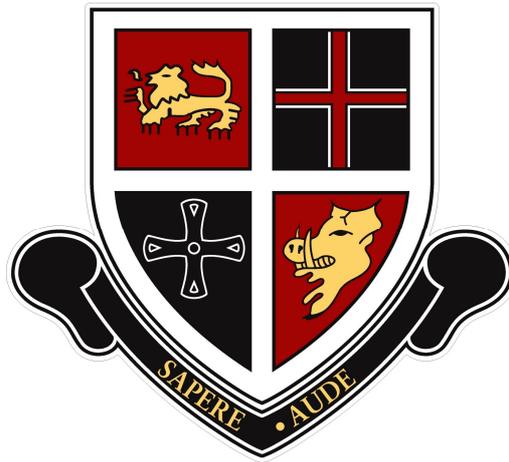


# Durham Johnston



## Options 2019 Core Curriculum And The Pathways

## Options 2019

**Please understand that this information is correct in January 2019 but may change. Courses attracting very small numbers of pupils will not run for financial reasons. We also have limited physical resources which may limit the number of students able to choose popular subjects. Syllabus and Assessment details for many subjects are under review nationally.**

## Foreword

This is a very important term for you as you make your subject choices for next year and is the start of a very important stage in your education. As a school, we are pleased to be able to continue to offer a wide range of subjects, including both GCSEs and Equivalent Qualifications, to accommodate the different interests and abilities of our pupils.

Choosing the right courses at KS4 is very important. The choices that you make now will start to define the pathways for your future. At Durham Johnston we want to make sure that every single Year 9 student is matched to the right course.

This booklet tells you about the KS4 courses on offer here. We think the combination of subjects available offers tremendous opportunities, whatever your interests and abilities. The booklet is in two parts:

### Part A

- **The Core Subjects (Mathematics, English, Science, RE and PE) and how to complete the Option Choice Form**

### Part B

- **The Options Subjects**

### How to choose

You need to understand what the best range of choices is for you. Your Form Tutor, Mr Bowman, Mr Weaver and Ms McFadden will be able to advise you. Make sure you talk with your parents and teachers before you make any choices. The majority of students will take between 8 and 10 GCSE's or equivalent subjects.

Before selecting your options you should:

- Read the booklet to understand the courses
- Think about your recent report and your own skills
- Talk to teachers at the Options Evening
- Talk to individual subject teachers at the parent consultation evening
- Have an option interview if you wish, before you make your final decision

### We want you to get it right

We are committed to making sure young people at Durham Johnston have the very best preparation for adult life. We have many years' experience of advising and supporting pupils to make successful choices and achieve good GCSE results. We believe that our curriculum is strong and sensible and that the core subjects and the options you choose will set you on the road to getting the best results you can in 2021.

**Ms McFadden, Deputy Headteacher - January 2019**

## The Core Curriculum

All students will take the core subjects as follows:

English	4 periods a week
Mathematics	4 periods a week
Science	6 periods a week
RE	1 period a week
PE	1 period a week

There is information later in this booklet describing what is involved in each of these subjects.

For all of the core subjects, pupils will be taught in 2 parallel bands, this will allow for setting in the separate subjects within the band.

Levels of entry, where relevant and, in the case of science, the course followed will be determined by ability to ensure all students achieve the best possible results.

## Filling in the Options Form

Starting at the left, **all students follow the core subjects.**

**Everyone chooses a GCSE subject from Column A.**

Look at your pathway recommendation:

**Pathway 1** – Choose **2** further GCSE subjects **one** from Column B and **one** from C

**Pathway 2** – Choose **2** further subjects **one** from Column B and **one** from C at least **one of these must be a GCSE**

**Pathway 3** – Choose **2** further subjects **one** from Column B and **one** from C. These may be GCSEs, BTECs or Technical awards

Things to consider:

- **Do not choose the same subject twice** even if it is available in different option columns.
- Make sure you choose a variety of subjects allowing you to keep your options open for the next stage of your education.
- Do not choose Art and Photography or Computer Science and ICT.
- To fulfil the requirements of Ebacc your choice will need to include a Language and either History or Geography.
- If the combination of subjects that you would like is not possible, you will have to make choices that are, but indicate on the back of the form what you would have preferred.
- If you need any additional help, ask your form tutor, Mr Bowman, Mr Weaver or Ms McFadden.

## English Language

### Examination Board: A.Q.A

English Language is now linear and 100% examination at the end of Year 11.

#### **Paper 1: Explorations in creative reading and writing**

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers;
- in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing.

Section A will be allocated 40 marks, and section B will be allocated 40 to give an equal weighting to the reading and writing tasks.

#### Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20<sup>th</sup> or 21<sup>st</sup> Century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

#### **Paper 2: Writers' viewpoints and perspectives**

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader;
- in section B, by providing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing.

Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

#### Content

The sources for the reading questions will be non-fiction and literacy non-fiction texts. They will be drawn from the 19<sup>th</sup> Century, and either the 20<sup>th</sup> or 21<sup>st</sup> Century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include: high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries.

In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

#### **Non-exam assessment**

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context;
- responding appropriately to questions and feedback, asking questions themselves to elicit clarification;
- using spoken Standard English

The assessment will be separately endorsed and will cover AO7, AO8 and AO9 for spoken language

#### Content

Students will base their presentation on a theme or topic chosen by their teacher with guidance from A.Q.A. Tasks and standards will be exemplified by A.Q.A. Presentations will be on a formal basis and students will need to respond to questions and feedback from the audience. In the assessed piece, students will be required to use Standard English as appropriate.

<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Non-examination Assessment: Spoken Language</b>
<p><b>What's assessed:</b></p> <p><b>Section A; Reading</b> One literature fiction text</p> <p><b>Section B: Writing</b> Descriptive or narrative writing</p>	<p><b>What's assessed:</b></p> <p><b>Section A: Reading</b> One non-fiction text and one literary non-fiction text</p> <p><b>Section B: Writing</b> Writing to present a viewpoint</p>	<p><b>What's assessed:</b></p> <p><b>(AO7 – AO9)</b> Presenting Responding to questions and feedback Use of Standard English</p>
<p><b>Assessed</b></p> <p>Written exam: 1 hr 45 min 80 marks 50% of GCSE</p>	<p><b>Assessed</b></p> <p>Written exam: 1 hr 45min 80 marks 50% of GCSE</p>	<p><b>Assessed:</b></p> <p>Teacher set throughout course Marked by teacher Separate endorsement (0% of GCSE)</p>
<p><b>Questions</b></p> <p><b>Reading</b> (40 marks) (25%) One single text 1 short form qu (1x4 marks) 2 longer form qu (2x8 marks) 1 extended qu (1x20 marks)</p> <p><b>Writing</b> (40 marks) (25%) 1 extended writing qu from a choice of 2 (24 marks for content, 16 marks for technical accuracy)</p>	<p><b>Questions</b></p> <p><b>Reading</b> (40 marks) (25%) Two texts 1 short form qu (1x4 marks) 2 longer form qu (1x8 marks and 1x12 marks) 1 extended qu (1x16 marks)</p> <p><b>Writing</b> (40 marks) (25%) 1 extended writing qu (24 marks for content, 16 marks for technical accuracy)</p>	

## English Literature

### Examination Board: A.Q.A

English Literature is now linear and assessment is by examination only. Details of the examinations can be seen below.

<b>Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel</b>	<b>Paper 2: Modern Texts and Poetry</b>
<b>What's assessed:</b> Shakespeare The 19 <sup>th</sup> Century Novel	<b>What's assessed :</b> Modern Texts Poetry Unseen Poetry
<b>How:</b> Written exam: 1 hr 45 min 64 marks 40% of the GCSE	<b>How:</b> Written exam: 2 hr 1 5 min 96 marks 60% of the GCSE
<b>Questions:</b> <b>Section A Shakespeare</b> Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. <b>Section B The 19<sup>th</sup> Century Novel</b> Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	<b>Questions:</b> <b>Section A Modern Texts</b> Students will answer one essay question from a choice of two on their studied modern prose or drama text. <b>Section B Poetry</b> Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. <b>Section C Unseen Poetry</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### Aims of the Course

Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.

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

**Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards.**

The exams will measure how students have achieved the following assessment objectives.

A01: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.

A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

A03: Show understanding of the relationships between texts and the contexts in which they were written.

A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

# Mathematics

## Examination Board: AQA

### Brief description of the course

All students starting their GCSE from September 2015 onwards will be following the new GCSE mathematics course. This new GCSE provides greater coverage of areas such as ratio, proportion and rates of change; it requires all students to master the basics, and **is more challenging for those aiming to achieve top grades**. All students will follow the updated National Curriculum for Mathematics and will be assessed at the end of Key Stage 4.

Certification is available at one of two tiers:

- Foundation (grades available 1 to 5)
- Higher (grades 4 to 9)

The National Curriculum for Mathematics outlines the statutory content that must be taught at each key stage. The content is sub-divided into six sections.

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

A more detailed breakdown of the specification content can be found at: <http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

### Method of Assessment

GCSE mathematics is a linear course. Pupils sit three examination papers at the end of the two-year course.

All three papers must be taken at the same level i.e. all foundation or all higher. Each paper will cover all of the content of the specification.

GCSE Mathematics	Paper 1 1.5 hours	Paper 2 1.5 hours	Paper 3 1.5 hours
80 marks per paper	Non- Calculator	Calculator	Calculator

## **Physical Education (Core)**

The emphasis in Physical Education moves from breadth of choice to depth. Students must study at least two activities and the aim is for them to acquire more advanced knowledge of strategies, tactics and techniques in their options. Opportunity is also given to experience the organizing and officiating aspects of sport.

It is possible to do more than 2 activities for those students wanting to experience a wider range of options. We hope that by the end of Year 11 students will have experienced some sporting activity which they will continue when they leave school or move into further education, for the benefit of their health.

# Religious Studies

## Examination Board: Eduqas

### Route A – 3 Components

Candidates will sit **three** written examinations in total.

All examination questions will be compulsory and will focus on knowledge, understanding and evaluation.

#### **COMPONENT 1 – 2 hour written exam – 50%**

Religious, Philosophical and Ethical Studies in the modern world

1. Issues of Relationships
2. Issues of Life and Death
3. Issues of Good and Evil
4. Issues of Human Rights

#### **COMPONENT – 2 – 1 hour written exam – 25%**

Study of Christianity

1. Beliefs and Teachings
2. Practices

#### **COMPONENT – 3 – 1 hour written exam – 25%**

Study of a World Faith

(Study of one of the following)

1. Buddhism
2. Hinduism
3. Islam
4. Judaism
5. Sikhism

## **GCSE Science**

Students will follow either the Double or Triple Science course. The course followed will be determined by ability to ensure all students achieve the best possible results.

### **GCSE Combined Science: Double award**

The specification covers the two-year programme of study for Key Stage 4 of the National Curriculum for Science and leads to two GCSEs in combined science at the end of year 11. It is taught by subject specialists in the areas of Biology, Chemistry and Physics and has less content than the Triple science course. The teaching develops knowledge and understanding of scientific principles through consideration of the applications and implications of science and science activities in the world today. Throughout the course students must complete a minimum of 16 required practicals where they will demonstrate their ability to collect data by taking measurements in precise and systematic ways. The skills of analysis and evaluation of data will now be tested in the examination papers as there is no longer any controlled internal assessment. Knowledge and understanding will be assessed during year 10 and 11 with tests before each report. External exams will be at the end of year 11 and will include 6 one hour exams in total, two each for biology, chemistry and physics. Each will carry 70 marks and an equal weighting of 16.7%. They will be available in Higher and Foundation tiers. A new grading system has been introduced and Higher tier papers allow access to grades 5 to 9 and Foundation Tier grades 1 to 5. Due to this being a double award GCSE, grades will be allocated on a scale comprising two grades from 9-9, 9-8, 8-8 down to 2-2, 2-1, 1-1.

### **GCSE Biology, Chemistry and Physics (Triple award)**

The specification more than covers the two-year programme of study for Key Stage 4 of the National Curriculum for Science and leads to three separate GCSEs in Biology, Chemistry and Physics. The teaching also develops knowledge and understanding of scientific principles through consideration of the applications and implications of science and science activities in the world today and there is more content overall than for the combined science double award.

Throughout the course, students must complete a minimum of 8 required practical lessons for each GCSE where they will demonstrate their ability to collect data by taking measurements in precise and systematic ways. The skills of analysis and evaluation of data will now be tested in the examination papers as there is no longer any controlled internal assessment. Knowledge and understanding will be assessed during year 10 and 11 with tests before each report. External exams will be at the end of year 11 and will include 6 one hour 45 minute papers in total, two each for biology, chemistry and physics. Each will carry 100 marks and an equal weighting of 50%. They will be available in Higher and Foundation tiers. A new grading system has been introduced and Higher tier papers allow access to grades 5 to 9 and Foundation Tier grades 1 to 5. A separate grading is awarded for each of the three science GCSEs.