

Year 9 Guided Options 2024

Group 1



WEAVERS
ACADEMY





A message from our Principal

The curriculum at Weavers Academy is designed to secure strong aspirations and ambition for all our students. It supports young people to become effective learners and responsible citizens, confident to take their place in a fast-changing world. More about our curriculum can be found on our [website](#).

Students will access a core curriculum of;

- English,
- Maths
- Science
- Core PE
- Philosophy and Ethics

Students will also study a selection of 'option' subjects. Students' preferences together with their subject progress and suitability will be considered through out the guided options process.

This booklet gives the content of each qualification including information on how the subjects are assessed.

This is an important and exciting stage of secondary education, and we look forward to guiding students through the process

Jon Hunt

The Core Curriculum



01

The Core Curriculum

Subject	Qualification Name	Hours per fortnight
English	AQA GCSE English Language	9
	AQA GCSE English Literature	
Maths	AQA GCSE Maths	9
	AQA GCSE Statistics	
Science	AQA GCSE Biology	12
	AQA GCSE Chemistry	
	AQA GCSE Physics	
PSHE	NA	2
Ethics	NA	
Core PE	NA	2
Option 1		6
Option 2		6
Option 3		6

English

Qualification: AQA GCSE English Language

Course Content

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure, and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews, and journalism (both printed and online).

Aims and Learning Outcomes

Courses based on this specification should encourage students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Courses based on this specification should enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, they must enable students to:

- listen to and understand spoken language, and use spoken Standard English effectively.

Assessment

Paper 1: Explorations in Creative Reading and Writing

In section A, reading a literature fiction text 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.

Paper 2: Writers' Viewpoints and Perspectives

In section A, reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.

In section B, producing 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 Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.

More Information

- Mrs Aziz lois.aziz@weaversacademy.org.uk
- Any English teacher
- Exam board [website](#)
- Our [website](#)
- Careers icon on the next page

Qualification: AQA GCSE English Literature

Course Content

- Shakespeare
 - Students will study one play from a choice of six texts studying the whole text: Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing or Julius Caesar.
- 19th Century novel
 - Students will study one novel from a list of seven set texts. They will study the whole novel: Dr Jekyll and Mr Hyde, A Christmas Carol, Great Expectations, Jane Eyre, Frankenstein, Pride and Prejudice or The Sign of Four.
- Modern texts
 - Students will study one from a choice of 12 set texts which include prose fiction and drama. Our current programme of study allows the choice of Lord of the Flies, An Inspector Calls and Animal Farm.
- Poetry
 - Students will study one cluster of poems from the AQA anthology: power and conflict.
- Unseen poetry

Aims and Learning Outcomes

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

- 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 linguistic terms they need to criticise and analyse what they read.

Assessment

Assessment consists of 100% final examination. Students will sit two written papers, paper 1 covers Shakespeare and 19th Century Novel and is 1 hour 45 minutes. Paper 2 covers Modern Texts and Poetry and is 2 hours 15 minutes long.

More Information

- Mrs Aziz lois.aziz@weaversacademy.org.uk
- Any English teacher
- Exam board [website](#)
- Our [website](#)
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Maths

Qualification: AQA GCSE Mathematics

Course Content

This course provides students with the opportunity to develop their skills and understanding and prepares them for the mathematical demands of their work and life. They will work on both calculator and non-calculator methods. It will also equip students with critical analytical skills and encourages and develops their problem solving skills.

Students will study 6 areas:

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

In all of them they will:

- Use their knowledge and understanding to make connections between mathematical concepts
- Apply the functional elements of mathematics in everyday and real-life situations
- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Assessment

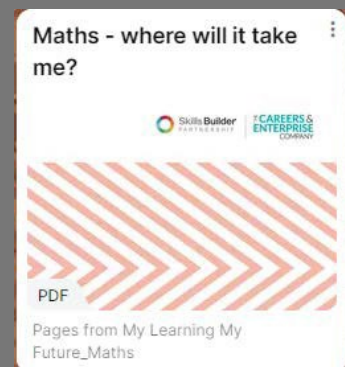
Assessment consists of three exam papers, one of which is non-calculator. Each paper is 1 hour 30 minutes in length, has 80 marks available and are equally weighted. Each paper will be consist of a mix of questions styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. There are three assessment objectives, which make up the following percentages on the exam papers

- A01: Use and apply standard techniques, 40-50%
- A02: Reason, interpret and communicate mathematically, 25-30%
- A03: Solve problems within mathematics and in other contexts, 25-30%

If you are entered for the GCSE at Foundation Tier you will be assessed at grades 1-5, if you are entered at Higher Tier you will be assessed at grades 4-9.

More Information

- Miss Dougall jessica.dougall@weaversacademy.org.uk
- Any Maths teacher
- Exam board [website](#)
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Qualification: AQA GCSE Statistics

Course Content

Statistics is all about making decisions where there is uncertainty. It gives students the skills to collect, analyse, interpret and present data.

The course is divided into 5 content areas:

- A – Understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis
- B – Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research
- C – Generate data visualization and understand the mathematics required to derive the visualisations
- D – Calculate statistical measures to compare data
- E – Use visualization and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings

Assessment

Assessment consists of two exam papers. Each is 1 hour 45 minutes long with 80 marks and is worth 50% of the GCSE each. Questions are a mixture of multiple choice, short answer and Statistical Enquiry Cycle questions.

If you are entered for the GCSE at Foundation Tier you will be assessed at grades 1-5, if you are entered at Higher Tier you will be assessed at grades 4-9.

More Information

- Ms Dougall jessica.dougall@weaversacademy.org.uk
- Any Maths teacher
- Exam board [website](#)
- Our [website](#)

Science

Qualification: AQA GCSE Biology, Chemistry and Physics

Course Content

Studying triple science allows students to achieve 3 separate GCSEs in biology, chemistry and physics. The GCSE qualifications in science encourage students to be inspired, motivated, and challenged by following a broad, coherent, practical, satisfying, and worthwhile course of study. It provides insight into, and experience of how science works, stimulating students' curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and career choices.

GCSE Biology	GCSE Chemistry	GCSE Physics
Units covered in biology are: cell biology; organization; infection & response; bioenergetics; homeostasis & response; inheritance, variation & evolution; ecology.	Units covered in chemistry are: atomic structure & the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.	Units covered in physics are: forces; energy; waves; electricity; magnetism & electromagnetism; particle model of matter; atomic structure; space.

Each GCSE incorporates a set of core practicals that helps to deepen students understanding of science and how it works. Questions related to these practicals are embedded in the examinations.

Assessment

Students will complete 2x biology, 2x chemistry and 2x physics papers with distinctive units being in each exam. Each examination is out of 100 marks and is worth 50% of their final GCSE grade for each subject.

If you are entered for the GCSE at Foundation Tier you will be assessed at grades 1-5, if you are entered at Higher Tier you will be assessed at grades 4-9.

More Information

- Mr Devaney craig.devaney@weaversacademy.org.uk
- Any Science teacher
- Exam board websites: [Biology](#) [Chemistry](#) [Physics](#)
- Our [website](#)
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The Options Curriculum



The Options Curriculum

Students will need to make 3 preference requests, plus reserve options, from the following qualifications. The only limitations within these choices is that students may only pick 1 subject that has been marked with a *. This is because they are all the same qualification but with a different focus.

Subject	Qualification Name	Hours per fortnight
Option 1		6
Option 2		6
Option 3		6

Options: Creative Arts





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Options: Creative Arts

3D Design*

Qualification: OCR GCSE Art and Design

Course Content

Three-Dimensional Design is defined as the design, prototyping, modelling and making of primarily functional and aesthetic consumer products, objects and environments.

Students are required to work in one or more area(s) of Three-Dimensional Design, such as:

- Sculpture,
- Interior design,
- Product design
- Sculpture and Ceramics.

Students must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as:

- modelmaking,
- prototyping,
- constructing,
- assembling.

Component 1

Portfolio work is worth 60% of the overall grade. Students will demonstrate critical understanding of sources from a given starting point in order to present a personal and meaningful response that realises their intentions. Students will refine work by exploring ideas, selecting and experimenting with media appropriate to their theme.

Component 2

Externally set assignment is worth 40% of the overall grade. Beginning in January of the second year, students are given an externally set paper with a selection of themes, each with a choice of written and/or visual starting points or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response ending with a 10-hour supervised practical time period.

Assessment

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

More Information

- Mr Cullen-Downes christopher.cullen-downes@weaversacademy.org.uk
- Any Art teacher
- Exam board [website](#)
- Our [website](#)

Art*

Qualification: OCR GCSE Art and Design

Course Content

Art, Craft and Design is a broad-based course promoting learning through various processes, tools, techniques, materials and resources. Students must explore, experiment and develop skills, knowledge and understanding through the application of traditional and or digital techniques and processes specific to two or more chosen specification titles.

The specification titles include:

- Fine Art
- Graphic Communication
- Photography
- Textile Design
- Three-Dimensional Design
- Critical and Contextual Studies

Students will study two components for this course:

Component 1

Portfolio work is worth 60% of the overall grade. Students will demonstrate critical understanding of sources from a given starting point in order to present a personal and meaningful response that realises their intentions. Students will refine work by exploring ideas, selecting and experimenting with media appropriate to their theme.

Component 2

Externally set assignment is worth 40% of the overall grade. Beginning in January of the second year, students are given an externally set paper with a selection of themes, each with a choice of written and/or visual starting points or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response ending with a 10-hour supervised practical time period.

Assessment

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This course is a more general 'Art' course that allows greater choice and variety of mediums.

More Information

- Mr Cullen-Downes christopher.cullen-downes@weaversacademy.org.uk
- Any Art teacher
- Exam board [website](#)
- Our [website](#)
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Drama

Qualification: AQA GCSE Drama

Course Content

This course gives the students opportunity to do what they like best – participate in performance. All students devise drama, explore texts both practically and written and work on two text-based performances. The Drama course encourages students to develop a personal interest in why drama matters and to be inspired.

Students 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, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Students will study 3 components:

Component 1 – Understanding Drama

Students will study one complete performance set text, selected by their teacher. This play text is in contrast to the play performed in component 3. Students will have chance to explore the text practically before answering question about it within a written exam. Alongside this, students will study Theatre theory and Theatre review analysis. Students will evaluate a Live Performance that they have observed and studied within the written exam.

Component 2 – Devising Drama

Students must create and develop a devised piece from stimulus. This can be done as a performer or as a design realisation. During the devising process students analyse and evaluate the process and performance by producing an individual devising log.

Performer or designer routes available

Component 3 – Theatre Makers in Practice

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in performance. Students can either perform in or design for two key extracts of a published play. Students can choose group, solo and/or partner-based routes for this assessment.

Performer or designer routes available.

Assessment

Component 1: Written examination – 1hour 45 minutes 40% of the qualification (80 marks)

Component 2: Practical

This is 40% of the qualification (80marks).

This is internally assessed and externally moderated and consists of 2 parts

Component 3: Practical.

This is 20% of the qualification (20marks). This is externally assessed by a visiting examiner.

More Information

- Ms Alexander lynsey.alexander@weaversacademy.org.uk
- Any Drama teacher
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Food

Qualification: WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award)

Course Content

You will gain a strong understanding of the vocational catering and hospitality sectors such as restaurant and hotel. You will develop your cookery skills and prepare, cook and present nutritional dishes. You will develop your knowledge of food hygiene and safety.

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Below are the assessment objectives for this specification. Learners must:

- AO1 Demonstrate knowledge and understanding from across the specification.
- AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Assessment

Unit 1: The hospitality and catering industry

Written examination: 1 hour 20 minutes

40% of qualification

80 marks Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification

120 marks

An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

More Information

- Ms Ennever paulette.ennever@weaversacademy.org.uk
- Exam board [website](#)
- Our [website](#)
- Careers icon on this page



Graphics*

Qualification: OCR GCSE Art and Design

Course Content

Graphic Communication is the practice of creating work to convey information, ideas, and emotions using graphic elements such as colour, icons, images, typography, and photographs. Students will develop skills, knowledge and understanding through the application of techniques and processes through the following areas:

- Typography
- Communication graphics
- Design for print
- Advertising
- Multi-media
- Illustration
- Interactive design
- Package design
- Signage Techniques

Students will work creativity with techniques and processes such as computer aided design, letterforms, typography, drawing, book illustration, print, photography, and package design.

Assessment

Component 1

Portfolio work is worth 60% of the overall grade. Students will demonstrate critical understanding of sources from a given starting point to present a personal and meaningful response that realises their intentions. Students will refine work by exploring ideas, selecting, and experimenting with media appropriate to their theme.

Component 2

Externally set assignment is worth 40% of the overall grade. Beginning in January of the second year, students are given an externally set paper with a selection of themes, each with a choice of written and/or visual starting points or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response ending with a 10-hour supervised practical time-period..

More Information

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- Any Art teacher
- Exam board [website](#)
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Music

Qualification: OCR GCSE Music

Course Content

Through a variety of genres, styles and eras contained within Areas of Study, students will explore musical context, musical language and performance and composition skills. This course will enable learners to explore performance and composition with a focus on their own instrument and genre choices.

The qualification consists of 3 units of work:

Unit 1 – Integrated Portfolio

Students will produce a solo performance on their own chosen instrument or voice. They will also complete a composition in a style of their own choosing

Unit 2 – Practical Component

Students will produce an ensemble performance on their own chosen instrument or voice. They will also produce a composition that meets a brief set by the exam board

Unit 3 – Listening and Appraising

Students will develop a portfolio of ideas, learning to extend, develop and shape music that suits different situations. Students will develop melodic and harmonic skills to create pieces of music that fulfil different briefs whilst finding your own creative routes through the compositional process and developing your own creative voice.

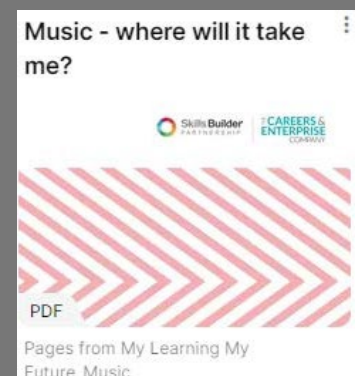
Assessment

- Unit 1(30%) – Internal Assessment with External moderation – a solo performance and a composition
- Unit 2(30%) – Internal Assessment with External moderation – an ensemble performance and a composition
- Unit 3 (40%) – External Assessment – a written exam taken in the summer of year 11

To take this subject you must be able to play a music instrument or sing to a good standard.

More Information

- Miss Reading michelle.reading@weaversacademy.org.uk
- Any Music teacher
- Exam board [website](#)
- Our [website](#)
- Careers icon on this page



Music Technology

Qualification: NCFE Level 1/2 Technical Award in Music Technology

Course Content

This course is designed for students who want an introduction to the music technology industry because they are thinking about a career in music technology or further study. The course encourages students to use knowledge and practical

tools to focus on achieving specific creative and technical music technology outcomes. This course teaches students an understanding of the following areas: the place of music technology within the music business

- hardware components and software functions of a digital audio workstation (DAW)
- the use of DAW software to produce musical projects
- how music is composed through study and analysis of musical elements
- analysing the developments in musical style enabled by technology
- selecting and applying musical elements to create stylistically appropriate musical outcomes
- using sound creation in different forms of media
- applying sound creation to achieve an outcome
- planning and undertaking multitrack recording and mixing
- using recording equipment to capture and store multitrack audio recordings

The qualification consists of 5 units of work:

Content Area 1 – Introduction to music technology and the music business

Students look at and understand roles and responsibilities within the music business, and developments in music technology

Content Area 2 – The digital audio workstation (DAW)

Students will understand how hardware and software work in combination as a digital audio workstation and we focus on Logic software

Content Area 3 – Musical elements, musical style, and music technology

Students will understand how music is stylistically composed using musical elements. This will include learning to read music notation

Content Area 4 – Sound creation

Students will understand how sound creation is used in media and how to apply sound creation to their own work

Content Area 5 – Multitrack recording

Students will understand the recording studio environment, how to use it safely, and how to plan, record and mix a multitrack recording.

Assessment

- Unit 1 – Internal assessment with external moderation – coursework project
- Unit 2 – External Assessment – 1 hour 30 minutes written exam in year 11

More Information

- Miss Reading michelle.reading@weaversacademy.org.uk
- Any Music teacher
- Exam board [website](#)
- Our [website](#)

Photography

Qualification: OCR GCSE Art and Design

Course Content

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students must explore practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions and functions of photography as appropriate to their own work. Students must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Photography.

Component 1

Portfolio work is worth 60% of the overall grade. Students will demonstrate critical understanding of sources from a given starting point in order to present a personal and meaningful response that realises their intentions. Students will refine work by exploring ideas, selecting and experimenting with media appropriate to their theme.

Component 2

Externally set assignment is worth 40% of the overall grade. Beginning in January of the second year, students are given an externally set paper with a selection of themes, each with a choice of written and/or visual starting points or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response ending with a 10-hour supervised practical time period.

In Component 1 and Component 2 students are required to work in one or more area(s) of photography:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image

Assessment

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

More Information

- Miss Bowman natasha.bowman@weaversacademy.org.uk
- Any Art teacher
- Exam board [website](#)
- Our [website](#)

Textiles*

Qualification: OCR GCSE Art, Craft and Design

Course Content

Art Textiles is the creation of designs and products for woven, knitted, stitched or printed fabrics. Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Textile Design.

Students will explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.

Learners are required to work in one or more area(s) of Textile Design, such as those listed below.

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles

Students will study two components for this course:

Component 1

Portfolio work is worth 60% of the overall grade. Students will demonstrate critical understanding of sources from a given starting point in order to present a personal and meaningful response that realises their intentions. Students will refine work by exploring ideas, selecting and experimenting with media appropriate to their theme.

Component 2

Externally set assignment is worth 40% of the overall grade. Beginning in January of the second year, students are given an externally set paper with a selection of themes, each with a choice of written and/or visual starting points or stimuli. From this paper, students are expected to choose one option for which they will generate an appropriate personal response ending with a 10-hour supervised practical time period.

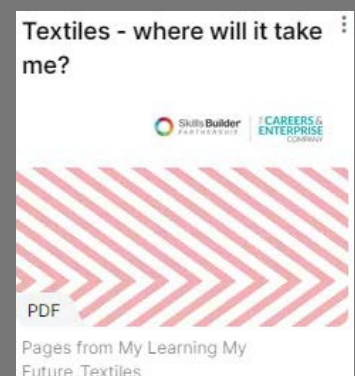
Assessment

AO1: Develop ideas through investigations, demonstrating critical understanding of sources
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

More Information

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- Any Art teacher
- Exam board [website](#)
- Our [website](#)
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Options: Enterprise

WEAVERS ACADEMY
Creative Education Trust

```
*Game.py - C:\Users\conn\OneDrive\2. GCSE Year 10\School Work\Computer Science - Mr Oliver\Game.py (31/2/20)
File Edit Format Run Options Window Help
cry()
else:
    print("Come on, think straight")
    print("This is a matter of life and no bacon!")
    cry()

def cry():
    bacon_sadness()

def garage():
    shoe_flavour = random.randint(1,10)
    print(shoe_flavour)
    if shoe_flavour == 1: #cross
        print("Now that we're in the garage, we have a selection of vehicles")
        print("We can take one of three transportation methods")
        vehicle_choice_cross()
    elif shoe_flavour > 1: #not cross
        print("Now that we're in the garage, we have a selection of vehicles")
        print("We can take one of three transportation methods")
        vehicle_choice_no_cross()

def vehicle_choice_cross():
    print("You could take the Car")
    print("You could take the Bike")
    print("You could take the Skateboard")
    print("Or if you really felt like it, you could walk")
    f = input("What do you do?")
    if f == "Car":
        print("You don't know how to drive")
        print("You immediately put the car into reverse and drive into the wall")
        print("The car blows up and you die...")
        print("**")
        game_over()
    elif f == "Bike":
        print("You grab your bike and head out the door")
        print("ready to buy some bacon")
        street_bike()
    elif f == "Skateboard":
        print("You grab your skateboard and head out the door")
        print("ready to buy some bacon")
    elif f == "Walk":
        print("Really? You want to walk?")
        print("Well, if you say so")
        print("You put on some crocs and head out the door")
        print("ready to buy some bacon")

def vehicle_choice_no_cross():
```

DELL



02b

Options: Enterprise

Business Studies

Qualification: OCR GCSE Business Studies

Course Content

The course is divided into 2 main content areas:

Unit 1 - Business activity, marketing and people

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Unit 2 - Operations, finance and influences on business

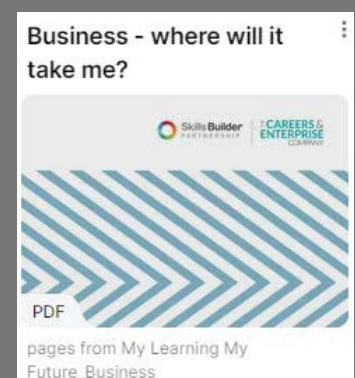
Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Assessment

The assessment is 100% exam based with 2 papers at the end of year 11, each carrying equal weighting of 50%. Each exam covers a different unit of content.

More Information

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- Any Business teacher
- Exam board [website](#)
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- Careers icons on this page



Computer Science

Qualification: OCR GCSE Computer Science

Course Content

This course will teach you the theory behind how computers work and allow you to apply this knowledge to real life problems. The course is assessed through written exams at the end of year 11.

The qualification consists of 2 components of work:

Component 01: Computer systems

Students are introduced to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. We also look at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

Assessment

- Component 1 (50%) – 1 hour and 30 minute exam at the end of year 11
- Component 2 (50%) – 1 hour and 30 minute exam at the end of year 11


More Information

- Mr Rawlinson chris.rawlinson@weaversacademy.org.uk
- Any computer science teacher
- Exam board [website](#)
- Our [website](#)
- Careers icons on this page



Options: Humanities

The Reason for the Abolition of Slavery



ECONOMIC

RELIGIOUS & BELIEFS

Christian groups thought slavery was a sin against their religion. They spread a slavery message to the people of...

William Pitt introduced the abolition of the slave trade. The bill was introduced in 1792 and passed with 163 votes to 88. It took 17 years to win the debate.

Tobacco was being grown in other places, so the price was falling. With fewer profits, there was less money for people to argue for keeping the slave trade.

In 1795, a slave rebellion broke out in Saint-Domingue. Although the rebellion was crushed, it convinced many people that slavery was wrong.

Sugar production was falling in the West Indies. The price of sugar was falling, so the profits were falling. This meant that the West Indies were losing money.

1791 Toussaint Louverture led a revolt on the French island of St. Dominique. He tried to capture the British but they were defeated and the island became independent. A former slave, Equiano, wrote a book about his life which was very popular. An abolitionist, Thomas Clarkson, said that the slave trade was a crime and should be stopped.

KEY

1791 Toussaint Louverture led a revolt on the French island of St. Dominique. He tried to capture the British but they were defeated and the island became independent. A former slave, Equiano, wrote a book about his life which was very popular. An abolitionist, Thomas Clarkson, said that the slave trade was a crime and should be stopped.



02c

Options: Humanities

Geography

Qualification: AQA GCSE Geography

Course Content

Across the two years of GCSE you will have the opportunity to study both human and physical Geography topics and get your boots dirty out in the field. This GCSE course has three main exam components:

Paper one - Physical Geography Unit (1.5 hour exam worth 35%)

In this unit, you will study The Living World which is all about ecosystems and our management of them. We will focus in on the tropical rainforests and as a contrast, the colder regions of our world. You will also study Natural Hazards which includes earthquakes and how we can reduce the impact of them along with more contemporary issues such as climate change and how we can reduce the impact of this for future generations. The final area of study in the Physical Geography unit is Physical Landscapes of the UK, in this unit we will study the distribution of key features such as our mountain ranges and rivers. You will study the physical processes at work along both our coastal and river systems.

Paper two - Human Geography Unit (1.5 hour exam worth 35%)

In this unit, you will study The Challenge of Urban Environments where we will investigate the problems of living in an urban world and strategies to reduce the impact, we will also examine the Changing Economic World and look at how poorer countries around the world can take steps to develop along with how the economy has changed within the richer countries of the world. The final area of study will be the contemporary unit of Managing Resources. We all know that humans rely on finite resources and that there are hungry people around the world, this unit explores possible solutions to these global issues.

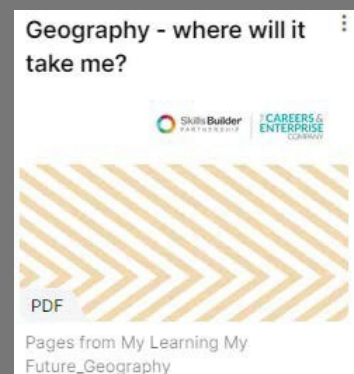
Paper three - Geographical Issues Unit (1.25 hour exam worth 30%)

This unit is a new feature of GCSE Geography. The first section is based around a pre-release booklet and could cover any area of the course. The exam board release this booklet 12 weeks before the exam in June of Year 11.

The second half of this unit is based around fieldwork. There is a course requirement for students to undertake two days of fieldwork across their GCSE course. Students will need to be involved in the planning, carrying out and the write up of their fieldwork. There will need to be a human and physical geography fieldwork experience - previous visits have included a coastal trip to Hunstanton and an urban trip to Bedford. While attending the trips is not compulsory, students may find themselves at a disadvantage if they do not attend these trips.

More Information

- Mr Fowler matthew.fowler@weaversacademy.org.uk
- Any geography teacher
- Exam board [website](#)
- Our [website](#)
- Careers icons on this page



Ancient History

Qualification: OCR GCSE Ancient History

Course Content

The course is divided into 2 main components

Component 1 – Greece and Persia

The compulsory period study focuses on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I. Students develop their understanding of the unfolding narrative of substantial developments and issues associated with this period. Students study one depth study: Alexander the Great, 356-323BC

Component 2 – Rome and its neighbors

The compulsory longer period study focuses on the kings of Rome and the early Roman Republic, with an emphasis on the most interesting events and characters. Students study one depth study: Cleopatra: Rome and Egypt, 69-30BC

Assessment

Paper 1: Greece and Persia

Written examination: 2 hours / 50%* of the qualification / 100 marks

Paper 2: Rome and its neighbours

Written examination: 2 hours / 50%* of the qualification / 100 marks

More Information

- Mr Simpson Michael.simpson@weaversacademy.org.uk
- Any history teacher
- Exam board [website](#)
- Our [website](#)

History

Qualification: Edexcel GCSE History

Course Content

This course provides students with the opportunity to investigate and evaluate change both over time and upon a culture.

Paper 1: Thematic study and historic environment

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Topics across Medieval, Renaissance, Industrial and Modern periods include exploration of change and continuity in Understanding of Disease & Treatment, Beliefs around illness, Surgery, Public Health. Inventions & Technology, Individuals and Historic Environment Study on the Western Front in WW1

Paper 2: Period study and British depth study

Anglo-Saxon and Norman England, c1060–88

Topics include Anglo-Saxon England, 1066 – A year of crisis and Norman changes & control . Superpower relations and the Cold War, 1941–91

Topics include Causes of superpower tensions, Flashpoints in USA-USSR relations, Events surrounding increases & decreases of nuclear war

Paper 3: Modern depth study

Weimar and Nazi Germany, 1918–39

Topics include Post war years (Weimar). Germany's golden years, The rise of Hitler and Life in Nazi Germany

Assessment

Paper 1: Thematic study and historic environment

Written examination: 1 hour and 15 minutes / 30%* of the qualification / 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2 Period study and British depth study

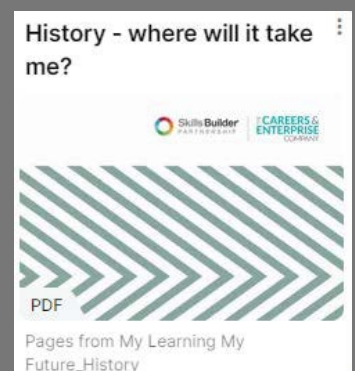
Written examination: 1 hour and 45 minutes / 40%* of the qualification / 64 marks (32 for the period study and 32 for the British depth study)

Paper 3 Modern depth study

Written examination: 1 hour and 20 minutes / 30%* of the qualification / 52 marks

More Information

- Mr Simpson Michael.simpson@weaversacademy.org.uk
- Any history teacher
- Exam board [website](#)
- Our [website](#)
- Careers icons on this page



Travel and Tourism

Qualification: BTEC Tech Award in Travel and Tourism

Course Content

The Tech Award gives learners the opportunity to develop applied knowledge and understanding in a range of areas. Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

This Award gives the opportunity for students to practically apply their knowledge and skills through areas such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

Assessment

Component 1: Travel and Tourism Organisations and Destinations (60 Marks)

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment.

Component 2: Customer Needs in Travel and Tourism (60 Marks)

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of monitored preparation and 6 hours of supervised assessment.

Component 3: Influences on Global Travel and Tourism (60 Marks)

External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson.

More Information

- Mr Fowler matthew.fowler@weaversacademy.org.uk
- Any geography teacher
- Exam board [website](#)
- Our [website](#)

Options: Languages





02d

Options: Languages

French

Qualification: AQA GCSE French

Course Content

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, you will enjoy studying a language at GCSE. Students will:

- Be able to share your interests, ideas and opinions with other people who speak the language
- Learn about countries where the language is spoken
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers seek
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies
- Create greater opportunities to work abroad, or for companies in the UK with international links. Many employers look for people with language skills

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries /communities where French/Spanish is spoken.

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

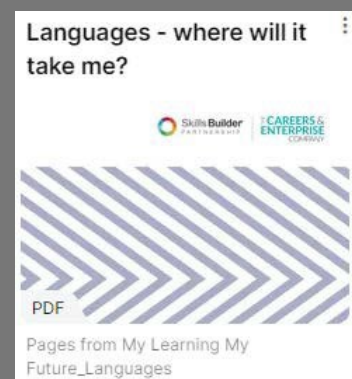
Assessment

Students will be informally assessed regularly, and asked to target specific areas for improvement. GCSE assessment takes the following form:

- 25% listening exam sat at the end of the course
- 25% reading exam sat at the end of the course
- 25% speaking – speaking exam sat at the end of the course with the class teacher. Recorded and sent away to be marked.
- 25% writing – writing exam sat at the end of the course.

More Information

- Miss Fernandez cayetana.fernandez@weaversacademy.org.uk
- Any languages teacher
- Exam board [website](#)
- Our [website](#)
- Careers icons on this page



Spanish

Qualification: AQA GCSE Spanish

Course Content

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, you will enjoy studying a language at GCSE. Students will:

- Be able to share your interests, ideas and opinions with other people who speak the language
- Learn about countries where the language is spoken
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers seek
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies
- Create greater opportunities to work abroad, or for companies in the UK with international links. Many employers look for people with language skills

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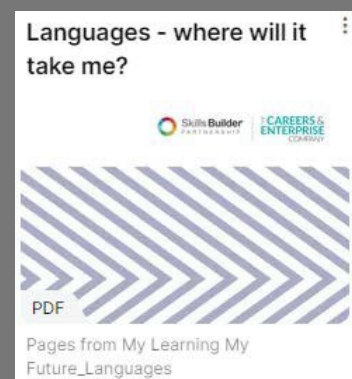
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More Information

- Miss Fernandez cayetana.fernandez@weaversacademy.org.uk
- Any languages teacher
- Exam board [website](#)
- Our [website](#)
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Options: PE





02e
Options: PE

Health and Fitness

Qualification: NCFE Level 1/2 Technical Award in Health and Fitness

Course Content

Students on this course will gain knowledge of the human body and understanding of lifestyle choices & consequences, presentation skills, communication skills, ability to debate and evaluate. Students will also have the opportunity to understand how to plan and implement a personal training programme.

This qualification aims to:

- focus on the study of the health and fitness sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- develop a broad understanding of the structure and function of body systems
- identify the effects of health and fitness activities on the body
- understand health and fitness and the components of fitness
- apply the principles of training
- understand the impact of lifestyle on health and fitness
- test and develop components of fitness
- apply health and fitness analysis and set goals
- plan, develop and take part in a health and fitness programme and understand how to prepare safely

Assessment

Unit 1: External written examination

40% of the Award 1 hour 30 minutes

Unit 2: Synoptic Assessment- written report

60 % of the Award

The completion time is 22 hours

More Information

- Miss McCardie emma.mccardie@weaversacademy.org.uk
- Any PE teacher
- Exam board [website](#)
- Our [website](#)

PE

Qualification: Pearson GCSE PE

Course Content

The course develops students' knowledge and understanding in a range of topics which link to sports performance and physical activity. Pupils will gain experience in a range of practical activities that will also develop and extend their skills in both individual and team sports. Pupils will also write and perform a training program as part of the course, this is known as the Personal Exercise Programme (PEP).

The examination structure allows for a range of abilities, allowing for students to be assessed both practically and through their written work. The written papers are divided into a range of different questions including multi choice, short answer, and long answer questions. Practical activities will be chosen on an individual basis.

What students will learn:

- Health, Fitness and Well-being (Paper 2: Health and Performance)
- Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)
- Movement Analysis (Paper 1: Fitness and Body Systems)
- Sport Psychology (Paper 2: Health and Performance)
- Socio-cultural Influences (Paper 2: Health and Performance)
- Practical Sport Performance
- Revision (Paper1 and Paper 2)

Assessment

Overall:

Component 1 – Fitness and Body Systems; Written examination: 1 hour and 45 minutes, 36% of the qualification, 90 marks

Component 2 – Health and Performance; Written examination: 1hour and 15 minutes, 24% of the qualification, 70 marks

Component 3 – Practical performance; 30% of the qualification, 105 marks made up from three activities.

Component 4 – Personal exercise Programme PEP, 10% of the qualification, 20 marks. Students must register with a sport they play to a good level, preferably at a club level

More Information

- Miss McCardie emma.mccardie@weaversacademy.org.uk
- Any PE teacher
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Options: Social Sciences





02f

Options: Social Sciences

Health and Social Care

Qualification: NCFE Level 1/2 Technical Award in Health and Social Care

Course Content

The Level 1/2 Technical Award in Health and Social Care is designed for learners who want an introduction to health and social care that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and social care sector or progress onto further study.

The qualification focuses on an applied study of health and social care, and learners will gain a broad knowledge and understanding of working in the sector. It encourages the learner to apply their knowledge through problem solving and exploration to focus on understanding health and social care principles and values. The study of health and social care involves gaining an understanding of provision in the UK, the role of the health and social care practitioner, the importance of legislation in the sector, human development across the life span, the individual's care needs and how the individual may access health and social care provision, partnership working, and how to create a care plan for the individual.

Aims and Learning Outcomes

This qualification will promote the learner's understanding of:

- health and social care provision and services
- the variety of job roles in the health and social care sector and care values that underpin professional practice
- the importance of legislation, policies and procedures in health and social care and how they relate to a practitioner working in health and social care settings
- human development across the life span
- care needs of the individual
- how the individual accesses health and social care services
- how the individual's needs are met through partnership working with other professionals
- the care planning cycle to meet the needs and preferences of the individual

Assessment

There are two assessments, each worth 50% of the qualification. Both will take place in Year 11, after all teaching of the learning outcomes has taken place.

In January of Year 11, students will complete a 13 hour controlled assessment, based on the whole of their Y10 work. This will be 50% of their grade

In May of Year 11, students will complete an external examination (1 hours 30 minutes). This will be 50% of their grade.

Students will achieve an overall grade from Level 1 Pass through to Level 2 Distinction* (GCSE equivalent Grades 1 to 8.5).

More Information

- Miss Pickering louise.pickering@weaversacademy.org.uk
- Any health and social care teacher
- Exam board [website](#)
- Our [website](#)
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Psychology

Qualification: OCR GCSE Psychology

Course Content

Psychology is a social science. It tries to explain individual human behaviour from both biological (scientific) and social points of view. This course looks at different types of behaviour and considers how different types of psychologist might seek to explain them. Students are invited to study different key approaches such as Behaviourism, Social Learning Theory, The Cognitive Approach, The Biological Approach and The Psychodynamic Approach. As it is a science, students will expect to study biological processes that affect the brain and its development as well as illnesses and medical/psychological treatments. This is a theoretical essay-based subject that involves looking at key studies/experiments. There are some GCSE mathematical skills required and there is a significant focus on GCSE science (biology).

There are 7 key topics;

- **Criminal Psychology**; defining and measuring crime, biological and social explanations, punishment, 2 key studies **Development**; life stages, functions of the brain, measuring intelligence, social explanations, changing role of education, 2 key studies
- **Research Methods**; types of method, design, hypotheses, variables, sampling, data, statistics
- **Memory**; models of memory, types of memory, brain structure, types of forgetting, reconstructive memory, recall techniques, 1 key study
- **Sleep and Dreaming**; functions of sleep, the sleep cycle, theories of dreaming, sleep disorders, neurology of sleep, insomnia treatments, 2 key studies
- **Social Influence**; situational factors affecting conformity and obedience (culture, authority, crowds), dispositional (personality) factors (self-esteem, morality, brain processes) , changing attitudes to mental health, stigma and discrimination, 2 key studies
- **Psychological Problems**; defining and measuring mental health, incidence and significance, changing attitudes, biological and psychological explanations of schizophrenia and depression, biological and psychological tests of and treatments for schizophrenia and depression

Assessment

There are 2 exams taken in summer at the end of year 11;

Paper 1; Studies and Applications in Psychology 1 (Development, Psychological Problems, Criminal Psychology, Research Methods) 1hr 30 minutes - Small mark to long essay questions

Paper 2; Studies and Applications in Psychology 2 (Memory, Sleep and Dreaming, Social Influence, Research Methods) 1hr 30 minutes - Small mark to long essay questions

More Information

- Miss Pickering louise.pickering@weaversacademy.org.uk
- Any psychology teacher
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Sociology

Qualification: AQA GCSE Sociology

Course Content:

Studying GCSE sociology will give you an awareness of the social, political, and economic issues that shape society. You will develop a greater understanding of how communities and wider society function. It will also help you to grasp the principles behind social constructs that we take for granted.

This specification requires students to:

- draw on information and evidence from different sources and demonstrate the ability to synthesise them
- analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- analyse and evaluate information and evidence presented in different written, visual, and numerical forms
- apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements, and draw conclusions draw connections between the different topic areas studied.

The content areas covered are

- 3.2 The sociological approach
- 3.3 Social structures, social processes, and social issues
- 3.4 Families
- 3.5 Education
- 3.6 Crime and deviance
- 3.7 Social stratification
- 3.8 Sociological research methods

Assessment

Paper 1: The sociology of families and education (1 hour 45 mins)

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Paper 2: The sociology of crime and deviance and social stratification (1 hours 45 mins)

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

More Information


- Miss Pickering louise.pickering@weaversacademy.org.uk
- Any sociology teacher
- Exam board [website](#)
- Our [website](#)
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Making your preferences





03

Making your preferences

Please complete the form on the following page and return it to Student Office

The deadline for this is Friday 8th March. Any students without choices made will be allocated subjects based on where there is space.

Options Preference Selection - Group 1

Student Name:

Tutor Group:

Please make your choices from the list below. You will need to make 4 choices in total. Please number them 1-4 with 1 being your most important subject and 4 being a reserve choice.

Please note, that students may only take a maximum of 1 of the grey subjects.

Subject	Choice 1-4
3D Design	
Art	
Graphics	
Textiles	
Photography	
Drama	
Food	
Music	
Music Technology	
Business Studies	
Computer Science	
Geography	
Ancient History	
History	
Travel and Tourism	
French	
Spanish	
Health and Fitness	
PE	
Health and Social Care	
Psychology	
Sociology	



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