



Key Stage 4 Options 2021-2023





YEAR 9 OPTIONS

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Dear Student

Until now you have had very little choice as to what you study in school. This changes as you enter Key Stage 4 when, for the first time, you are able to have some influence on the courses which you study. This booklet is to help you make decisions which will prove to be right for you.

As you go through the next two weeks you should make sure that:

- You understand the framework of our Key Stage 4 courses
- You know the details of the options subjects you are considering
- You know how the courses you pick might influence the courses you might choose after Year 11
- You have considered your longer-term career plans

Please note the key dates in this process:

Option Process Launch: Tuesday 2 February 2021 (*Parent Information evening, 6.30pm*)

Parents' Evening: Tuesday 9 February 2021

Options forms available to students through Google Classroom: Monday 8 February

Deadline for return of Options form: Thursday 11 February 4pm – digital submissions only via Google Classroom

You will only be able to make sound decisions if you take the time to prepare carefully. There are a lot of people available to support you in making your decision including your subject teachers and Form Tutor. If you have any questions or concerns about your options choices, I strongly encourage you to ask for advice as early in the process as possible; leaving it until the day before the deadline doesn't allow for much time for the support to be put in place. We have set up a dedicated Google Classroom for all of Year 9 to join to support the Options process. Please ensure you have joined the Classroom (**code:** okoc726). Your Options form will be assigned to you in this classroom.

Good Luck!

Miss Bliss

Deputy Head



Making your choices

It is important that you carefully read the information contained within this booklet, which has been provided by each of the subject teachers as it will offer an insight into the content of each course, the breakdown of exams and if there is any practical element to the assessment. In addition, there is a newly created part of the school website to support you through this process – please check it out: [Subject Information](#)

You will be asked to select 4 subjects plus 2 reserve subjects. The reserve subjects need to be as careful a decision as the first 3 as it is possible that you will end up studying this course. This might happen for a number of reasons but most commonly because there isn't a high enough demand for a subject to run or, conversely, a particular subject is heavily over-subscribed but we are unable to staff two groups. In these situations, a member of Senior staff would discuss the implications with affected students but the expectation is that the reserve subject choice would be utilised.

When making your choices you must pick **2 subjects** from Group A, and a **further 2** from Group B. The reserve choices can be any subject not already selected. Some subjects appear in more than one block at this stage – you can only select each subject once. You should strongly consider the EBACC route which would mean picking Geography **or** History **and** French.

When making your decision it is important that you:

- DO** pick subjects that you are interested in
- DO** pick subjects that you are successful in
- DO** pick subjects that might be useful for your future studies or career
- DO** pick subjects that play to your strengths
- DO** pick subjects that complement each other

It is equally important that you:

- DO NOT** pick subjects because you like the teacher
- DO NOT** pick subjects because your friends are taking them
- DO NOT** pick subjects just because your parents think you should take them
- DO NOT** pick subjects because your older brother or sister took them
- DO NOT** pick subjects without reading the course content carefully

Please take your time considering your choices before completing the form and submitting via Google Classroom no later than **11 February**. Your options form must be 'signed' by both you and a parent – this will be achieved by a parent adding their email contact in the relevant box. After this date there will be limited opportunities to change your choices. If you wish to change your options after submitting your form, you must contact **Miss Bliss** (e.bliss@maidenerleghtrust.org) to discuss the availability of subjects.



CORE CURRICULUM

Whilst you will have some element of choice over the subjects you will study in the next two years, some subjects are still compulsory. These are:

English Language

English Literature

Mathematics

Biology

Chemistry

Physics

PHSRE

CORE PE

Information on the content of the examined aspects of the core curriculum can be found on the following pages – more detail can be discussed with the subject teachers at parents' evening and is available on our website.

A small number of students will be offered additional curriculum time to support their learning in English, Maths and in the Sciences. This support will focus on securing the skills required for success in these core subjects. This is targeted and bespoke support and is offered at the discretion of the school and individual parents and students will be contacted to discuss further. However, if you feel your child should be considered for this support please speak to Mrs Benham.



GCSE MATHEMATICS (Board: EDEXCEL)



WHY STUDY MATHEMATICS?

Mathematics is very important as more and more subjects come to depend upon mathematical tools. There is a national shortage of people with mathematical skills and this subject will equip you with the necessary skills to cope with numerous jobs and higher education courses that use it. This is particularly true with scientific, technical or management careers. Mathematics is an important subject in the study on Engineering, Computing and Physics it could unlock your prospects for a future in a variety of careers such as Medicine, Ecology and Cryptology.

COURSE CONTENT

The GCSE in Maths, which can be entered at Higher or Foundation Tier, covers 6 areas of content: number, algebra, ratio & rates of change, geometry & measurement, probability and statistics.

Students will integrate the basics of mathematics throughout the different topics helping them to develop important problem-solving skills and develop links to other curriculum areas.

Assessment

The GCSE course allows there to be two tiers of entry: Higher (targeting grades 9 to 4) and Foundation (targeting grades 5 to 1). Three papers will be sat on separate dates.

Paper 1 (Non-calculator): 1 hour 30 minutes

Paper 2 (Calculator): 1 hour 30 minutes

Paper 3 (Calculator): 1 hour 30 minutes

Additional opportunities at Key Stage 4

There will be opportunities for students to be able use their mathematical knowledge and skills through extended activities and “Rich Tasks” that will help them to develop their functional skills. We feel that it is important that every student knows how to apply the skills gained in lessons to be able to solve real life problems. The new GCSE specifications will also incorporate this into its syllabus as a matter of course.

Additionally, more able mathematicians will be able to take advantage of further opportunities. The UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians. In addition, we offer an in-school maths competition and the opportunity to visit the Hexagon to see ‘Maths Inspiration’.

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ENGLISH LANGUAGE AND ENGLISH LITERATURE

(Exam Board: AQA)



WHY STUDY ENGLISH LANGUAGE AND ENGLISH LITERATURE?

The study of English Language and Literature focuses on the development of skills through exploration of a variety of 19th century, 20th century, 21st century texts, Shakespeare, and poetry. The courses are enriched with opportunities for detailed analysis, inference and deep understanding of varied texts and help in the development of many skills which will help underpin success across all GCSE qualifications. Success in English might lead to careers in journalism, teaching, advertising and marketing.

COURSE CONTENT & ASSESSMENT: ENGLISH LANGUAGE

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading – one literature fiction text
Section B: descriptive or narrative writing

How its assessed

- Written exam: 1 hour 45 minutes
- 80 Marks
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading – one non-fiction text and one literacy non-fiction text
Section B: writing to present a viewpoint

How its assessed

- Written exam: 1 hour 45 minutes
- 80 Marks
- 50% of GCSE

Non-examination Assessment: Spoken Language

What's assessed

Presenting
Responding to questions and feedback
Use of Standard English

How its assessed

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)



COURSE CONTENT & ASSESSMENT: ENGLISH LITERATURE

Students will be assessed on the following texts which will be studied over the course of Years 9 -11

- Macbeth
- An Inspector Calls
- Dr Jekyll and Mr Hyde
- Power and Conflict Poetry

In addition, students will be assessed on a piece of 'Unseen Poetry.

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare's Macbeth
- Dr Jekyll and Mr Hyde

How its assessed

- Written exam: 1 hour 45 minutes
- 64 Marks
- 40%of GCSE

Paper 2: Modern texts and poetry

What's assessed

- Modern prose of drama texts
- The poetry anthology
- Unseen poetry

How its assessed

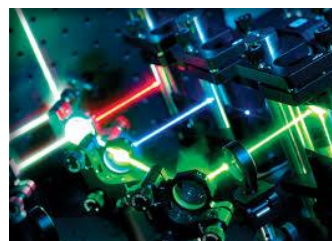
- Written exam: 1 hour 45 minutes
- 96 Marks
- 60%of GCSE

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GCSE SCIENCE (BIOLOGY, CHEMISTRY & PHYSICS) (Board: AQA)



WHY STUDY SCIENCE?

Science is about curiosity; learning about the world around us. Scientific understanding is changing our lives and is vital to the world's prosperity. All the science GCSE courses encourage students: to develop a critical approach to scientific evidence, to explore the implications of science for society, and to develop scientific literacy needed by every citizen. Studying science can lead into future careers in genetics, forensics, engineering, biotechnology, medical physics, telecommunications and traditional areas such as engineering, technology and medicine.

CONTENT & ASSESSMENT

All GCSEs in Science are assessed by examinations. In addition, there are required practicals that are completed as part of the normal teaching time which are subsequently examined upon within the written exam papers.

BIOLOGY

Paper 1

- Topics 1-4
- Cell Biology
 - Organisation
 - Infection and Response
 - Bioenergetics

Paper 1: 1 hour 15 minutes

Paper 2: 1 hour 15 minutes

Paper 2

- Topics 5-7
- Homeostasis and Response
 - Inheritance
 - Variation and Evolution
 - Ecology



CHEMISTRY

Paper 1

Topics 8-12

- Atomic structure and the Periodic Table
- Bonding, Structure & the Properties of Matter
- Quantitative Chemistry
- Chemical changes
- Energy changes

Paper 1: 1 hour 15 minutes

Paper 2: 1 hour 15 minutes

Paper 2

Topic 13-17

- Rate and extent of chemical change
- Organic chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using resources

PHYSICS

Paper 1

Topics 18-21

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Paper 1: 1 hour 15 minutes

Paper 2: 1 hour 15 minutes

Paper 2

Topics 22-24

- Forces
- Waves
- Magnetism & Electromagnetism

Students at Maiden Erleigh Chiltern Edge will follow either a Single Science (Triple) or Combined Science Pathway. The course descriptions provided here are for the Combined Science qualifications (2 GCSE's). A significant proportion of the content is the same and therefore decisions regarding Science course entries will be made during Year 10 in conjunction with the Science Department. All students have commenced on the Single Science pathway at the start of Year 9.

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OPTIONS





Options Courses

Students will make choices to study **four** additional qualifications. Acceptance into options course will be made in consultation with Heads of Subject who will be able to assess the likelihood of success based on aptitude and attitude to learning. These discussions and decisions will begin shortly after the deadline for returning the options form. For some students we will be making strong recommendations as to the courses that should be followed. There is no benefit in returning the options for before the deadline, however, students who submit their options form after the deadline (**11 February 2020**) might have limited choices available to them.

There will be the opportunity for a small number of students to follow an adapted curriculum to ensure that their educational needs are best met. These students will have additional time dedicated to the study of English and Maths as well as following the ASDAN qualification. Students will follow the same Core Curriculum and will have 3 Options available to them. **Individual parents and students will be contacted to discuss this pathway.** Decisions on this are at the discretion of the Senior Leadership Team in conjunction with Mrs Benham, SENCo.

The Government is keen to promote the **English Baccalaureate (EBacc)** which is awarded to students who achieve a Grade 5 in English, Maths, Science, History or Geography and a Modern Foreign Language. This nominal qualification is somewhat of an unknown quantity, but for students with aspirations of attending University it should form part of your decision-making process. The implication for students at Maiden Erleigh Chiltern Edge is that we are asking all students to strongly consider taking at least one Humanities subject (Geography/History) alongside French. Students then have 2 additional options to complete their GCSE portfolio.

BTEC courses at Key Stage 4; these courses include a small examined unit but are predominantly assessed through ongoing assignments. For some students this method of assessment allows much greater success in comparison to the 'traditional' terminal exams. At MECE we offer BTEC Sport.

We do endeavour to ensure that the largest possible number of students are able to follow their chosen courses. However, as a small school there are constraints on the number of Option groups that we can run in each subject. **Ultimately not all subjects on offer will run.** Hopefully, the large majority of students will be able to choose an acceptable combination of courses.



GCSE FRENCH

(Board: AQA)



WHY STUDY FRENCH?

Having a French GCSE will enable you to stand out from the crowd. The study of a language is known to increase listening and memory skills as well as creativity. Employers consider language students to be rigorous learners and a language can be a real career asset, particularly in the world of tourism, communication and business. Employers like the fact that students of languages can understand, recognise and apply language patterns and that they have a more outward look on the world around us due to the knowledge gained of another culture.

Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

CONTENT

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.



ASSESSMENT

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end.

There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9).

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

CAREER OPPORTUNITIES

French is one of the most widely-spoken languages in the world, after English. It is spoken on 5 continents. Job prospects are endless, whether in the UK or abroad, as having a second language opens up opportunities considerably. The French language is often needed in multinational companies (in retail, luxury goods and car industries, aeronautics) or you could use your language skills as a teacher, educational consultant, in distribution, logistics, relocation, journalism or in international relations as a diplomat or interpreter.

*"If you talk to a man in a **language** he understands, that goes to his head. If you talk to him in his **language** that goes to his heart."* **Nelson Mandela**

Contact: Mrs Annabel Foster

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GCSE GEOGRAPHY (Exam Board: AQA)



WHY STUDY GEOGRAPHY?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography students are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers.

COURSE CONTENT

The examination board is AQA and the qualification is linear so all students will sit the three papers at the end of the course.

Year 10

- The challenge of natural hazards (tectonic and weather hazards, climate change)
- Urban issues and challenges (urbanisation, Rio de Janeiro, Bristol and sustainable urban living)
- Physical landscapes in the UK (coastal and river landscapes)
- Issue evaluation practice and Geographical skills
- Fieldtrips involving human and physical investigations – coastal management and tourism study

Year 11

- The living world (ecosystems, tropical rainforests and cold environments)
- The changing economic world (development gap, Nigeria and UK)
- The challenge of resource management (Global distribution, food, water and energy management + energy option)
- Issue evaluation and revision



ASSESSMENT STRUCTURE

There are three main parts to the GCSE assessment structure:

Paper 1: Living with the physical environment (35%)

This is a 1 hour 30 minutes written examination that assesses all the physical modules of the course. It is in 3 sections, section A (The challenge of natural hazards) is worth 33 marks, section B (UK Physical Landscapes) is worth 30 marks and section C (The living world) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 2: Challenges in the human environment (35%)

This is a 1 hour 30 minutes written examination that assesses all the human modules of the course.

Section A (Urban issues and challenges) worth 33 marks

Section B (The changing economic world) worth 30 marks

Section C (The challenge of resource management) worth 25 marks.

The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

FIELDWORK

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on a fieldtrip which covers these requirements, which will cost around £20. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

CAREER OPPORTUNITIES

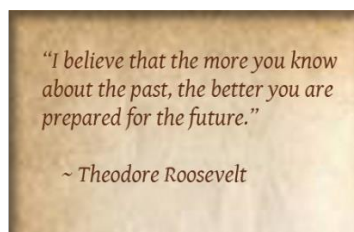
Geography develops a wide range of skills and as such there are a host of career opportunities that are built on success and further study in Geography: environmental consultant, town planner, cartographer, exploration geologist, landscape architect, conservation officer, meteorologist, volcanologist, travel agent.

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GCSE HISTORY (Exam Board: AQA)



WHY STUDY HISTORY?

The new history GCSE supports students in learning more about the history of Britain and that of the wider world. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens.

COURSE CONTENT & ASSESSMENT

This qualification is linear so students will sit their written exams at the end of the course in Year 11. There are two Papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation and grammar); 2 hours each.

Paper 1: Understanding the modern world

Section A: Period studies - Germany 1894–1945

Section B: Wider world depth studies - Conflict and tension, 1918–1939.

Paper 2: Shaping the nation

Section A: Thematic studies - Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment – Elizabethan England

CAREER OPPORTUNITIES

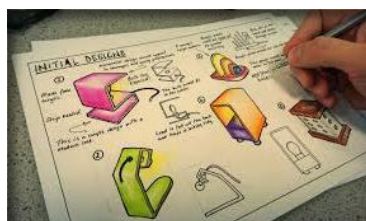
The discipline of history and a knowledge and understanding of the past will also help students to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study both at A level and university. The skills learnt in GCSE History are linked to a variety of careers from Law and the police force by supporting an argument and reaching judgements with evidence, to media, public relations and sales through learning how to argue your ideas verbally.

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GCSE ART & DESIGN (Exam Board: EDEXCEL)



WHY STUDY ART & DESIGN?

Choose Art and Design if you have a lot of imagination, ideas and creative flair; if you can or want to problem solve, if you enjoy looking at life from different perspectives, if you are aware or want to be aware of the world around you, if you like experimenting and finally, if you just love Art! If you are interested in a career in painting, sculpture, graphic design, illustration, animation, fashion design or one of the many creative industries then this is the course for you.

WHAT YOU WILL STUDY:

Unlike virtually every other subject at GCSE level, Art is not syllabus or content driven. This means that you take a much more active role in deciding what you want to do. Although we cover some skills with structured exercises, most of the time you're choosing the direction that you want your work to go in a series of theme-based projects.

Your teacher will guide, advise and support you, but, as well as enjoyment, you'll need to develop the confidence to undertake the creative decision-making. If you're the kind of student who likes to be 'spoon-fed' the answers by your teachers, then this course won't suit you.

ASSESSMENT

1. **Unit 1** is the Controlled Assessment (portfolio) worth 60%. This starts from September in Year 10 until January of Year 11.
2. **Unit 2** is the externally set assignment (exam) worth 40%.
This task starts from January in Year 11 and runs until May. It concludes with a 10hour exam over two days to create your final response using your preparatory work.

TRIPS

There are opportunities to visit Art and Design galleries both locally and further afield. In recent years trips have included visiting London and the Tate Modern, and the Ashmolean in Oxford.

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GCSE DESIGN AND TECHNOLOGY

(Exam Board: EDEXCEL)



WHY STUDY DESIGN AND TECHNOLOGY?

Design and technology exists all around us; from the ubiquitous, everyday ball point pen to the towering architecture and space of the buildings we inhabit. Everyday design impacts on our lives that we sometimes take it for granted. In this GCSE course we will explore the world of design and technology, use it to inform potential designs and build on the making skills developed during Key Stage Three. The course will improve design, make, research, analytical and evaluative skills to encourage independent and creative thinking to take students forward into a wide and expansive range of pathways that look for the inventive and innovative problem solvers of the future.

WHAT YOU WILL STUDY:

Over the two years of the course you will:

- Design and make prototypes that are fit for purpose.
- Identify, investigate and outline design possibilities to address needs and wants.
- Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others, as well wider issues in design and technology.
- Demonstrate and apply knowledge and understanding of technical principles in addition to designing and making principles.

ASSESSMENT

There are two main elements of the course that make up the full GCSE. A written exam at the end of the second year and a Non-Examined Assessment (NEA), both of which are weighted at 50%. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

TRIPS

To start the NEA towards the end of Year 10 there will be a trip to visit the Design Museum and there will be the opportunity to learn from guest designers and makers.

CAREER OPPORTUNITIES

Fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter.

"The best way to predict the future is to design it." Buckminster Fuller

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PHOTOGRAPHY

(Board: AQA)



WHY STUDY PHOTOGRAPHY?

Choose Photography if you have a lot of imagination, ideas and creative flair; if you can or want to problem solve, if you enjoy looking at life from different perspectives, if you are or want to be aware of the world around you, if you like experimenting with the way you view the world.

COURSE CONTENT

GCSE Photography will teach you to look at the world in a creative way. The creative potential stimulated in this course will enable you to apply creative, analytical and critical thinking and problem solving, in order to visually communicate ideas through photography. This awareness can also be employed to any other course that you do. Students will develop critical analyses of artists' work helping to develop their own ideas through reaction, practical application and written reflections.

Throughout the courses, students will learn about a variety of photographic media, techniques and processes including use computers for Photoshop and digital media, utilising these techniques and equipment, to make brilliant images.

ASSESSMENT

1. **Unit 1** is the Controlled Assessment (portfolio) worth 60%. This starts from September in Year 10 until January of Year 11.
2. **Unit 2** is the externally set assignment (exam) worth 40%.
This task starts from January in Year 11 and runs until May. Concluding with a 10hour exam over two days to create your final response using your preparatory work.

TRIPS

There are opportunities to visit Exhibitions both locally and further afield. In recent years ADT trips have included visiting London and the Tate Modern, and the Ashmolean in Oxford.

CAREER OPPORTUNITIES

Photography could lead to academic or vocational degrees relating to Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Portraiture and Wedding photography, Sports and Travel, Press Photography, Photojournalism, Fine Art, Editing, Fashion photography or Styling, the Film industry, Forensic science, Curating, Image Library, etc.

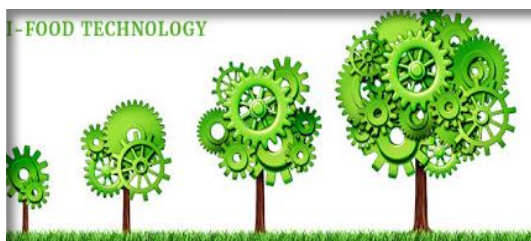
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GCSE FOOD PREPARATION AND NUTRITION

(Exam Board: EDUQAS)



WHY STUDY FOOD PREPARATION AND NUTRITION?

This qualification involves a significant amount of both food science and practical. This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. The content relates to the study of both food and drinks. If you enjoy the science behind food and nutrition, as well as the practical application of making food, then this is the course for you. Do not take this course if you just like the practical element.

CONTENT

The course is broken into 2 major components.

Component 1: Principles of Food Preparation and Nutrition

You will be taught about the six **areas of content** listed below.

You will also be given opportunity to develop a wide range of technical skills, through practical and experimental work. This opportunity will allow you to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

Topics covered

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Component 2: Food Preparation and Nutrition in Action

The non-examination assessment is composed of two assessments that are set by the exam board. You will be able to select from a choice of two tasks for each assessment.

Assessment 1: Food investigation assessment.

Assessment 2: Food preparation assessment.





ASSESSMENT

There are 2 components in this qualification.

Component 1:

- Written exam – 1hr 45 mins.
- 50% of qualification.
- 100 marks

Component 2:

- 2 completed assessments
- 50% of qualification.
- 100 marks

TRIPS

There are opportunities on this course to have guest professional chefs to deliver sessions and inspire the students. There is also the opportunity for Food trips both locally and further afield to gain knowledge of food produce and ingredients.

CAREER OPPORTUNITIES

Nutritional therapist, scientific laboratory technician, food critic, technical brewer, food technologist, product/process development scientist.

“Real food doesn’t have ingredients; real food is ingredients.”
Jamie Oliver



Contact: Mrs Claire Ashley

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GCSE DANCE (Exam Board: EDEXCEL)



WHY STUDY DANCE?

Choose this course if you:

- have a passion for dance
- appreciate different dance works and choreographers
- have a foundation of physical and technical skills to develop
- have knowledge, skills and understanding of performance, choreography
- have an appreciation of dance to levels appropriate for the award of GCSE

This course is physically demanding and requires you to learn diverse techniques, explore devices, and create choreography and performances to a high standard. In order to access the TOP grades students are required to dance at a high standard in at least 2 styles, be ready to develop knowledge and understanding of choreographic process and vocabulary, and the interest to study 6 set performances for the written part of the course.

COURSE CONTENT

Year 10

Practical: In order to prepare for their practical components next year, the pupils will study a range of diverse styles. This includes Hip-hop, Lyrical, Samba, Ballet, Capoeira and Contemporary. Each term will focus on one of the styles above, along with the accompanying set performances.

Written: Alongside each diverse style of dance, a range of dance works from professional companies and choreographers will be studied; including Boy Blue Entertainment, STOPGAP, Rambert, The Royal Ballet, Phoenix Dance Company and James Cousin's. Pupils will also develop understanding and knowledge on choreographic process, devices and vocabulary.

Year 11

This year is dedicated to the learning, choreographing, perfecting and revising of Component 1 and 2 for the external assessments and written exam. Lessons will be scheduled to focus on and switch between:

- Set Phrases
- Duet/Trio performance
- Solo or Group choreography

Theory – revision of the set dance works explored in Year 10.



ASSESSMENT

Performance

(a) - Pupils learn 2 the GCSE Set phrases, and perform them individually. Externally assessed by April of Year 11. **15% of overall marks**

(b) – Pupils learn a Contemporary dance in duet/trios, taught by teacher. Externally assessed by April of Year 11. **15% of overall marks**

Choreography 30% of overall marks

Pupils choreograph either a solo or a group piece in a style of their choice, with accompanying Programme Notes. Externally assessed in April of Year 11.

Appreciation 40% of overall marks

Students will need to complete a written paper for this section. It will require students to demonstrate knowledge and understanding of choreographic processes and performing skills, show critical appreciation of their own work and show critical appreciation of professional works.

SHOWS!

EdgeFest:

Each July, the current year 10 produce a summer show, which includes dance performances of their own. This can also include creations and performances from other years and extra-curricular clubs.

Christmas Production:

Every Christmas, MECE produces a full musical performance which runs for three nights. GCSE dancers are heavily involved in these stunning productions.

CAREER OPPORTUNITIES

Choreographer, teacher, professional dancer, theatre critic, costume creator, arts administration, dance medicine therapist, dance videographer

“We dance for laughter, we dance for tears, we dance for madness, we dance for fears, we dance for hopes, we dance for screams, we are the dancers, we create the dreams.” - Albert Einstein

Contact: Ms Pippa Gardner

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GCSE DRAMA

(Exam Board: OCR)



WHY STUDY DRAMA?

Drama is an exciting and challenging course designed to further the ability of students who really enjoy acting and the theatre. The course is heavily practical and will require students to study and perform play texts and create their own original dramas. The content of the work is best suited to students who are able to think creatively. At MECE we have seen students whose entire life and school experience has been transformed through taking drama at GCSE.

CONTENT

Component 1: Devising Drama

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Component 2: Presenting and Performing Texts

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

Component 3: Performance and Response:

This component requires students to study text and performance.

For Section A: students' study one performance text in detail: Willy Russell's *Blood Brothers*. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed.

In Section B: students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology. This means we HAVE to go to the theatre!



ASSESSMENT

Component 1 – Devising Drama

- Marks: 60
- Non-examined assessment marked by teacher.
- 30% of GCSE

Component 2 – Presenting and Performing Texts

- Marks: 60
- Non-examined assessment marked by a visiting examiner
- 30% of GCSE

Component 3 – Performance and Response

- Marks: 80
- 1.5 hour exam
- 40% of GCSE

THEATRE TRIPS

In order to prepare students to respond to Section B in the exam, students will need to see some live theatre. Students will be taken to the theatre in Year 10 and again in Year 11.

CAREER OPPORTUNITIES

Arts administrator, choreographer, media researcher, music producer, special effects technician, teacher

“What is drama but life with the dull bits cut out” - Alfred Hitchcock

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GCSE MUSIC

(Board: EDUQAS)



WHY STUDY MUSIC?

Music is a practical and theoretical course which helps students to make sense of their theory, composition, performance, and listening and appraising skills through broad areas of study. It explores how and why composers composed music the way they did, how it can be interpreted, performed, and how music can influence others. This course is best suited to students who can sing or play an instrument to a graded level.

CONTENT

There are four areas of study that you will be studying throughout this course. These are:

- Instrumental music 1700-1820
- Vocal music
- Music for stage and screen
- Fusions

Component 1- Performing.

You will submit two performances. One will be a solo performance and the other will be an ensemble performance.

Component 2- Composing

You will submit two compositions. These are a free brief where you can compose a piece of your choice, and a set brief which will be based on one of the set works.

Component 3- Appraising

- The questions will focus on three things:
- Elements of Music
- The context
- Musical Language



ASSESSMENT

Component 1- Performance unit

- Non-examined assessment marked by teacher.
- 30% of GCSE

Component 2- Composition unit

- Non-examined assessment marked by teacher.
- 30% of GCSE

Component 3- Listening and Appraising unit

- Externally assessed by an examiner
- 1 hour long exam
- 40% of GCSE

Concert trip

In order to prepare students to respond to Component 3, they will need to see an orchestra live. It will be a fantastic opportunity to experience the sound of a full orchestra and see music being performed live. Students will be taken to the theatre in Year 10.

CAREER OPPORTUNITIES

Music therapist, television production assistant, programme researcher, arts administrator, editorial assistant, private music teacher

"Ah, **music**," he said, wiping his eyes. "A magic beyond all we do here!"

J.K. Rowling: [Harry Potter and the Philosopher's Stone](#)

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BTEC FIRST AWARD IN SPORT

(Board: EDEXCEL)



WHY STUDY BTEC FIRST AWARD IN SPORT?

This course is designed for anyone with a keen interest in sport and the sports performer and who wants to follow an exciting and rewarding career within the sport, health, leisure and coaching industries. Students will develop an understanding of many of the underlying principles to success in sport, including training programmes, the human body and how it responds to exercise. The course involves various practical elements, therefore, a keen motivation to participate in a variety of sports is essential.

CONTENT

Unit 1: Fitness for Sport and Exercise

- You will learn about the components of fitness, principles of training and methods of training

Unit 2: Practical Sports Performance

- You will learn and show your understanding of the rules, regulations and scoring systems for selected sports
- You will practically demonstrate skills, techniques and tactics in selected sports and then be able to review a sports performance

Unit 3: Applying the Principles of Personal Training

- You will design a personal training programme, implement the self-designed training programme to achieve your own goals and objectives and then review it.

Unit 6: Leading Sports Activities

- In this unit you will learn the attributes associated with successful sports leadership.
- Undertake the planning and leading of a sports activity.
- Review the planning and leading of a sports activity.



ASSESSMENT

The course is 75% internally assessed coursework, with a 25% online external assessment (likely to be taken in Year 10).

Assessment takes the form of coursework assignments with the exception of Unit 1 which is a computer-based test assessed externally. Each unit has its own assessment criteria and is graded on a scale of pass, merit or distinction.

Coursework is made up of written work, videos, video annotation, and presentations.

GRADING

The level achieved is converted to GCSE grades as follows:

Pass = 4

Merit = 5

Distinction = 7

Distinction* = 9

CAREER OPPORTUNITIES

Studying BTEC Sport opens up opportunities for further BTEC study (Level 3 or Diploma) as well as careers in coaching, teaching, sports science, nutritionists, sports psychologist or physiotherapy.

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GCSE COMPUTER SCIENCE

(Board: AQA Syllabus 8525)



WHY STUDY COMPUTER SCIENCE?

Computer Science is engaging and practical, encouraging creativity and problem solving. Students develop their understanding and application of the core concepts in Computer Science. They also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must be patient and resilient, persisting in trying to solve problems. The programming language that is taught is Python 3.

COURSE CONTENT

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy



ASSESSMENT

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from course content sections 1 and 2 above. The paper will be a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

- Written exam set in practically based scenarios: 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge from course content sections 3 to 8.

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Contact: Mr Peter Redrup

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CAMBRIDGE NATIONAL IN CREATIVE iMEDIA

(Board: OCR)



Why study Creative iMedia?

The creative use of ICT is essential for many careers. The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all students, including high attaining learners, by introducing them to demanding material and techniques, encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.



ASSESSMENT

OCR Level 1/2 Cambridge National Certificate in Creative iMedia is made up of four units:

Unit R081: Pre-production skills - Written paper 1 hour 15 mins (completed at the end of Year 10)

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions
- assesses the quality of written communication

Unit R082: Creating digital graphics – centre assessed task

Unit R087: Creating interactive multimedia products – centre assessed task

Unit R091: Designing a game concept – centre assessed task

The centre assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments. **All units are worth 25% of the final grade**

ENRICHMENT ACTIVITIES

Students are encouraged to explore graphics and digital media products that they use throughout their lives. This will give them an understanding of how the products can be effectively designed and understand how effective design can encourage use.

Contact: Mr Peter Redrup

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MAIDEN ERLEGH
CHILTERN EDGE

Name _____

Tutor Group _____

Maiden Erlegh Chiltern Edge – Year 9 Key Stage 4 Option Choices 2021

You are reminded that you must pick **2 subjects from Group A** and **2 subjects from Group B**.

To qualify for **EBACC** entry you must select Geography **OR** History **AND** French

You should indicate 2 reserves which can be any subject not already selected. **You may only select each subject once.**

You **may NOT** select Photography **AND** Art & Design in your main options choices

This form will be made available to
you digitally on Monday 8
February through the Year 9
Options Google Classroom

BLOCK A	BLOCK B		
GEOGRAPHY	ART & DESIGN / PHOTOGRAPHY	BTEC SPORT	COMPUTING / iMEDIA
HISTORY	DANCE	DESIGN & TECHNOLOGY	DRAMA
FRENCH	FOOD & NUTRITION	FRENCH	GEOGRAPHY
	HISTORY	MUSIC	

My choices

Block A		Block B		Reserve 1	Reserve 2

Questions / Concerns

My aspirations

If you **ARE NOT** intending to complete your GCSEs at MECE please indicate where you are applying to:

If you selected **Computing / iMEDIA** please
say which you would prefer (circle)

If you selected **Art & Design / Photography**
please say which you would prefer (circle)