



SIR JOHN NELTHORPE SCHOOL

KEY STAGE 4 OPTIONS PROCESS





CONTENTS

Welcome	2
The Options Process	3
Supporting Informed Choices	5
Key Dates	6
Art & Design: 3D Design	7
Art & Design: Fine Art	8
Art & Design: Photography	9
Business Studies	10
Computer Studies	11
Drama	12
French/German	13
Geography	14
Health & Social Care	15
History	16
Hospitality & Catering	17
Music	18
Performing Arts: Dance Pathway	19
Physical Education	20
Power, Politics & People (Citizenship)	21
Psychology	22
Religious Studies	23
Separate Science	24
Sports Studies	25
Statistics	26



WELCOME

Deciding which subjects to study in Year 10 and 11 is an important and exciting part of being in Year 9. It provides you with the first opportunity to choose those subjects that interest you and that will help you on your career pathway. The foundations of a broad, balanced curriculum are laid in Years 7, 8 and 9. This is continued in Years 10 and 11 where the curriculum is based on a core of subjects, which all pupils must follow, complemented by a small amount of choice.

This booklet is designed to help you make the decisions as to which courses will give you the best chance of being successful during Year 10 and 11. As an 11-18 school our courses are designed wherever possible to complement those offered in our Sixth Form.

Details of the available courses are contained within this booklet. All pupils are expected to study the compulsory curriculum subjects listed below; further details for these can be found on our website.

Core Subjects:

- English
- Mathematics
- Science

Non-examined Subjects:

- Careers and Personal, Social, Health and Citizenship Education (PSHCE)
- Religious Education
- Physical Education (PE)

Talking through your subject choices with the following people is an essential part of the process.

- Your parents, who know you best
- Other family members or people you see regularly
- Your teachers, Learning Co-ordinator and Tutor who can tell you how well you are progressing in the subjects you are studying at present
- Any member of the Senior Leadership Team

Pupils will not be able to change subjects once they have started Year 10 unless there are exceptional circumstances to support this change. Therefore, it is essential that you make the right decisions from the very beginning.

All decisions made will support all pupils to achieve the very best outcomes possible and to allow the broadest selection of routes to the next stage of your education.



THE OPTIONS PROCESS

Choosing GCSE subjects is an important milestone in a pupil's education. Through the Options Process, we aim to provide every pupil with a broad, balanced, and ambitious curriculum that supports future pathways while allowing them to study subjects that interest and motivate them.

Core Requirements

As part of the Options Process, all pupils are required to study:

- **One humanities subject: History or Geography**

These subjects develop important skills, including critical thinking, extended writing, analysis, and an understanding of the world. They are highly valued by employers, colleges, and universities and help to keep future options open.

Modern Foreign Languages

Where possible and appropriate, pupils are **strongly encouraged** to study a **modern foreign language** at GCSE. Studying a language offers a wide range of benefits, including:

- Improved communication skills
- Greater cultural awareness
- Enhanced memory and problem-solving skills

Modern foreign languages are highly regarded by employers and higher education institutions and can support future career opportunities, travel, and further study. Language study also supports progress in other subjects, particularly English.

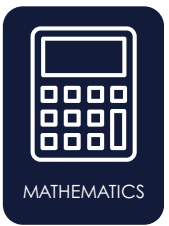


THE OPTIONS PROCESS

CORE SUBJECTS



ENGLISH LITERATURE



MATHEMATICS



ENGLISH LANGUAGE



COMBINED SCIENCE

ONE HUMANITY



HISTORY



GEOGRAPHY



RELIGIOUS STUDIES

ONE LANGUAGE OR ART



FRENCH



GERMAN



FINE ART



DRAMA



3D DESIGN



PHOTOGRAPHY



MUSIC

TWO OTHER SUBJECTS

- 3D Design*
- Art & Design*
- Business Studies
- Power, Politics & People
- Computer Science
- Dance
- Drama
- Hospitality & Catering
- French
- Geography
- German
- Health & Social Care
- History
- Music
- PE
- Photography
- Psychology
- Religious Studies
- Statistics
- Sports Studies
- Triple Science**

*It is not possible to study both 3D Design and Fine Art, you can only choose one of the asterisked subjects. **Triple Science is a booster to Combined Science and is taken as an alternative. Triple Science counts as one open subject choice.



SUPPORTING INFORMED CHOICES

Our aim through the Options Process is to offer a curriculum that is both aspirational and personalised, enabling every pupil to achieve their potential and move confidently into the next stage of education or training. Pupils and parents are encouraged to consider choices carefully, seek advice from staff, and select subjects that both challenge and inspire, while supporting future ambitions.

When selecting courses, it is important to bear in mind the amount of coursework involved. Certain combinations of subjects could result in considerable pressure on pupils when several projects/assignments have to be produced within a short space of time. Failure to complete coursework/oral work on time can lead to withdrawal of examination entry.

Course Availability

Please note that, while we hope all courses will run:

- A course may be withdrawn if there are insufficient numbers to make it viable. Pupils will be asked to select an alternative.
- Where a course is oversubscribed, pupils may be asked to select an alternative. Decisions will be made using a range of information, including assessment data, attendance and behaviour, to ensure pupils are placed on the most suitable courses.

ALL courses require pupils to possess the essential school equipment as identified by each subject area.

Pupils will be required to contribute towards the cost of materials for practical subjects.



KEY DATES

There are a number of important stages in our Options Process. We would encourage you to come along to our Options Process evening where you will have an opportunity to learn more about the process and speak to Subject teachers about the courses available.

Year 9 Pupil Assembly

Wednesday 25th February

Options Process Evening

Wednesday 4th March

Year 9 Progress Reports

Wednesday 11th March

Year 9 Progress Evening (online)

Thursday 12th March

Options Form Deadline

Friday 20th March

Options Decision Notification

Summer Term

ART & DESIGN: 3D DESIGN

GCSE

The main aims of the course are:

To engage in the creative process of Design, specialising in 3D design work, in order to develop as effective and independent learners, and as critical and reflective thinkers; to develop creative and imaginative ideas when exploring the design, prototyping and modelling of aesthetic products, objects and environments.

You will 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.

This course will develop your knowledge and understanding of 3D Design in historical and contemporary contexts, societies and cultures and you will develop an awareness of the different roles and individual work practices evident in the production of products in the creative and cultural industries. You will demonstrate safe working practices in art.

It will involve studying the following areas as part of the course:

The ways in which meanings, ideas and intentions relevant to 3D design can be communicated include the use of a variety of visual and tactile elements, such as: colour, line, form, tone, texture, space, proportion, decoration, scale, structure, shape, pattern.

You will demonstrate the ability to use three-dimensional techniques and processes, for example: model making, constructing, surface treatment, assembling, modelling.

You will use a variety of media such as: traditional drawing materials & CAD.

You will study a range of topics such as 3D digital design, product design, architectural design, and jewellery design.

The main reasons for choosing this are:

GCSE 3D Design offers a unique vehicle for communication and self-expression as well as potential career opportunities in areas such as - advertising / architecture / furniture design / cinema and television / teaching / computer graphics / the media / CAD & CAM.

GCSE 3D Design is also an excellent basis for pupils wishing to go onto A-level Art, or BTEC Level 3 Diploma (equivalent to two A levels). Ideal preparation for direct entry into higher education courses in Art and Design/Architecture/Product Design.

The scheme of assessment is:

- Portfolio - 60% of the final grade. Completed in lessons in Year 10 and 11
- Externally set assignment - 40% of the final grade. Completed in the final term of Year 11 followed by 10 hours supervised time.

Course requirements are:

The school will provide the equipment needed to complete the two assessment units, pupils will need to provide materials dependent upon their choice of project work. The school offers an A4 sketch book which may be purchased at cost price - approximately £4.50. These must be ordered before summer via Scopay.

You can obtain further information from Mr J Brister.

Please note it is not possible to study both Fine Art and 3D Design.

ART & DESIGN: FINE ART

GCSE

The main aims of the course are:

To provide an environment, with the necessary materials and skills in order to stimulate a pupil's imagination and develop their creative response. To be able to record from direct observation and personal experience. To encourage awareness of the natural and man-made environment as well as an appreciation of historical and contemporary aspects of Fine Art. To encourage the individual's special aptitudes and interests and to foster confidence, enthusiasm, and a sense of achievement. To provide information and advice about careers and courses available for pupils interested in the subject including A level courses at our Sixth Form. To see Art and Design not in isolation but as an integral aspect of contemporary society.

It will involve studying the following areas as part of the course:

A breadth of activities that will include some of the following, depending on pupil and staff choice:

Drawing / Painting / Printing / Mixed Media / 3D / Graphics / Illustration / Digital Media / Ceramics.

We follow the AQA specification: Art and Design (Fine Art). It is a broad course; pupils will work with lots of different media.

The main reasons for choosing this are:

Fine Art offers a unique vehicle for communication and self-expression as well as potential career opportunities in areas such as - advertising / architecture / furniture design / cinema and television / teaching / computer graphics / the media / fashion / textiles.

GCSE Fine Art is also an excellent basis for pupils wishing to go onto A-level Art, or BTEC Level 3 Diploma (equivalent to two A levels). Ideal preparation for direct entry into higher education courses in Art and Design (without need for a foundation year).

The scheme of assessment is:

- Portfolio - 60% of the final grade. Completed in lessons in Year 10 and 11
- Externally set assignment - 40% of the final grade. Completed in the final term of Year 11 followed by 10 hours supervised time.

Course requirements are:

The school will provide the majority of materials and equipment needed to complete the course. Sketchbooks will need to be provided by pupils themselves. The school offers an A3 sketch book which may be purchased at cost price - approximately £7.99. These must be ordered before summer via Scopay.

You can obtain further information from Mrs S Brister or Mrs A Murtagh.

Please note it is not possible to study both Fine Art and 3D Design.

ART & DESIGN: PHOTOGRAPHY

GCSE

The main aims of the course are:

To provide an environment, with the necessary materials and skills in order to stimulate a pupil's imagination and develop their creative response. To be able to record from direct observation and personal experience. To encourage the individual's special aptitudes and interests and to foster confidence, enthusiasm and a sense of achievement. To see photography and art and design not in isolation but as an integral aspect of contemporary society.

It will involve studying the following areas as part of the course:

A breadth of activities that will include some of the following: Portraiture, Location photography, Studio photography and Experimental imagery. Pupils will study and be able to demonstrate the ability to use photographic techniques and processes, appropriate to pupils' personal intentions, for example: lighting, viewpoint, aperture, depth of field, shutter speed, movement and digital processes. They will also use media and materials, for example: digital media, programs and related technologies. The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of: figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation visual and tactile elements such as: colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast.

The main reasons for choosing this are:

Photography offers a unique vehicle for communication and self-expression as well as potential career opportunities in areas such as - advertising / architecture / furniture design / cinema and television / teaching / computer graphics / the media / fashion / textiles. GCSE Photography is also an excellent basis for pupils wishing to go onto A-level Art, or BTEC Level 3 Diploma (equivalent to two A levels). Ideal preparation for direct entry into higher education courses in Art and Design (without need for a foundation year).

The scheme of assessment is:

- Portfolio - 60% of the final grade. Completed in lessons in Year 10 and 11
- Externally set assignment - 40% of the final grade. Completed in the final term of Year 11 followed by 10 hours supervised time.

Course requirements are:

The school will provide the majority of materials and equipment needed to complete this course; A digital compact camera and/or mobile phone would be beneficial. Sketchbooks will need to be provided by pupils themselves - the school offers an A3 sketch book which may be purchased at cost price - approximately £7.99. These must be ordered before summer via Scopay.

You can obtain further information from Mrs S Brister.



BUSINESS STUDIES

GCSE

The main aims of the course are:

To explore how businesses work and succeed in the modern world. Pupils will learn about different types of businesses, from small local enterprises to large global companies. The course helps develop practical skills in problem-solving and decision-making, while building knowledge about marketing, finance, and business operations that students can relate to everyday life.

It will involve studying the following areas as part of the course:

Theme 1: Investigating small business: This theme looks at how businesses start and grow, including what makes a good business idea, how to attract customers, and what makes a business successful. Pupils will explore real-world examples and learn how businesses adapt to changes in the modern world.

Theme 2: Building a business: This theme explores how businesses grow larger and become more successful. Pupils will learn about important areas like marketing, finance, managing people, and making key business decisions. The focus is on understanding how real businesses operate and succeed.

The main reasons for choosing this are:

Business Studies opens up many opportunities for your future. The course gives you valuable insights into how businesses work, from local shops to global companies. You'll learn skills that employers value highly, such as making decisions based on data, solving real-world problems, and understanding finance. The course is ideal if you're interested in running your own business, working in exciting areas like marketing or finance, or simply want to understand the business decisions that shape our world. Many pupils find that what they learn helps them in everyday life too, from understanding why prices change in shops to knowing their rights as a consumer. Whether you plan to go into business or not, the problem-solving and communication skills you develop will be valuable in any career you choose.

The scheme of assessment is:

Two written examinations of 1 hour 45 minutes each, covering Theme 1 and Theme 2 respectively. Each exam is worth 50% of the final GCSE grade.

Course requirements are:

- Interest in how businesses work and current business news
- Willingness to work with numbers and basic calculations
- Enthusiasm for learning about real-world business examples
- Good communication skills
- Desire to understand the world of business

You can obtain further information from Mr R Preston and Mr D King.

COMPUTER SCIENCE

GCSE

The main aims of the course are:

- To develop pupils' understanding of computer systems, including hardware, software, and networking.
- To teach pupils how to write programs using Python and solve complex problems.
- To build pupils' knowledge of digital technologies impact on society, including security and ethical considerations.
- To prepare pupils for advanced study in computer science by developing strong technical and analytical skills.

It will involve studying the following areas as part of the course:

Component 1: Computer Systems:

- Complex systems architecture and processor fundamentals
- Memory systems and storage technologies
- Advanced computer networks, protocols, and layers
- Comprehensive network and cyber security principles
- Systems software and operating systems
- In-depth analysis of ethical, legal, cultural, and environmental impacts
- Emerging trends in computing technology

Component 2: Computational Thinking, Algorithms and programming:

- Advanced computational thinking and mathematical problem-solving
- Complex algorithm design and efficiency analysis
- Programming fundamentals using Python 3
- Systematic defensive design and testing principles
- Mathematical Boolean logic and digital systems
- Programming languages and development environments
- Binary and hexadecimal data representation
- Advanced programming concepts requiring strong analytical skills

The main reasons for choosing this course:

This challenging qualification provides essential skills for a technology-driven world and creates pathways into computing careers or further education in the field.

The scheme of assessment is:

Two written examinations of 1 hour 30 minutes each, covering Computer Systems and Computational Thinking, Algorithms and Programming respectively. Each exam is worth 50% of the final GCSE grade.

Course requirements are:

- Strong mathematical ability and logical thinking skills
- Dedication to regular independent study and programming practice
- Commitment to staying up to date with developments in computing
- Resilience when tackling challenging problems
- Ability to work independently on complex programming tasks

You can obtain further information from Mr D King or Mr J Edmondson-Jones.

DRAMA

GCSE

The main aims of the course are:

To learn to apply knowledge and understanding when making, performing and responding to drama. Pupils will explore performance texts, understanding their social, cultural and historical context. A range of theatrical skills will be developed and applied to create performance. Pupils will work collaboratively to generate, develop and communicate ideas. They will develop as creative, effective, independent and reflective pupils who are able to make informed choices in process and performance.

It will involve studying the following areas as part of the course:

Exploration of set play, Live Production, Creating and Performing Devised Drama and Texts in Practice.

The specification has three components based on the skills of creating, performing and responding. These areas can be explored as both a performer or designer.

The main reasons for choosing this are:

This course is for pupils who are interested in Performing Arts and working within that industry both on and off stage or screen. GCSE Drama will also appeal to those who are keen to improve the skills they need for the future by developing their social skills, confidence and communication skills. Pupils will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, pupils who study GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

The scheme of assessment is:

Understanding Drama - Written Exam. A Practical exploration of one set play for open book exam and an analysis and evaluation of a live theatre production. (40%)

Devising Drama - Practical assessment and course work. Creation of own devised piece which is filmed and sent to an examiner. Analysis and evaluation of own work through course work logbook. (40%)

Texts in practice - Practical Performance assessed by a visiting examiner. Pupils must perform 2 extracts from a published play. (20%)

Course requirements are:

Although a minimum practical standard is not specified, the willingness to want to perform is an essential part of the course; performances will be recorded as part of the assessment process. Pupils will need to dedicate time to learning lines and organising group rehearsals in their own time if necessary. A willingness to take part in school productions and GCSE performance evenings will enable learners to gain valuable and memorable performance experiences.

You can obtain further information from Mrs K Key.

FRENCH/GERMAN

GCSE

The main aims of the course are:

To enable pupils to use French or German effectively for practical communication in a range of contexts and to develop their cultural knowledge and understanding of countries where French or German is spoken.

The course involves studying the following areas:

As at Key Stage 3, there are the 4 skill areas of listening, speaking, reading and writing. These are studied within the contexts of my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism.

Pupils will continue to learn vocabulary and will develop their knowledge and understanding of grammar, so that they can communicate in both spoken and written French or German. Pupils will be able to give full descriptions and accounts as well as opinions. Both languages are taught by a committed and enthusiastic faculty and all teachers provide a lot of opportunities for language practice and exam preparation.

The main reasons for choosing this are:

- Languages foster communication, broaden perspectives, introduce new cultures and develop pupils into global citizens.
- It is a valuable skill when looking for employment, particularly with the many companies which have trade links with Europe.
- You will develop your skills to be able to learn other languages in the future.

The scheme of assessment is:

- A listening exam (25%)
- A reading exam (25%)
- A speaking exam (25%)
- A writing exam (25%)

Course requirements are:

Pupils must have studied their chosen language at KS3 in order to undertake the GCSE. Motivation is very important, especially if pupils are choosing to study both French and German.

You can obtain further information from Mrs A Wittig-Ostler or any MFL teacher.



GEOGRAPHY

GCSE

The main aims of the course are:

To study geography in a balanced framework of physical and human themes and investigate the link between them.

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries, newly emerging economies and lower income countries developing an understanding of global issues and interactions.

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes and question the decisions that have been made in the past.

Upon completion of this two year course, pupils will have the skills and experience to progress onto A-level and beyond. Those not wishing to continue their studies in geography will have developed a wide range of transferable skills and a well rounded knowledge of the world around them.

It will involve studying the following areas as part of the course:

Paper 1: Living with the Physical Environment

Paper 2: Challenges in the Human Environment

Paper 3: Geographical Skills and Applications.

The main reasons for choosing this are:

Geography is a diverse academic subject developing essential skills and understanding of the world around us. The course will give you the chance to get to grips with some of the big social and economic issues shaping both our country and the rest of the world. You'll also study the physical forces and processes that shape and change the landscapes of the British Isles. The subject is taught by a forward thinking enthusiastic department that will guide you in your studies and help you develop a wide range of transferable skills.

The scheme of assessment is:

Three external written exams of 1 hour 30 minutes each at the end of the course. Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Course requirements are:

A love of geography and an interest in how the world works.

You can obtain further information from Mr C Robinson, Mrs S Horner or Mr T Jackson.

HEALTH & SOCIAL CARE

CAMBRIDGE NATIONAL

The main aims of the course are:

To understand the many different factors that affect your health and well-being, from your work life to a balanced diet. To recognise and measure poor health factors and how to put them right. You will also learn how these factors change and develop with age. Additionally, you will examine the complex world of health and social care providers, what services are available to different client groups and how these services meet clients' needs. You will learn the essential values of care and the importance of communication and working with individuals in all health and social care and early years' settings.

It will involve studying the following areas as part of the course:

- Essential care for individuals in all care settings
- Communicating and working with individuals in health, social care and early year settings
- Basic first aid procedures
- Understanding body systems and disorders

The main reasons for choosing this are:

Many of the topics covered are very relevant to people's lives. The health and social care course is designed to give you the knowledge, understanding and competency needed when considering entering employment in the health and social care sector. It is designed to allow progression to further education or to follow careers in health related professions such as:

- Nursing (child/adult/mental)
- Physiotherapy
- Midwifery
- Occupational therapy
- Child development/psychiatry

The scheme of assessment is:

One written exam of 1 hour at the end of the course.

3 Units: Coursework

Course requirements are:

An interest in the world of health and social care would be beneficial.

You can obtain further information from Miss E Hurst.

HISTORY

GCSE

The main aims of the course are:

- To help pupils understand British history in depth and also some of the key personalities, pivotal events and changes in 20th century world history.
- To develop in pupils the skills necessary for success.
- To involve pupils in stimulating varied historical activity - historical research, role-play, source analysis, discussion- as well as traditional reading and writing.

It will involve studying the following areas as part of the course:

1. Modern Depth Study. Germany and its problems after WW1. Hitler's rise to power. Nazi brutality, persecution and control. The role of the Gestapo, SS and concentration camps. Life under the Nazis. The role of women and young people. Opposition to the Nazis.
2. A Period Study. Superpower relations and the Cold War, 1941-91. How and why Russia and America fell out. The first clashes in Europe. The Hungarian uprising and the Berlin Wall. Cuban Missile crisis. Regan and Gorbachev. Collapse of the USSR.
3. A British Thematic Study. Warfare and British society - with London and the Second World War 1939-45. (Historic Environment). The nature of warfare and the experience of warfare from Falkirk to the present. The context of London in the Second World War and the Blitz.
4. A British Depth Study. Anglo-Saxon and Norman England c1060-1088. Harold Godwinson and William of Normandy. The Battle of Hastings. The reasons for castle building. Anglo-Saxon resistance. The Feudal system and the Domesday Book.

The main reasons for choosing this are:

- An interesting and varied course.
- Builds on the Key Stage 3 course which was constructed to provide the necessary background.
- Helps pupils develop insight into our world today and how it has evolved.
- Helps pupils to express themselves clearly, orally and in writing, to carry out independent research, to analyse and evaluate information. Employers look for such qualities, and know that history pupils will possess them.
- A sound vocational choice held in high regard by Colleges/Universities and employers. Historians are eagerly recruited into banking, accountancy, civil service, armed forces, police, law, journalism and the tourist industry. All this apart from careers directly related to the subject in libraries, museums, the heritage industry and teaching.

The scheme of assessment is:

Four external written exams at the end of the course.

Course requirements are:

An interest in the subject.

You can obtain further information from Mr M McCabe, Mrs A Hardisty, Mrs L Boyd, Mr R Preston & Miss R Bell.

HOSPITALITY & CATERING

WJEC LEVEL 1/2 VOCATIONAL TECHNICAL AWARD

The main aims of the course are:

The Vocational Award in Hospitality and Catering has been designed to support pupils who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This course will provide pupils with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Pupils will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

It will involve studying the following areas as part of the course:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering
- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Pupils will develop technical skills through practical and experimental work.

The main reasons for choosing this are:

Upon completion of this course, pupils will be able to make informed choices about a wide range of further learning opportunities and career pathways in the catering, food industries, health, and nutrition areas.

The scheme of assessment is:

Unit 1: The hospitality and catering industry

Written examination: 1 hour 20 minutes 40% of qualification 80 marks

Unit 2: Hospitality and catering in action

Controlled assessment: approximately 12 hours 60% of qualification 120 marks

Course requirements are:

Pupils undertaking this course will be expected to purchase their own ingredients for a range of practical activities.

You can obtain further information from Mr G Ramage or Mr C Savoury.

MUSIC

GCSE

The main aims of the course are:

- To allow pupils to engage actively in the process of music study through the three disciplines of performing, composing, and appraising (listening to music and identifying key musical features).
- To develop performing skills individually and in groups to communicate musically with fluency and control.
- To build composing skills to organise and develop musical ideas.
- To develop an awareness of music technology and its use in the creation and presentation of music.
- To recognise contrasting styles and traditions of music and develop some awareness of music history.
- To reflect upon and evaluate their own and others' music.

It will involve studying the following areas as part of the course:

This specification enables pupils to develop knowledge and understanding of how music works through four interrelated areas of study: Musical Forms and Devices (structure and compositional techniques), Music for Ensemble, Film Music and Popular Music.

The specification has three components based on the skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience.

The main reasons for choosing this are:

This course is perfect for pupils who are interested in working in the performance industry, who would like to create their own music, who would like to learn more about how music works, or who are interested in developing their performance skills. Pupils who wish to build on the skills developed in KS3 Music, and through individual instrumental/ vocal study will benefit from choosing this course. This course prepares pupils for further study at KS4 in Music, Music Technology or Performing Arts.

The scheme of assessment is:

Component 1: Performing (30% of qualification)

Minimum of 4 minutes for all performances (maximum 6 minutes)

A minimum of two pieces, one of which must be an ensemble (group) of one minute duration

Component 2: Composing (30% of qualification)

Two compositions, one of which must be a response to a brief set by the examining board

The second piece is a free composition for which pupils set their own brief

Component 3: Appraising (40% of qualification)

Externally assessed listening and appraising examination. A one hour and 15 minute duration based on the four areas of study

Course requirements are:

Although a minimum practical standard is not specified, the willingness to improve practical music skills, and an enjoyment of listening to music are essential to the course. Pupils will need to dedicate some time each week to independent practice and listening. There is no requirement to be receiving instrumental lessons, although this is usually beneficial. We usually have spaces for individual music tuition through the North Lincolnshire Music Service. Performances will be recorded digitally during lesson time or after school, but a willingness to take part in school concerts and shows will enable pupils to gain valuable and memorable performance experiences.

You can obtain further information from Mrs K Watson.

PERFORMING ARTS: DANCE PATHWAY

BTEC LEVEL 1/2 TECH AWARD

The main aims of the course are:

- Develop practical Performing Arts skills
- Provide industry-relevant experience
- Explore creative performance techniques
- Build confidence in performance abilities
- Prepare students for further education or career pathways

It will involve studying the following areas as part of the course:

Component 1: Exploring the Performing Arts (30%)

- Develop understanding of performance styles (practical workshops)
- Investigate practitioners' work (practical workshops/ theory)
- Analyse performance techniques (practical workshops/ theory)

Component 2: Developing Skills and Techniques in the Performing Arts (30%)

- Practical skill development
- Workshops and technique classes
- Performance preparation, rehearsals and performance skills

Component 3: Performing to a Brief (40%)

- External assessment
- Create and perform a piece based on a set brief from the exam board
- Demonstrate learned skills and creative interpretation
- Group collaboration and teamwork skills.

The main reasons for choosing this are:

- Dance skills and performance skills development
- Career exploration
- Academic and personal development
- Personal interest
- Easy accessibility for low ability dancers
- To gain confidence

The scheme of assessment is:

- Internal coursework
- Practical performances/ workshops
- Written portfolio
- External set brief performance

Course requirements are:

Keen interest and previous experience in Dance and/or the Performing Arts industry.

You can obtain further information from Mrs D Howard.

PHYSICAL EDUCATION

GCSE

The main aims of the course are:

To develop knowledge, skills and understanding of physical education through a range of practical activities and a commitment to theoretical understanding.

It will involve studying the following areas as part of the course:

The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer. One in a team activity, one in an individual activity and a third in either a team or in an individual activity.
- Analysis and evaluation of performance to bring about improvement in one activity.

The main reasons for choosing this are:

To further develop an interest in sport both as a leisure activity and with a view to more advanced studies and employment within the sports industry.

The scheme of assessment is:

Two external written exams of 1 hour 15 minutes each at the end of the course (60%).

Practical performances - For each of the three activities pupils will be assessed in progressive drills and in the full context. Pupils will be assessed on their analysis and evaluation of performance to bring about improvement in one activity. (40%)

Course requirements are:

A positive interest in sport both practically and theoretically. Must be representing school in at least one sport or taking part in regular sports outside of school.

You can obtain further information from Mr R Belton or any PE teacher.

Please note PE and Sports Studies counts as one preference and the teachers will decide which course is best suited for each pupil.

POWER, POLITICS & PEOPLE

GCSE CITIZENSHIP

The main aims of the course are:

- Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally.
- Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world.
- They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts.
- They will experience taking citizenship action and learn from trying to make a difference themselves.

It will involve studying the following areas as part of the course:

Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values. The overarching theme of this subject is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides. The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

These key questions enable students to study the content and frame their learning through the application of the citizenship skills. Within each of these themes there is a requirement that pupils develop and apply citizenship skills and gain an understanding of the following processes and methods related to issues arising from the subject content.

The main reasons for choosing this are:

- An interesting and varied course.
- Helps build the foundations for the study of A Level Politics at our Sixth Form.
- Helps pupils develop insight into our society today and how it has evolved.
- Helps pupils to express themselves clearly, orally and in writing, to carry out independent research, to analyse and evaluate information. Employers look for such qualities, and know that citizenship pupils will possess them.
- A sound vocational choice respected by Colleges/Universities and employers. Possible careers include: local government, central government, civil service, armed forces, police, law, journalism and the tourist industry. All this apart from careers directly related to the subject in libraries, museums, the heritage industry and teaching.

The scheme of assessment is:

Two external written exams at the end of the course & an active community assignment.

Course requirements are:

An interest in the subject and sound basic literacy.

You can obtain further information from Mr M McCabe, Mrs L Boyd, Mrs A Hardisty & Miss R Bell.

PSYCHOLOGY

GCSE

The main aims of the course are:

GCSE Psychology helps pupils explore:

- Why people behave in certain ways
- How much behaviour is learned or innate
- How the brain influences thoughts, feelings, and actions

Topics include memory, development, perception, social influence, communication, neuropsychology, and psychological problems. Science, Maths, and English skills support success.

It will involve studying the following areas:

Paper 1: Cognition and Behaviour (50%)

- Memory – storing and retrieving information
- Development – changes from childhood to adulthood
- Perception – how the brain interprets the world
- Research Methods – experiments, observations, data analysis

Paper 2: Social Context and Behaviour (50%)

- Social Influence – conformity, obedience, group behaviour
- Language, Thought & Communication – human and animal communication
- The Brain & Neuropsychology – brain structure, function, effects of damage
- Psychological Problems – mental health issues such as depression and addiction

The main reasons for choosing it are:

Choose this course if you:

- Are curious about human behaviour
- Enjoy Science and written discussion
- Want to develop analytical and evaluation skills
- Are interested in mental health, the brain, or learning
- Enjoy investigations and data analysis

Psychology develops skills valued in further study and careers such as education, clinical and mental health professions, Neurology and medical care, Forensic psychology and criminal justice, Sports science, social care, and support services. It also helps pupils understand themselves and others.

The scheme of assessment is:

Two written exams (50% each): Paper 1: Cognition & Behaviour – 1h 45m. Memory, Development, Perception, Research Methods. Multiple-choice, short answer and extended writing. Paper 2: Social Context & Behaviour – 1h 45m. Social Influence, Language & Communication, Brain, Psychological Problems. Multiple-choice, short answer and extended writing.

Course requirements are:

A curiosity about human behaviour, strong English for writing and reading, scientific thinking and basic Maths skills. Analytical and evaluation skills and an enquiring mind. Practical research, including experiments and observations, is also required.

You can obtain further information from Miss S Shaw.

RELIGIOUS STUDIES

GCSE

The main aims of the course are:

- To develop pupils' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- To develop pupils' knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority
- To develop pupils' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- To reflect on and develop pupils' own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

It will involve studying the following areas as part of the course:

Within this course pupils will get to study two world religions: Christianity and Islam. Pupils will also study four religious, philosophical and ethical studies themes.

These themes will be:

1. Religion, peace and conflict. Pupils will study religious teachings, and religious, philosophical, and ethical arguments relating to violence, weapons, pacifism, reasons for war, the just war theory, terrorism and holy war. Pupils will study their impact and influence in the modern world.
2. Religion, crime and punishment. Pupils will study religious teachings, and religious, philosophical, and ethical arguments relating to corporal punishment, death penalty, forgiveness, good and evil intentions/actions, reasons for crime, aim of punishment and treatment of criminals. Pupils will study their impact and influence in the modern world.
3. Relationships and families. Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to contraception, sexual relationships before marriage, and homosexual relationships. The nature of families, including the role of parents and children, extended families and the nuclear family. The purpose of families including procreation, stability and the protection of Children. Contemporary family issues including same-sex parents and polygamy. The role of men and women, gender equality and gender discrimination.
4. Religion and life. Pupils will study religious teachings, and religious, philosophical, and ethical arguments relating to abortion, euthanasia, and animal experiments. The origin of the universe, the value of the world and the duty of humans to protect it. The origin of life, religious teachings on human life, concept of sanctity of life and beliefs about death and an afterlife.

The main reasons for choosing this are:

Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills.

The scheme of assessment is:

Within this course pupils will sit two external written exams of 1 hour 45 minutes and the end of the course.

Course requirements are:

An interest in the subject.

You can obtain further information from Mrs B Lewis.

SEPARATE SCIENCE

GCSE

GCSE Separate Sciences is a demanding and academically rigorous course for pupils who enjoy science and want to study Biology, Chemistry and Physics in greater depth. The course develops strong scientific knowledge, analytical thinking and problem-solving skills, while encouraging pupils to think critically about the role of science in the modern world. Pupils who complete this course achieve three GCSE grades: Biology, Chemistry and Physics.

What is studied on the course?

Pupils study the full GCSE content in Biology, Chemistry and Physics, with greater depth and challenge than the Combined Science course. This includes increased mathematical demand, more detailed scientific concepts and extended application of knowledge.

In addition to the Combined Science content, Separate Science pupils study additional topics, including:

- Biology: Transcription and translation of DNA, the eye and the brain, treating infertility, plant hormones and plant defences against disease.
- Chemistry: Nanoparticles, stoichiometry, titrations, molar gas calculations, and extended organic chemistry including alcohols and carboxylic acids
- Physics: Atmospheric pressure, transformers and generators, nuclear fusion and fission, hydraulics and machines, Big Bang and the solar system.

What practical work is involved?

Across all three sciences, pupils complete a range of required practical activities. These develop essential scientific skills such as planning investigations, using laboratory equipment safely and accurately, analysing data, evaluating methods and drawing valid conclusions. Practical skills are assessed through the written examinations.

What do the examinations look like?

Assessment takes place at the end of Year 11 and consists of six written examinations, with two papers in Biology, two in Chemistry and two in Physics. Each examination lasts 1 hour and 45 minutes, and all papers contribute equally to the final grades.

Who is the course for?

This course is best suited to pupils who have a genuine love and enthusiasm for science. Pupils should have strong mathematical and literacy skills, curiosity about how the world works and the resilience to engage with challenging content and independent study.

Why choose Separate Sciences?

Separate Sciences provide excellent preparation for A Level Sciences and a wide range of STEM-related careers, including medicine, engineering, research and technology. The course develops highly valued skills such as logical thinking, problem-solving, independence and perseverance, while keeping future academic and career options open.

You can obtain further information from Mr T Brown or any Science teacher.



SPORTS STUDIES

CAMBRIDGE NATIONAL LEVEL 2 AWARD

The main aims of the course are:

Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge National in Sport Studies (Level 2 award) offers pupils the opportunity to study key areas of sport in broad detail.

It will involve studying the following areas as part of the course:

- Contemporary issues in sport
- Performance and leadership in sports activities
- Sport and the media

The main reasons for choosing this are:

To further develop an interest in sport both as a leisure activity and with a view to more advanced studies and employment within the sports industry.

The scheme of assessment is:

Contemporary issues in sport: 1 hour written exam

Performance and leadership in sports activities and Sport and the media: Centre assessed task

Course requirements are:

A positive interest in sport both practically and theoretically.

You can obtain further information from Mr Belton.

Please note PE and Sports Studies counts as one preference and the teachers will decide which course is best suited for each pupil.



STATISTICS

GCSE

The main aims of the course are:

GCSE Statistics allows you to gain an insight into how the big decisions are made and how their impact on everyday life can be measured. How do social media influencers know how to target their audiences? How does a football manager prepare for upcoming fixtures? How does the government take control of global pandemics? Statistics. By collecting, analysing and representing data, statisticians are able to understand past and present, and through sequences and probability they're able to predict and prepare for the future.

Statistics enables pupils to acquire transferable skills to support their progress in a range of complimentary GCSE subjects such as Biology, Geography, Computer Science and Business. The studying of statistics also offers the opportunity for pupils to get a head-start on a collection of A-level Maths topics for those thinking of furthering their understanding of mathematics beyond GCSE.

It will involve studying the following areas as part of the course:

- Using statistical techniques in various investigations, using real-world data in contexts.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques.
- The application of statistical techniques in subjects such as the sciences, computing, geography, business and economics, and outside the classroom in the world in general.
- Critically evaluating data, calculations and evaluations found in everyday life.
- Understand ways that data can be organised, processed and presented, using statistical measures to compare data, and understand the advantages of using technology to collect, visualise, automate processing, and analyse large quantities of data for public, commercial and academic sectors.
- Applying appropriate mathematical and statistical formulae and building on prior knowledge.

The main reasons for choosing this are:

This course could provide a starting point for a route into employment in a variety of careers – from weather forecasting to the biological sciences and in specialist areas such as marketing, finance, or public affairs management in large or small companies. Statistics at GCSE is also useful for pupils who are planning on taking A Levels in Maths, Chemistry, Biology, Physics, Geography or Business Studies because these subjects require you to handle and interpret data.

The scheme of assessment is:

Two external written exams of 1 hour 30 minutes each at the end of the course.

Course requirements are:

It is important to have a secure understanding of the mathematics you have studied so far, but above all you must enjoy mathematics. GCSE statistics has a clear relevance to the working world and focuses on how statistics are used in the 'real world', including its strengths and limitations.

You can obtain further information from Mr M Smith any Maths teacher.



KEY DATES

There are a number of important stages in our Options Process. We would encourage you to come along to our Options Process evening where you will have an opportunity to learn more about the process and speak to Subject teachers about the courses available.

Year 9 Pupil Assembly

Wednesday 25th February

Options Process Evening

Wednesday 4th March

Year 9 Progress Reports

Wednesday 11th March

Year 9 Progress Evening (online)

Thursday 12th March

Options Form Deadline

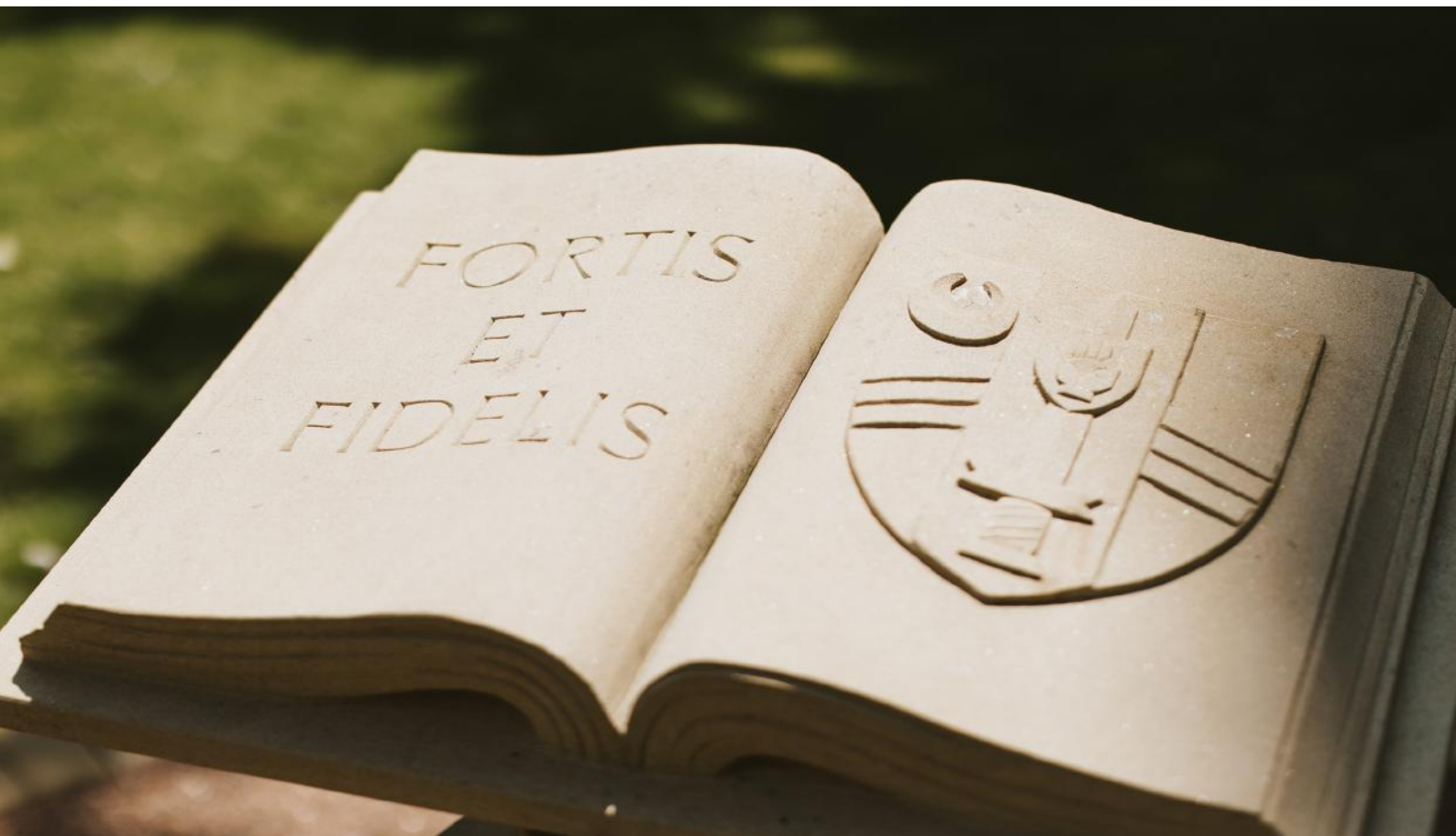
Friday 20th March

Options Decision Notification

Summer Term



SIR JOHN NELTHORPE SCHOOL
A Community Empowered



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RESPECT - RESILIENCE - INTEGRITY