and expressive skills through practical explorations. There is a deeply ingrained focus on educating students on the wider professional dance industry, which promotes cultural capital and an understanding of inclusivity and professional career frameworks in dance. This course is suitable for those students that are keenly interested in developing their dance skills and presenting them to an audience at the end of a project.

Students will develop:

- Knowledge and understanding of dance studio practice, dance structure and form
- Knowledge and understanding of dance styles (e.g. commercial, global, contemporary) and choreographic methods

WHAT WILL YOU STUDY?

Dance Techniques and Performance:

The umbrella of Dance is vast, containing many styles and genres, within a wide range of settings from formal theatre, to ritual, to community and social dance. This unit will introduce students to two contrasting styles which are Contemporary Dance and Jazz Dance. The ability to perform and understand both styles of dance will support and develop their artistic, physical, intellectual and social skills development. Whilst studying this unit focusing on both styles, they will develop and refine technique in both styles, study the historical influences and modern day industry links, as well as perform to an audience.

Live Performance:

For this unit students will be given the opportunity to explore all the skills required for a live performance. These range from planning, rehearsing and the performance itself, to the reflection required post-performance to ensure continual development as performers. By undergoing the process of preparing for a live performance, learners will have the opportunity to experience the variety of activities and skills required to bring a dance performance together, considering how sound and lighting can enhance the performances.

In this unit, students will respond to a brief and plan a performance from scratch. They will propose ideas, plan rehearsals, analyse health and safety and then implement this plan. Following the rehearsal period, students will perform their created work and then evaluate the performance to develop their potential for future work. During the unit there will be opportunities for students to develop the following:

- Planning and rehearsing skills for dance
- Performance skills
- Communication skills as part of a company

There is no written exam for this course. You will also be offered the opportunity to take part in trips to see live theatre productions in London.

Drama

Course Overview

The course allows students to explore text-based performance work, as well as devising their own work from a stimulus, developing a wide range of dramatic techniques through practical explorations. This course is suitable for those students that are competent in a wide variety of acting skills practically and have a good knowledge and understanding of the theoretical demands of performing work. Students should also be keen to develop their acting skills as well as their analytical, planning and evaluation skills throughout the duration of the course. Students will carry out project based work, with the aim of creating live performances for an audience.

WHAT WILL YOU STUDY?

The course is made up of two main units:

Performing Text:

For this unit students are asked to analyse, perform and review two drama texts – one modern and one classic. Students will keep a record of their work as part of their coursework and develop the following skills in class:

- Approaches to the creation of character and conveyance of narrative in text-based drama work.
- Ability to underpin well ‘realised’ use of dramatic text with appropriate and effective use of physical, movement and vocal techniques.
- Awareness of any related Health and Safety issues.
- Use of verbal and non-verbal communication in live performance (alone or with others), as appropriate.
- The ability to analyse and assess own and others’ skills, personal aims and work and develop strategies for improvements based on tutor comments and evaluations.

Live Performance:

For this unit students will be:

Given the opportunity to explore all the skills required for a live performance. These range from planning, rehearsing and the performance itself, to the reflection required post-performance to ensure continual development as performers. By undergoing the process of preparing for a live performance, learners will have the opportunity to experience the variety of activities and skills required to bring a performance together, considering how sound and light can enhance the performances.

In this unit, students will respond to a brief and plan a performance from scratch. They will propose ideas, plan rehearsals, analyse health and safety and then implement this plan. Following the rehearsal period, students will perform their created work and then evaluate the performance to develop their potential for future work. During the unit there will be opportunities for students to develop the following:

- Planning and rehearsing skills for acting
- Performance skills
- Communication skills as part of a company

There is no written exam for this course. You will also be offered the opportunity to take part in trips to see live theatre productions in London.

Engineering Course Overview

This course is designed for students who enjoy the challenge of working practically with materials, designing with computers and making with machinery. There will be projects based on the design of mechanical objects as well as working in our engineering workshops to produce a variety of projects in different materials.

You may be thinking of following a career in engineering.

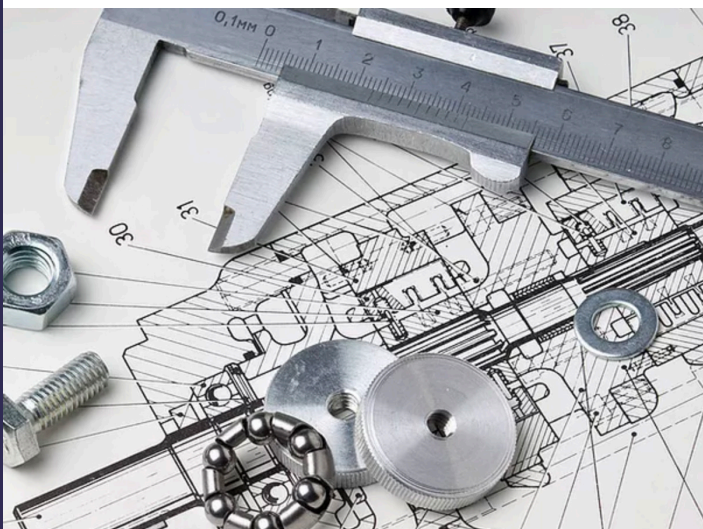
WHAT WILL YOU STUDY?

Studying Engineering through a combination of practical experience and written assignments, this vocational qualification provides level 2 learners with the knowledge, skills and understanding needed for a career or further study in the sector.

Topics to be offered include:

To develop computational thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life:

- **Understanding engineering disciplines:** A general overview of how engineering is used in the world.
- **Understand how science and mathematics is applied in engineering:** Using mathematics and science to understand and solve engineering problems
- **Understand how to read engineering drawings:** Creating engineering drawings using CAD software. Reading drawings to make engineered items.
- **Understand the properties and characteristics of engineering materials and know why specific materials are selected for engineering applications:** Testing materials to find out their properties. Using these properties to create designs
- **Understand engineering tools, equipment and machines:** Using engineering machines safely and with skill and tools to create complex items



Food & Cookery Course Overview

This course is designed for students who have an interest in food and cookery and in the context of cooking for health. It will provide learners with experience of using different cooking techniques and methods and give them a basic understanding of the skills required for a career in food.

This course is appropriate for students who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing and producing dishes.

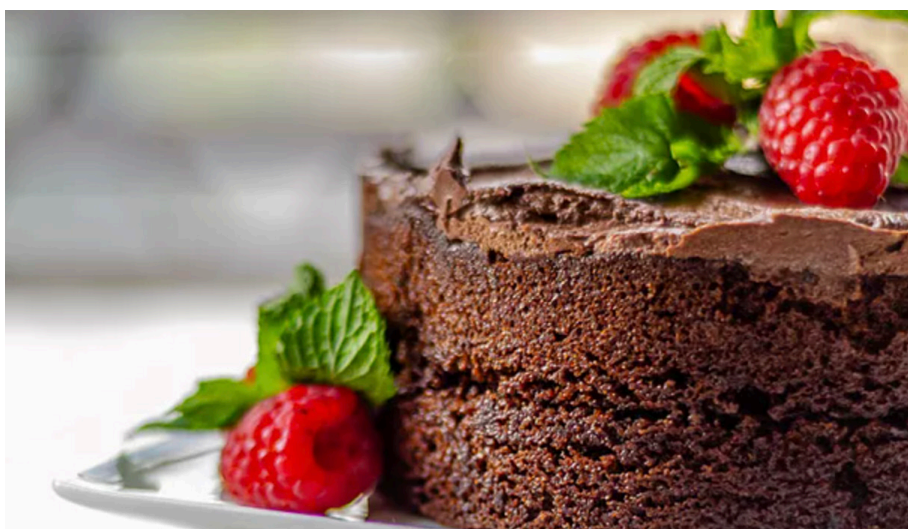
WHAT WILL YOU STUDY?

Students will learn about key areas of this subject, including:

- Food functions in the body and in recipes.
- To modify recipes for healthy balanced diets.
- To assess a diet and make recommendations.
- To plan and produce dishes for a purpose.
- Safe and hygienic preparation of the cooking environment.
- The sources and seasonality that can affect food choices.
- Food labels and cooking for a range of purposes.

They will develop skills:

- In creating menus to meet a brief.
- In selecting ingredients to cook dishes.
- In adapting recipes for health.
- In evaluating their own work.
- In Literacy, Numeracy and ICT.
- That are essential for the modern workplace, such as planning, research skills, communication, problem-solving skills and health and safety.



French Course Overview

Studying French offers a balance of language learning to a proficient level, as well as promoting cultural awareness of the target language country.

This course is demanding in content and is most suitable for more able and well-motivated learners.

WHAT WILL YOU STUDY?

The course focuses heavily on vocabulary and grammar, and demands discipline and the ability to work at a consistent pace. Students learn how to deal with an unfamiliar language, increase their spontaneity and fluency, as well as learn from authentic materials from a variety of sources.

Students will prepare for listening, reading and writing papers as well as conversation skills in French.

Emphasis is on translation skills and independent writing.

Take this course if:

- You have enjoyed studying French and have consistently achieved your target grade or above.
- You are highly organised and can refer back to notes in preparation for exams.
- You are disciplined enough to learn French vocabulary every week.
- You are committed to completing homework and assessments to the best of your ability.
- You would like to pursue a career that includes language knowledge.
- You are interested in French culture and enjoy reading widely in different languages.
- You are considering Higher Education in the future.



Geography Course Overview

Geography looks at how and why the world is changing. It helps you understand the decisions made concerning use and management of the environment, and see why people's views towards this are different. It tackles big issues - environmental responsibility, and our global dependence on other countries and their people.

Geography encourages you to develop a range of transferable skills, for example organisation, analysis of graphs, data, maps, and diagrams, research, interpreting information and making informed decisions.

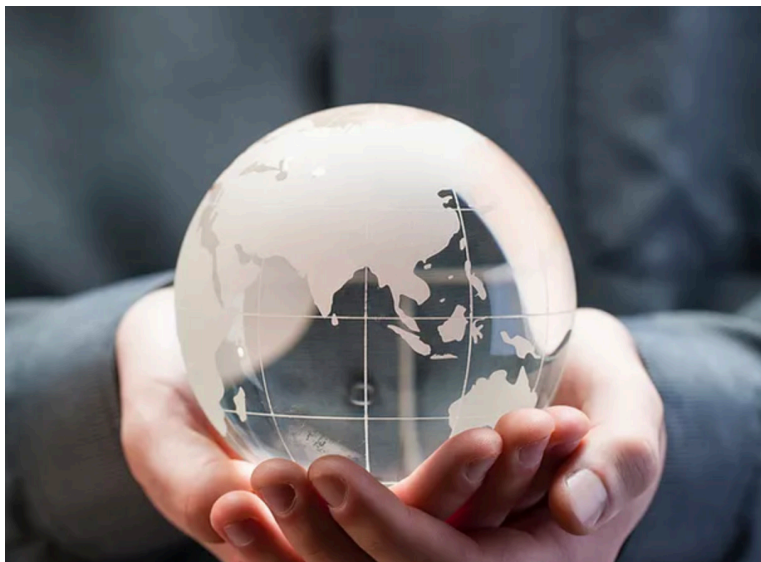
WHAT WILL YOU STUDY?

The world in which we live is constantly changing and could change more in the next fifty years than ever before.

Geography is the study of places, landscapes and environments. It looks at the way our world is changed by humans and natural events, and the consequential effects, such as increased world population, natural hazards across the world and the effect of them on people living there. The course will focus on locational knowledge, and develop competence in maps, fieldwork and skills. It will include an element of statistical and numerical analysis and will have a balance between UK and world place knowledge in addition to physical and human geography.

FIELDWORK

Students have to undertake fieldwork as part of exam board conditions. Usually, in Year 10, all geography students will undertake two separate days of field trips.



Health & Social Care Course Overview

This course introduces the key themes within the Health and Social Care sector. Students will extend and apply knowledge to relevant theoretical and practical skills. It will encourage you to develop a range of transferable, technical, practical and study skills, which support progression to further Health and Social Care qualifications.

WHAT WILL YOU STUDY?

Students explore key themes by researching the life stages and factors affecting the growth and development of individuals, and the role of care workers in promoting beneficial change in an individual's environment. You will also gain an understanding of the core values used within Health and Social Care.

Human lifespan development explores life skills from infancy to later life; how factors such as the level of income can both affect and promote a person's life changes. This course also explores the principle core values in health and social care, including confidentiality, dignity and respect.

The course will contain a variety of units such as:

- Human Lifespan Development.
- Health and Social Care Values.
- Effective Communication in Health and Social Care.
- Equality and Diversity in Health and Social Care.
- Promoting Health and Wellbeing.
- Individual Rights in Health and Social Care.



History

Course Overview

History is a highly respected academic discipline, which enables its scholars to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. Not only will this prepare students for a role as informed, thoughtful and active citizens but also for careers in law, academia, journalism, teaching and the civil service amongst many others.

WHAT WILL YOU STUDY?

The history course aims to build knowledge across a range of time periods and geographical areas. The course is made up of two elements which require students to use a range of different historical skills.

1. America, 1920-1973.
Conflict and tension, 1918-1939.
2. Health and the people c1000 to the present day.
Restoration England.

FIELDWORK

Students have the opportunity to visit a historic environment selected by the exam board. The historic environment for pupils taking their exams in 2023 (current Year 9) has not yet been decided. However, other examples include the Royal Observatory, London; Ham House, London and Medway, Kent.



Practical Music Course Overview

Music is taught as a fun and engaging practical and academic subject. It largely focuses on developing practical skills for performance as well as gaining a more in-depth musical knowledge which you can apply to your practical performances.

This course focuses on developing key skills in performing, through listening to other music, applying this to your own practical performances and if students like to compose their own music, there is an option to do this too, though it is not compulsory. Students will develop an understanding of a range of musical genres through practical exploration, gain key vocabulary knowledge, develop their instrumental technique, as well as gain a wider knowledge of how outside factors influenced the inception of various musical styles, which will help students to perform their pieces with greater awareness and understanding. Students will have the opportunity to perform to a high standard, contributing to their ensemble skills and confidence. They will be able to share, reflect, discuss and refine their work, learning how to improve it with confidence and create an organised and effective action plan in order to make progress.

The lessons are designed so that you can work solo or in groups, but it is up to you. The course is open to those who can play an instrument at any level, even if this is just playing chords on a keyboard or guitar or to those who play at a higher level. Vocalists are also strongly encouraged to take this course.

WHAT WILL YOU STUDY?

The course is made up of three main units:

1. Researching modern and contemporary styles of music such as Rock, Pop, Hip hop, Electronic Music, Rock n Roll etc with practical tasks designed to explore the practical features of the styles. Assessment will be a presentation to your teachers.
2. Instrumental Techniques. This unit allows you to study and practice more with your specific instrument, whichever instrument you chose, or if you prefer more than one instrument. This can include the voice. You can choose to work in groups or solo. You will be assessed by your teacher based on the pieces you rehearse and play in lessons.
3. Final live performance. Your class will be invited to present a concert to a small audience. You will perform with the others in your class either as a group or solo. It will be your choice. This is assessed by the exam board based on the recording of the final concert.

You will also have the opportunity to consider how you would like a music performance to look on a stage, considering lighting, sound, costumes etc.

As part of this course, students will be invited on trips to see shows in London in order to broaden their musical experience. In addition, musicians who perform at a high standard will be offered the opportunity (not compulsory) to complete grade exams in practical music performance and/or music theory. There is no written exam for this course.

Religious Studies Course Overview

This course aims to enable students to adopt an enquiring, critical and reflective approach to the study of issues concerning life, culture and society. Throughout the course, students will reflect on and develop their own values, opinions and attitudes by critically evaluating what they have learnt.

Students will be asked to consider the fundamental questions that we all have, engage with them intellectually and respond personally after learning to critically evaluate religious/non-religious teachings.

Considerations of philosophical and ethical issues enhance students' moral, personal, social and cultural development. These are all skills which are desirable to both universities and employers as it shows that the student takes a keen interest in the world around them and is able to accurately weigh up different views and assess their validity.

Students are able to draw upon their cross-curricular knowledge by applying historical, geographical, psychological, sociological interpretations to scripture and doctrine. They will be asked to use their English skills to deconstruct religious texts to assess what makes them so compelling after thousands of years and thousands of translations.

WHAT WILL YOU STUDY?

Religion and Ethics through CHRISTIANITY only

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

Religion, Peace and Conflict through ISLAM only

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

The course looks specifically at two faiths, Christianity and Islam, with the chance to contrast these beliefs with secular ideas. Lessons also focus on both written and verbal communication skills as we develop students' abilities to form coherent and evaluative arguments.

Sound Engineering Course Overview

Sound designers and engineers use technology creatively to produce sound for moving images in a range of mediums, including film, games and theatre as well as working with music artists to produce commercial recordings. If you have ever heard the music of Dr. Dre, Timbaland, Kanye West you will understand the role of a music producer in commercial recordings. However, there are many other famous names such as Ben Burt (Star Wars) or Gary Rydstrom (Jurassic Park) who have had enormous success in designing sound effects for commercial Film and Television.

This course is designed to lay the foundations for working in the sound engineering or music production industry. It features a range of units that will challenge you to complete projects based around digital music production, creating music using computers, discovering how music is made, recorded, produced on computers and how effects can be utilised to enhance these productions. Explore how soundscapes can be made for TV & Film productions. Consider that every time that you hear music or sound on TV, Radio, Film, Computer games or any interactive media that a number of people have been involved in the process of making that sound or music. From the composer, performer, sound engineers, producers, editors and sound designers, each sound must be made, recorded, edited, mixed and mastered using professional music technology software and equipment. From the sound of the dinosaurs in Jurassic Park to the sound of a gun-shot on a computer game to the music that accompanies the media, Music Technology is at the heart of the process from beginning to end. These lessons will be interactive and practical in nature.

This course will lay the foundations for progression to our level 3 courses.

WHAT WILL YOU STUDY?

The course is made up of three main units:

1. Sound Recording and Using a DAW. You will learn the features and functions of modern digital audio production software, how to input and manipulate the sounds using the software packages available to us. You will also carry out a recording project in our professional standard recording studio.
2. Researching modern and contemporary styles of music that have been made using developing music technology such as rock and roll music of the 1960's and 1970's where special studio recording techniques were used, dance music from 1980 onwards using loops and drum machines, hip hop production using synthesizers, digital effects in modern day recordings and more. You will explore these styles with practical tasks to develop similar skills.
3. Sequencing and Producing. You will plan a music production product, for example a sound sequence for a film using built in samples, digital effects as well as sounds you can create yourself.

You do not need to be able to play an instrument to complete this course. There is no written exam for this course.

Separate Sciences Course Overview

Some students in Year 9 will have the option of taking Separate Sciences, which will result in the achievement of three separate grades at the end of Year 11: Biology, Chemistry and Physics.

Separate Sciences is an extension to the Combined Science course, so is demanding in content and most suitable for more able students or those with a keen aptitude for Science.

WHAT WILL YOU STUDY?

Biology

- Cell biology.
- Organisation.
- Infection and response.
- Bioenergetics.
- Homeostasis and response.
- Inheritance, variation and evolution.
- Ecology.

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.
- Using resources.

Physics

- Energy.
- Electricity.
- Particle model of matter.
- Atomic structure.
- Forces.
- Waves.
- Magnetism and electromagnetism.
- Space.



Sport (Health & Fitness) Course Overview

After a successful transition to a vocational PE qualification, our new framework incorporates coursework and exam elements over the duration of the course.

This qualification is designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyle and fitness programming. 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.

The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad knowledge and understanding of working in the sector.

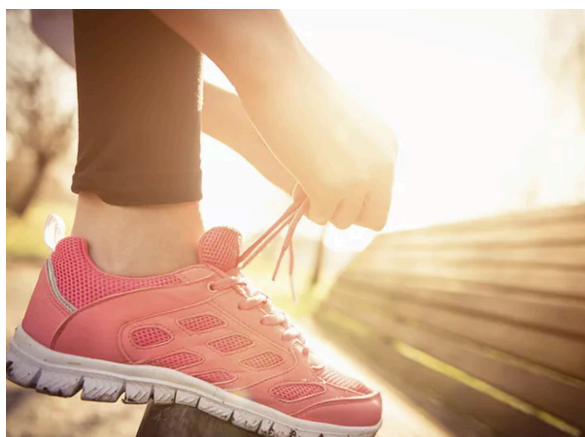
WHAT WILL YOU STUDY?

The objectives of this qualification are to help learners to:

- Prepare, plan and develop a personal health and fitness programme.
- Understand the short and long term benefits of exercise.
- Know the structure and function of the main body systems which include the skeletal, muscular, respiratory, cardiovascular and energy systems.
- Understand the principles of training and its importance when designing a fitness programme.
- Understand how to complete fitness tests and compare the results to normative data.

The qualification is a mix of different units. 40% of the result is based around an external exam unit and 60% is graded through coursework that is completed in Year 11 but developed over the 2 years. Although there is no practical exam on this course, exclusive access to sports such as ultimate frisbee, table tennis and volleyball will be available to those who successfully apply for the course.

In Years 10 and 11, students will start the year with 2 hours of theory and one hour of practical PE per week. The practical will be reduced closer to exam dates.



English Language Course Overview

English allows students to formulate, clarify and express ideas. Students will develop oral skills and adapt speech to a widening range of audiences. Reading will be developed and students will be able to construct and convey meaning in written English.

WHAT WILL YOU STUDY?

Reading of 20th or 21st Century Fiction

This will assess students' ability to:

1. Identify explicit information and ideas.
2. Comment on, explain and analyse how a writer uses language.
3. Comment on and explain how a writer uses structure.
4. Evaluate and criticize the text.
5. Engage in descriptive or narrative writing tasks that will assess their ability to: communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. It will also assess their ability to organise information and ideas, using structural and grammatical features to support the coherence and cohesion of texts. Finally, it will assess the students' ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This skill is vital because it is assessed in almost every subject.

Reading of 20th or 21st Century Non-Fiction and 19th Century, Literary Non-Fiction

This will assess students' ability to:

1. Identify true and false information.
2. Summarise implicit and explicit information and ideas.
3. Comment on and explain how a writer uses language.
4. Compare writers' ideas and perspectives and compare how they are conveyed.
5. Engage in discursive response-writing tasks, that will assess exactly the same criteria as point 5 above.



English Literature Course Overview

All students undertake English Literature as part of their English studies.

English Literature differs from English Language in the way that it focuses reading on the study of character, plot, theme and content. There is analysis of technique and style; also covered in English Language.

WHAT WILL YOU STUDY?

Analyse one play by Shakespeare and one 19th century novel.

Candidates will answer one question for each text, which will assess their ability to:

- Read, understand and respond to a text using close textual reference (i.e. appropriate and effective quotation).
- Analyse how the writer uses the language, form and structure of a text to create meanings and effects, using relevant and appropriate subject terminology.
- Understand the relationship between a text and the context in which it was written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Analyse one modern drama, a collection of poems from a studied anthology and two unseen poems.

This will assess the same skills as above and in addition, students' ability to make comparisons between texts.



Mathematics

Course Overview

Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions. The problem-solving skills you gain will ultimately support a wide range of other subjects.

WHAT WILL YOU STUDY?

You will study mathematical concepts in: number, algebra, ratio, proportion and rates of change, geometry and measure, statistics and probability. You will need to answer questions using a range of appropriate strategies and problem-solving skills within a variety of real-life contexts.

Just as languages provide the building blocks and rules we need to communicate, maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

STRUCTURE

GCSE Mathematics is a linear course, which requires the candidates to sit three exams at the end of Year 11. Each paper is 1 hour and 30 minutes, the first being non-calculator whilst the remaining two are both calculator papers.

The students will be entered for either the Foundation or Higher papers depending on their ability and progress during the two years leading up to the examinations. The Foundation paper covers grades 5 down to 1, whilst the Higher paper awards grades 9 to 4.

The GCSE also tests the student's knowledge in three ways on all papers:

AO1: These are direct mathematical calculations, where the students can display their knowledge of methods and their ability to recall facts.

AO2: Here the students are required to use reasoning and interpretation to help them answer the questions. They are also expected to layout their work clearly, explaining their reasoning and methods at all stages and drawing conclusions from the answers.

AO3: These questions are normally the most probing. They require the students to both interpret information often given in written or diagrammatic form as well as draw on their mathematical knowledge from all aspects of their work rather than from a single topic. Here they are again expected to provide a clear narrative explaining their reasoning throughout the calculations and in a final conclusion.

This approach builds on Key Stage 3 Mathematics and cross curricular initiatives on thinking skills and independent working. It prepares learners to function mathematically in the world and provides a thorough grounding for further study in Mathematics.

What careers could this qualification take me to beyond that?

Accountancy & Professional Service, The Actuarial Profession, Banking - Investment Banking, Banking - Retail Banking, Computing & IT, Engineering Sciences, General Management, Operational research, Postgraduate Study - MSc & Taught Courses, Postgraduate Study - PhD, Statistical research, Teaching.

Combined Sciences Course Overview

All students in Year 10 will take the Core subject of Combined Science, unless they take the 3 separate Sciences, which will result in the achievement of two grades at the end of Year 11. This qualification is a double award in science where students will continue to study biology, chemistry and physics throughout the course.

WHAT WILL YOU STUDY?

Biology

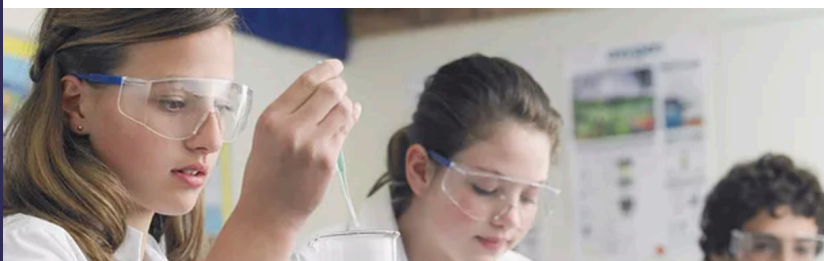
- Cell biology.
- Organisation.
- Infection and response.
- Bioenergetics.
- Homeostasis and response.
- Inheritance, variation and evolution.
- Ecology.

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.
- Using resources.

Physics

- Energy.
- Electricity.
- Particle model of matter.
- Atomic structure.
- Forces.
- Waves.
- Magnetism and electromagnetism.





Section 1: Basic Details

Name:

Tutor Group:

Section 2: EBACC Option

Please choose one preferred option and one reserve option:

	Preferred option	Reserve option
Geography:	<input type="checkbox"/>	<input type="checkbox"/>
History:	<input type="checkbox"/>	<input type="checkbox"/>
French:	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Science

Separate Sciences Preference: Your preference will be assessed by the Head of Science to determine your suitability for this option:

Yes: ☐
No: ☐

Section 4: Open Options

Please make one choice from each column. You will only be allocated 2 options from this list if you have indicated a preference for Separate Sciences and are successfully admitted to the course:

	Preference 1	Preference 2	Preference 3	Reserve 1	Reserve 2
Art:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Development:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Science - GCSE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food & Cookery:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French - GCSE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography - GCSE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Fitness:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Social Care:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History GCSE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media Studies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical Music:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Studies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sound Engineering:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: Parent/carer email:



Ormiston
RIVERS
Academy

Aspiration - Independence - Resilience - Respect