



**YEAR 9**  
**Guided Pathways**  
**Booklet**  
**2016/17**

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Dear Parents

**Asalamu Alaikum wa rahmatullahi wa Barakatu.**

It is the time in the school year when year 9 pupils make important decisions about their education. We are providing this booklet to explain the option choices for your son/daughter.

Certain subjects in years 10 and 11 are optional, but others are compulsory under the National Curriculum. We aim to ensure that each pupil follows a broad and balanced curriculum which meets the full demands of the National Curriculum and prepares them for further studies beyond year 11.

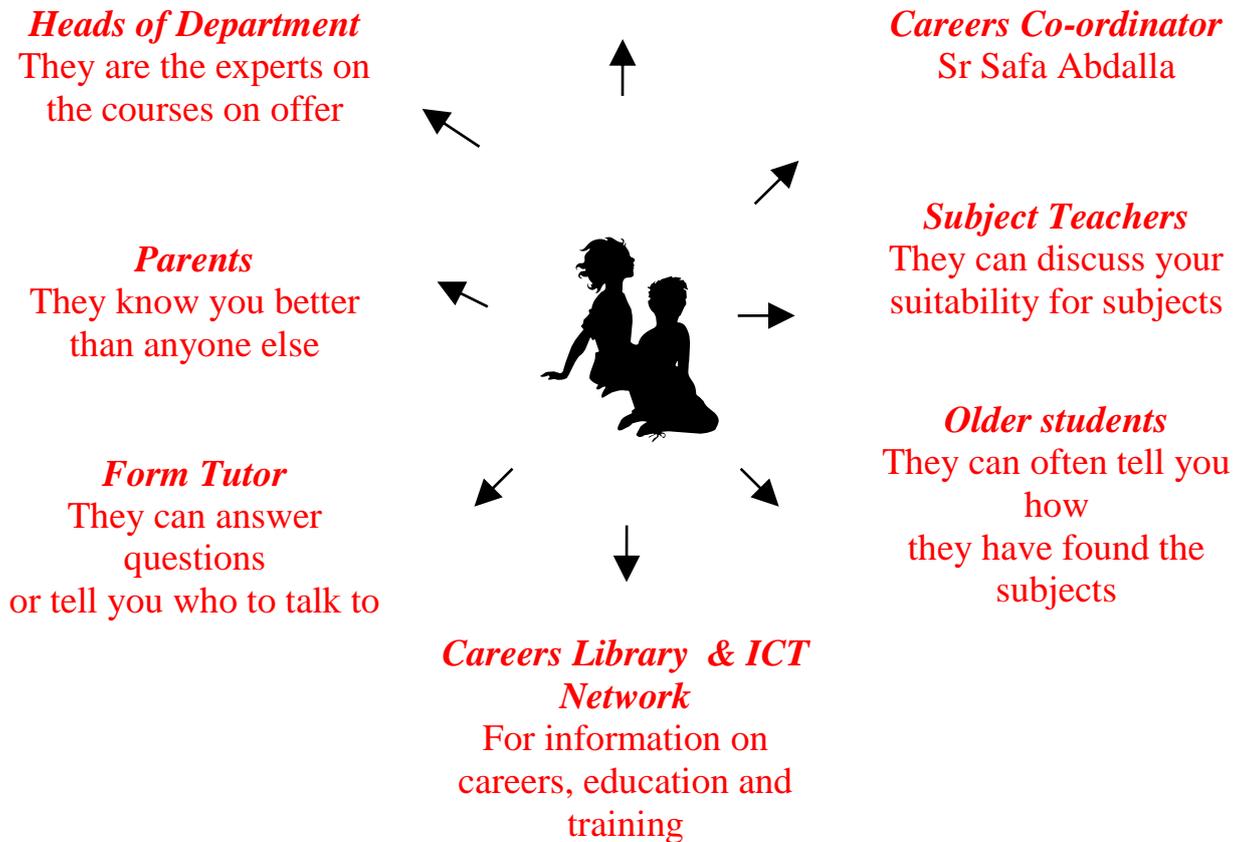
Every effort will be made to accommodate your son/daughters' wishes but this may not be possible where there are too many or too few pupils opting for a course. We cannot guarantee to run all the courses listed in the option choices especially where the popularity of the course is low.

If you need further information or advice, contact your child's subject teacher or the subject head of department. Information on careers can be found on the connexions website:

<http://www.connexions-bs.co.uk/>.

Please ensure that the completed form on page 22 is handed in by Monday 22<sup>nd</sup> March 2017.

## HOW CAN I GET INFORMATION, GUIDANCE AND SUPPORT?



## CAREERS EDUCATION AND GUIDANCE - what to expect in Years 10 & 11

- A Careers Education Programme: delivered through tutorials, assemblies and Connexions events.
- A Careers Day: with visits from employers
- Careers Advice: from internet websites eg: <http://www.connexions-bs.co.uk/> and an independent Careers Advisor.

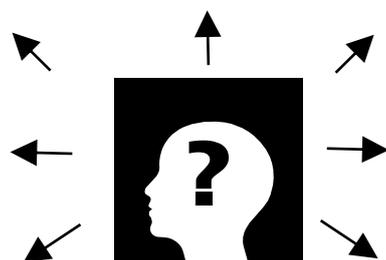
## CHOOSING SUBJECTS

*Do I like the subject?*

*Does it "fit in" with my other choices?*

*Do my parents/teachers advise me to choose the course?*

*Is it something I need to do for my future career?*



*Am I good at the subject?*

*Does the course description interest me?*

*Do the teaching and learning methods suit me?*

**Do I like the subject?**

This is important because people generally perform better at things they like doing.

**Am I good at the subject?**

Think about your strengths and weaknesses and choose a subject in which YOU can achieve.

**Does the course description interest me?**

Find out as much as you can about each course, especially if it is something 'new' to YOU.

**Do the teaching and learning methods suit ME?**

Look closely at the course content. Some will be more practical than others and methods of teaching and learning may be different.

**Is it something I need for my future career?**

If you have decided upon a particular career area then you should seek advice from teachers. In Year 9, many are undecided and choosing a balanced curriculum keeps options open for the future.

**Do my parents/teachers advise me to choose the course?**

Listen carefully to what your parents and teachers say because they often know you better than you think and their advice is always in your best interests.

**Does it "fit in" with my other choices?**

It is sometimes advisable to choose courses that have a link with one another so that you can use your experience in one area to help you in others, but don't worry too much about this. It is more important to choose a wide range of experiences at this stage.

## **EXAMS AND ASSESSMENTS:**

### **External Assessments**

GCSE examinations will take place at the end of year 11.

### **Controlled Assessment**

Controlled assessments are pieces of work that have to be done under controlled conditions (under the supervision of a member of staff) and make up a proportion of the final grade. Most subjects do not have controlled assessments anymore but assessments consist of 100% linear exams.

### **Setting**

Although in most courses pupils will be sitting the same final examination, it is our policy, in some subjects, to set pupils according to their level of ability. Where possible we encourage the movement of pupils from one set to another when their development and performance make this appropriate.

### **Tiers**

Some subjects have examination tiers. This means that students can be entered for Higher tier (usually GCSE grades 9-4) or Foundation tier (usually GCSE grades 5-1). Some subjects have only one tier which allows students to gain GCSE grades 9-1. Tiers are selected by teachers according to each individual student's ability and performance.

### **Specification**

Each subject has a specification written by the Examining Body. This details the knowledge, skills and understanding that students are expected to develop in order to gain a qualification for that subject

# OPTION PATHWAYS 2016/17

**CORE SUBJECTS** The following subjects have to be studied by all students:

- English Language
- English Literature
- Mathematics
- Science (Combined or Triple)
- Religious Studies
- PSHE, Citizenship, Careers
- PE (core)

All pupils will continue to study a GCSE in either Arabic or Urdu

## Option Pathway - Combined Science

Pupils are to choose ONE subject from each block except Block D which is optional.

Block A	Block B	Block C	Block D (optional) (after school)
Art & Design	History	Graphics	Spanish
Computing	Geography		
PE			

## Option Pathway - Triple Science

Pupils are to choose ONE subject from each block except Block D which is optional.

Block A	Block B	Block C	Block D (optional) (after school)
Art & Design	History	n/a	Spanish
Computing	Geography		
PE			

# English Language

**Examining Board:** WJEC

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## **General Aims:**

This course will encourage learners to:

- Read a wide variety of texts, fluently and with understanding
- Read critically and use knowledge gained from wide reading to inform and improve own writing
- Write effectively and coherently using Standard English
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language, and use spoken Standard English effectively.

## **Course Content:**

**Critical reading and comprehension** – Identifying and interpreting themes, drawing inferences and justifying these with evidence. Identifying tone, reflecting critically and evaluatively on text, summarising and synthesising information, evaluating a writer's choice of vocabulary. Considering the form, grammatical and structural features of writing and comparing texts.

**Writing** – Producing clear and coherent text to suit purpose, audience and form. Producing writing for impact and effect.

**Spoken Language** – Present information and ideas, respond to spoken language and use spoken Standard English.

## **Method of Assessment:**

- Component 1 – External assessment – 40% Reading and Prose Writing
- Component 2 – External assessment – 60% Reading and Writing
- Component 3 – Spoken Language - This will be reported as part of the qualification, but it will not form part of the final mark and grade.

## **Course Progression:**

It is now a requirement that a GCSE in English Language is obtained in order to complete:

- A-Levels in a variety of subjects
- Most Vocational courses.

Many of the skills used in English Language are fundamental to functional skills needed beyond the classroom.

## **Careers associated with this qualification:**

English Language suits any career progression in a whole range of professions which include: Teaching, Journalism, Media, Law and The Arts. The transferrable skills associated with the course means that a good grade in English Language is desirable to any Further Education institutions and/or employer.

# English Literature

**Examining Board: WJEC**

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## **General Aims:**

This course will encourage learners to:

- Read a wide range of Classic Literature fluently and with good understanding making connections across their reading
- Read in depth, critically and evaluatively so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading, widely and often
- Appreciate the depth and power of the English Literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

## **Course content:**

**Reading comprehension and reading critically** – Literal and inferential comprehension and critical reading of a text. Evaluation of a writer's choice of vocabulary. Considering the form, grammatical and structural features of writing and comparing texts.

**Writing** – Producing clear and coherent text and use accurate and Standard English.

## **Method of Assessment:**

- Component 1 – External assessment – 40% Shakespeare and poetry
- Component 2 – External assessment – 20% Shakespeare
- Component 3 – External assessment – 40% Poetry 1789 to the present day.

## **Course Progression:**

The course is an excellent springboard for Post-16 Education in The Arts and will equip students to undertake:

- A-Levels in a variety of subjects
- Most Vocational courses.

## **Careers associated with this qualification:**

As the Study of English Literature prepares students to think critically, they can progress onto a range of careers which include: Journalism, Writer/Author, Scriptwriter, Teacher, Media, Law and Politics.

# Mathematics

**Examining Board:** EDEXCEL

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## General Aims:

The syllabus enables students to demonstrate their knowledge, understanding and skills in number, algebra, ratio proportion and rates of change, geometry and measures and probability and statistics. They should help learners to:

- Develop an ability to think and reason mathematically
- Realise the application of mathematics in the world
- Have an understanding of how to use mathematics up to GCSE level and create a firm foundation for those wishing to study the subject further
- For students to have a positive attitude to Mathematics and to achieve to the best of their ability with confidence and enjoyment

## Course content:

**Number** - Content includes working with numbers and number systems; fractions, decimals and percentages; units; powers and roots; estimation.

**Algebra** - Content includes expressions and equations; sequences; linear functions; higher order functions; graphical methods and solving problems with algebra.

**Ratio, proportion and rates of change** – Content includes compound units and conversions; scale factors and diagrams; direct and inverse proportion; ratios of lengths, areas and volumes.

**Geometry and measures** - Content includes properties of angles and shapes; geometrical reasoning and calculation; measures and construction and mensuration.

**Probability and statistics** - Content includes data collection, presentation and analysis; probability.

## Assessment:

The course is linear and students are assessed by three written examinations (one non-calculator paper and two calculator papers) in the summer of Year 11. Students will be required to show their application of mathematics and their choice of skills in a variety of practical and investigational problems within these assessments.

## Course Progression:

The grade in GCSE maths will directly affect nearly all post 16 qualifications and is also often an initial stage for job application shortlists.

## Careers associated with this qualification:

Mathematics is vital in so many aspects of life that it is a compulsory part of the curriculum. It will also support a vast array of subjects such as: economics, science, psychology, engineering, technology and many more.

# Combined Science

**Examining Board:** EDEXCEL

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## General Aims:

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

## Course Content:

Students will build upon key concepts and skills taught in Year 9. The course content in years 10 and 11 are covered by following specific units, followed by half termly tests.

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Transport systems	Structure, bonding and the properties of matter	Forces
Health, disease and the development of medicines	Chemical changes	Forces and motion
Coordination and control	Energy changes in chemistry	Waves in matter
Photosynthesis	The rate and extent of chemical change	Light and electromagnetic waves
Ecosystems	Chemical analysis	Electricity
Inheritance, variation and evolution	Chemical and allied industries	Magnetism and electromagnetism
	Earth and atmospheric science	Particle model of matter and Atomic structure

## Assessment:

This is the start of the new GCSE Science course (graded 1-9) and is 100% exam based. There are no coursework or controlled assessments. Instead, practical laboratory work is developed throughout the course and tested for in the terminal examinations. This will account for 15% of the marks awarded in each exam.

Examinations will be structured as follows:-

- 2 biology papers
- 2 chemistry papers
- 2 physics papers

**Course Progression:** GCSEs in science demonstrate a wide range of skills to employers/colleges, however, it is essential for any student who wishes to study science A levels.

## Careers associated with this qualification:

Science opens the doors to a vast array of careers including medicine, dentistry, food science, research, zoology, psychology, engineering, pharmacology and forensic science.

# Triple Science

**Examining Board:** EDEXCEL

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## General Aims:

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

## Course Content:

Students will build upon key concepts and skills taught in Year 9. The course content in years 10 and 11 are covered by following specific units, followed by half termly tests.

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Transport systems	Structure, bonding and the properties of matter	Forces
Health, disease and the development of medicines	Chemical changes	Forces and motion
Coordination and control	Energy changes in chemistry	Waves in matter
Photosynthesis	The rate and extent of chemical change	Light and electromagnetic waves
Ecosystems	Chemical analysis	Electricity
Inheritance, variation and evolution	Chemical and allied industries	Magnetism and electromagnetism
The genome and gene expression	Earth and atmospheric science	Particle model of matter and Atomic structure
	Organic chemistry	Space physics

## Assessment:

This is the start of the new GCSE Science course (graded 1-9) and is 100% exam based. There are no coursework or controlled assessments. Instead, practical laboratory work is developed throughout the course and tested for in the terminal examinations at the end of Year 11. This will account for 15% of the marks awarded in each exam. Examinations will be structured as follows:-

- GCSE Biology – 2 papers
- GCSE Chemistry – 2 papers
- GCSE Physics – 2 papers

**Course Progression:** GCSEs in science demonstrate a wide range of skills to employers/colleges, however, it is essential for any student who wishes to study science A levels.

**Careers associated with this qualification:** Science opens the doors to a vast array of careers including medicine, dentistry, food science, research, zoology, psychology, engineering, pharmacology and forensic science.

# Religious Education

**Examining Board:** EDEXCEL

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## General Aims:

The specification aims to enable students to:

- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including sacred books and key religious texts and scriptures - of Islam in particular - and comparing this with an in-depth exploration of Christianity
- develop their ability to construct critical, balanced and structured written arguments, demonstrating the depth and breadth of their understanding of religious belief and practice
- understand significant common and divergent views between and / or within religions and beliefs
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt so as to assist in their own preparation for adult life in a pluralistic society and global community in which they can contribute to social and community cohesion
- enhance their spiritual and moral development, and contribute to their health and wellbeing

## Course content:

### GCSE (9-1) Religious Studies A – Faith and Practice in the 21<sup>st</sup> Century

- **Study of Religion (Islam):** Beliefs and Teachings; Practices; Sources of Wisdom and Authority & Forms of Expression and Ways of Life
- **Study of a Second Religion (Christianity):** Beliefs and Teachings & Practices
- **Textual Studies (The Qur'an):** Beliefs and Teachings of Islam & the Lives of the Prophets and Others

## Method of Assessment:

100% examination over three papers:

Paper 1: Study of Religion (Islam)	50%	(1 hour & 45 minutes)
Paper 2: Study of a Second Religion (Christianity)	25%	(50 minutes)
Paper 4: Textual Studies (The Qur'an)	25%	(50 minutes)

## Course Progression:

Religious Education can be studied at A/S and A level at most 6<sup>th</sup> forms and colleges of further education, and is available to study as a Bachelor of Arts Degree at most universities.

## Careers associated with this qualification:

Religious Education (RE) helps students to make sense of the world they live in and of people's motivations and actions. For this reason, careers that involve working closely with people can benefit from an in-depth knowledge of RE eg teaching, social services, the health and emergency services, the legal profession, counselling, chaplaincy roles in hospitals and prisons etc

# Arabic

**Examining Board:** EDEXCEL

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**General Aims:** The course is designed to enable students:

- To understand Arabic in a variety of contexts
- To be able to understand spoken language
- Transferable language learning skills
- The ability to communicate effectively in Arabic; written and spoken
- Awareness and understanding of countries and communities where Arabic is spoken.

**Course content:**

During the course, pupils will be taught the following topics:

<b>1. Out and About</b> Visitor information Basic weather Local amenities Accommodation Public transport Directions	<b>2. Personal Information</b> General interests Leisure activities Family and friends Lifestyle (healthy eating and exercise)
<b>3. Future Plan, Education and Work</b> Basic language of the internet Simple job advertisements Simple job applications and CV School and college Work and work experience	<b>4. Customer service and transactions</b> Cafés and restaurants Shops Dealing with problems

**Method of Assessment:**

Unit 1: AO1: Understand spoken language, 23% of GCSE

Unit 2: AO2: Communicate in speech (Control Assessment), 27% of GCSE

Unit 3: AO2: Understand written language, 23% of GCSE

Unit 4: AO4: Communicate in writing, 27% of GCSE

**Course Progression:**

During the course whenever a pupil is ready for A\*, we enter them and on successful completion of GCSE we encourage them to study AS Arabic. Pupils are able to pursue Arabic to higher level.

**Careers associated with this qualification:**

There are number of universities offering higher education in Arabic. Pupils can combine other languages with Arabic for corporate communication as well many other professions such as journalism, teaching, interpretation in hospitals, councils etc.

# Art & Design

**Examining Board:** AQA

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## **General Aims:**

### **Courses based on this specification will encourage students to:**

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing Independence

## **Course content:**

### **Component 1: Portfolio**

The portfolio must include both:

1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects etc

### **Component 2: Externally set assignment**

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

## **Method of Assessment:**

<b>Unit 1- 60%</b> <b>Personal Portfolio in Art and Design</b>	<b>Unit 2- 40%</b> <b>Externally Set Assignment in Art and Design</b>
Internally set and marked; assessed through controlled assessment.	Externally set theme and internally marked- 10 hr internal exam.

## **Course Progression:**

A GCSE in Art will enable progression onto level 3 qualifications in Art eg A level Art

## **Careers associated with this qualification:**

Architecture, animation visualisation, illustration, product design, fashion, textiles, ceramics, silversmithing, jewellery, visual media, graphics, sculptor, painter, game design.

New technologies are creating a whole new range of courses where Art is being used in innovative ways.

# Computer Science

**Examining Board:** OCR

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## **General Aims:**

OCR's GCSE (9–1) in Computer Science will encourage pupils to:

- 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
- think creatively, innovatively, analytically, logically and critically
- 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.

## **Course content:**

The key features of OCR's GCSE (9–1) in Computer Science are:

- A simple and intuitive assessment model, consisting of two papers, one focusing on the theory of Computer Science and one with a focus on programming and algorithms. Both papers have identical weighting and mark allocations
- A specification developed by teachers specifically for teachers. The specification lays out the subject content clearly
- A flexible support package formed after listening to teachers' needs. The support package will enable teachers to easily understand the requirements of the qualification and how it is assessed
- A team of OCR Subject Specialists who support teachers directly and manage the qualification nationally
- The specification has been designed to seamlessly transition into Computer Science at AS Level and/or A Level

## **Method of Assessment:**

### **3 Units**

1. Computer Systems (40%) External Assessment, Written paper: 1½ hours
2. Computational thinking, algorithms and programming (40%) External Assessment Written Paper: 1½ hours
3. Programming project (20%) Internal Assessment: 20 Hrs Controlled Assessment
- 4.

## **Course Progression:**

The course is ideal for you if you wish to study A Level Computing at sixth form or similar courses at other institutions.

## **Careers associated with this qualification:**

This course is ideal if you are interested in becoming a computer programmer or working in the IT industry in some capacity eg 3D Animation or Graphic design, web designer, software developer, IT network manager, security expert, computer engineer.

# Design & Technology: Graphic Products

**Examining Board:** AQA

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## General Aims:

The teaching of Design and Technology (D&T) prepares pupils to participate in tomorrow's rapidly changing technologies, learning to think creatively. It draws from the whole curriculum to provide real context to the design problems the pupils are asked to solve. The subject calls for pupils to become problem solvers, both as individuals and in groups - looking for needs, wants and opportunities and responding to them by developing a range of ideas, making products and systems. Practical skills are combined with an understanding of aesthetics, social and environmental issues, function and industrial practices. They will be encouraged to learn through a series of mini design projects, understand and apply colour and design to practical work, to develop concepts, and to understand materials and their manipulation. They will design and make product(s) using graphic media and new technologies to prepare them for the world of work.

## Course content:

**Unit 1-Controlled Assessment:** This is part of the course which refers to all the coursework produced during the GCSE course, which usually lasts for two years. This will be done in class and as homework, where students will develop skills and knowledge of the subject. The coursework is a controlled assessment, in which pupils are required to complete a design and make task which requires 20 hours of work.

**Unit 2- External Exam:** The written paper will bring together the technical knowledge and understanding relating to materials. Theory will be taught in class and as part of the controlled assessment project.

## Method of Assessment:

<b>Unit 1- Coursework 60%</b> <b>Creative Design and Make activity.</b>	<b>Unit 2- Examination 40%</b> <b>Knowledge and Understanding of Products</b>
Design and Make project, options set by exam board. Internally set and marked; assessed through controlled assessment.	Externally set exam, externally marked.

## Course Progression:

After studying GCSE Graphic Products an A Level in Graphics can be studied at other sixth form.

## Careers associated with this qualification:

Graphic designer, exhibition designer, interior designer, architect, product designer

# Geography

**Examining Board:** AQA

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## **General Aims:**

This specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

## **Course content:**

The subject content is split into four units. This Course is and requires learners to demonstrate the ability to:

- In units 3.1 Living with the physical environment and 3.2 Challenges in the human environment, the content is split into sections, with each section focusing on a particular geographical theme.
- Unit 3.3 Geographical applications sets out the requirements for fieldwork and issue evaluation.
- Unit 3.4 Geographical skills sets out the geographical skills that students are required to develop and demonstrate.
- In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation and are smaller in scale.

## **Method of Assessment:**

### **3 Units**

Unit 3.1: Living with the physical environment (35%), External Assessment, 1½ hours

Unit 3.2: Challenges in the human environment (35%), External Assessment: 1½ hours

Unit 3.3: Geographical applications and 3.4: Geographical skills (30%) External Assessment: 1 ¼ hours

With pre-release resources booklet made available 12 weeks before Paper 3 exam

## **Course Progression:**

Further studies can be pursued in health and social care, Biology, Sociology, Psychology, PE, RE, Statistical Maths, Business, Communications and Culture, Economics, Geography and Geology.

## **Careers associated with this qualification:**

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

# History

**Examining Board:** EDEXCEL

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## **General Aims:**

General Aims of the course are to engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to study a wide range of other subjects.

## **Course Content:**

The Specification in History enables learners to:

- have a clear and coherent structure with four elements, assessed through three externally examined papers.
- explore Historic environment sites nested within thematic studies
- establish British thematic studies that will be engaging for students to study.
- explore different periods that shaped the world we live in today, including modern era, allowing the popular topics of Germany, Russia and the USA to be retained
- have a clear and accessible question paper and the mark schemes are straightforward in making the requirements clear.
- extend their knowledge by studying new areas of content and by revisiting and deepening their knowledge of content studied previously.
- ensures sensible progression of content from GCSE to A Level and similar approaches to assessment

## **Method of Assessment:**

The assessment will be through 3 exam papers.

Paper 1: Thematic study and historic environment	30%
Paper 2: Period study and British depth study	40%
Paper 3: Modern depth study	30%

## **Course Progression:**

Pupils can develop their History studies at A Level and at degree level. Furthermore, pupils can also study Psychology, Sociology, Journalism, English and Archaeology.

## **Careers associated with this qualification:**

Teacher, lawyer, Museum/gallery worker, Archivist, Journalist/reporter, Librarian, TV/media, Tourist industry, Lawyer/barrister, Banking, Politician, Historian and Archaeologist

# Physical Education

**Examining Board:** OCR

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## **General Aims:**

GCSE (9–1) specifications in physical education will require pupils to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

## **Course Content:**

You should have an interest in PE and sport enjoy being active and appreciate the benefits of keeping fit and healthy. You should play and participate in at least one sport at club/county level.

This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course. The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

## **Method of Assessment:**

### **Applied Anatomy and Physiology & Physical Training**

60marks 1 hour written exam

30% of total GCSE

### **Socio-cultural influences, Sports psychology & Health, fitness and well-being**

60marks 1 hour written exam

30% of total GCSE

**All examinations will have a mixture of multiple choice, short answer and extended answer questions.**

### **Practical Activity assessment & Evaluating and Analysing Performance**

80marks non-exam assessment

40% of total GCSE

- **One of the three practical marks are assessed over a 4 day residential (CLIMBING). This will cost in the region of £200.**
- **Due to the lack of facilities on school site, this residential is an integral part of the course and is COMPULSORY. Where possible all the staff involved will meet our school Ethos needs.**

## **Course Progression:**

This qualification provides a suitable introduction to further study in the social sciences and can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

**Careers associated with this qualification:** Sport science, physiotherapy, fitness & nutrition

# Urdu

**Examining Board:** EDEXCEL

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**General Aims:** The course is designed to enable students:

- To understand Urdu in a variety of contexts
- To be able to understand spoken language
- Transferable language learning skills
- The ability to communicate effectively in Urdu; written and spoken
- Awareness and understanding of countries and communities where Urdu is spoken.

**Course content:**

During the course, pupils will be taught the following topics:

<b>1. Out and About</b> Visitor information Basic weather Local amenities Accommodation Public transport Directions	<b>2. Personal Information</b> General interests Leisure activities Family and friends Lifestyle (healthy eating and exercise)
<b>3. Future Plan, Education and Work</b> Basic language of the internet Simple job advertisements Simple job applications and CV School and college Work and work experience	<b>4. Customer service and transactions</b> Cafés and restaurants Shops Dealing with problems

**Method of Assessment:**

Unit 1: AO1: Understand spoken language, 20% of GCSE

Unit 2: AO2: Communicate in speech (Control Assessment), 30% of GCSE

Unit 3: AO2: Understand written language, 20% of GCSE

Unit 4: AO4: Communicate in writing (Control Assessment) 30% of GCSE

**Course Progression:**

During the course whenever a pupil is ready for A\*, we enter them and on successful completion of GCSE we encourage them to study AS Urdu. Pupils are able to pursue Urdu to higher level at colleges.

**Careers associated with this qualification:**

There are number of universities offering higher education in Urdu. Pupils can combine other languages with Urdu for corporate communication as well many other professions such as journalism, teaching, interpretation with councils and hospitals etc.

**Year 9 GCSE Option Form 2016/17      SCHOOL COPY**

NAME of Student: \_\_\_\_\_ FORM \_\_\_\_\_

In addition to the core curriculum, you will study 2 or 3 GCSE option subjects chosen from the options blocks below. **You must choose one subject from Block A and Block B and *may* choose one subject from Block D.**

Block A	Block B	Block C	Block D (after school) OPTIONAL
Art & Design	History	Graphics	Spanish
Computing	Geography		
PE			

**Write down the subject you have chosen from each option block**

Block A	Block B	Block C	Block D (after school) OPTIONAL
		n/a	

Signed: \_\_\_\_\_ (Pupil)      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Parent/Carer)      Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**PLEASE ENSURE THAT YOUR CHILD'S OPTION FORM IS RETURNED TO THE MAIN OFFICE NO LATER THAN MONDAY 22nd March 2017.**

Al-Hijrah Secondary School  
Cherrywood Centre  
Burbidge Road  
Bordesley Green  
Birmingham  
B9 4US

**T:** 0121 773 7979  
**W:** [www.alhijrahschool.co.uk](http://www.alhijrahschool.co.uk)  
**E:** [enquiry@al-hijrah.bham.sch.uk](mailto:enquiry@al-hijrah.bham.sch.uk)