



# **YEAR 9 OPTIONS**

## **2023/24**

**MEPA ACADEMY**

**[www.mepaacademy.com](http://www.mepaacademy.com)**



# INTRODUCTION

Year 9 students have reached an exciting time in their education. They will be starting their Key Stage 4 programme of study from September 2024. This means that they have the opportunity to pick some of the subjects that they will study. This booklet has been designed to give you information about the guided choices which are available.

## The Curriculum

Our aim is to provide every child with a broad, balanced curriculum that still allows the flexibility to personalise learning. As a result, there will be aspects of learning that are compulsory for all learners, alongside a wide range of choices to suit each student's strengths and individual needs.

The **compulsory** parts of the curriculum include those that provide essential life skills and prepare students for lifelong learning, and those that form statutory (compulsory by law) aspects of learning. These are:

- English Literature and Language GCSE's
- Maths GCSE
- Science GCSE

Our curriculum enables students to make option choices in year 9 to then study in Year 10 which form the basis of their studies for the majority of their academic timetable.

## **PREPARING FOR 16+**

The grades you get determine what you do next. The better you do, the greater the choice you have.

During Year 11 you will choose what you want to do past Year 11.

The options are:

- carry on with your education into a college or sixth form.
- get a job with training such as an apprenticeship

Most students want to do the first of these by taking 16+ courses. At MEPA Training we have MEPA College of which students can progress onto.

You are able to follow different types of courses at 16+

You can do:

- AS and A-levels advanced courses and plan for university
- BTEC National Certificates or Diplomas and plan for university
- Level 2 Intermediate courses and go on to advanced later, or training for a job

These courses cover a wide range of subjects and topics. You will be able to have some careers advice in Year 11 to help you decide which you would like to study and how to apply for a college or sixth form place.

But please note:

You cannot do a course unless you have achieved the grades you need in your Key Stage 4 courses.

Therefore:

- it is not too early to be thinking about what you might want to continue at 16+,
- you should be finding out about the kind of job or course you think you might want to do in the future and what examination grades you need to get,
- you must do as well as you possibly can in your new option choices as you need the highest possible grades to have the best choice.

To get a place in a 6th form you need to make sure your attendance and behaviour are excellent as well as your grades!

To do A-Levels you need at least 5 and sometimes 7 GCSE's at grade 5 or above and in many subjects, like Science and Mathematics, you need a 7/8/9 grade to study it.

# ENGLISH LITERATURE

## AQA GCSE English Literature

This course is designed to introduce and extend learners' insight into and experience of a diverse range of substantial literature, studying whole texts in the major genres, stimulating their curiosity, encouraging them to engage with literature in their everyday lives. Learners will study texts which include one Shakespeare play, a wide selection of poetry since 1789, one 19th century novel and fiction or drama from the British Isles from 1914 onwards.

Students will be taught the skills of writing critically, effectively and analytically about a range of texts which have been chosen to appeal to learners with different interests and enthusiasms. They will be encouraged to develop and articulate a fresh, individual response to texts, including unseen texts, which is supported and justified. The focus is on learners engaging with their reading through exploring key themes, ideas and issues, characterisation and settings in order to build confidence in their skills of critical evaluation. Students will engage in a variety of activities which will allow them to explore texts and ideas in active and interesting ways: visual, aural and written stimuli will be used to generate thinking and ideas.

There are two external examinations, each worth 50% of the overall GCSE. Both papers are worth 80 marks and 2 hours in length:

- Component 1 Shakespeare and Modern British Drama/Novel (1  $\frac{3}{4}$  hours)
- Component 2 19th Century Novel and Poetry (seen and unseen) (2  $\frac{1}{4}$  hours)

By the end of the three-year course, students have the opportunity to gain two GCSE grades in English, which provides them with a solid grounding, whether going on to Further Education, Higher Education or the workplace.

# ENGLISH LANGUAGE

## AQA GCSE English Language

This course is designed to help learners explore how ideas are communicated in both fiction and non-fiction. Students will learn to analyse how ideas are conveyed in a range of engaging texts, as well as identifying form, purpose and audience and how these affect the manner and style writers use. A wide range of engaging texts from literary and non-fiction sources will be studied. These may include prose fiction, journalism, travel writing and biographical writing, spanning the 19th to 21st century. Using the texts they read as a stimulus, students will be given the opportunity to develop their own writing style across a range of contexts and purposes, both factual and creative. They will learn to structure and shape writing for different purposes, expressing their ideas clearly and effectively. Students will also be encouraged to develop a confident control of spoken Standard English.

Students will be taught in a series of thematic units that focus on the key skills necessary for success in the examination – reading and writing. They will study a wide variety of high-quality texts, both literary and non-fiction, across a range of genres. They will practise the skills to analyse critically, to synthesise and to evaluate ideas and information, across a range of unseen texts. Learners will use the knowledge gained from wider reading to inform their written work. They will be taught how to write for purpose, accuracy and effect, using a wide range of sentence structures and devices to shape their writing.

The course is assessed by two external examinations, each worth 50% of the overall GCSE. Both papers are worth 80 marks and 2 hours in length:

- Component 01 develops understanding of reading and writing non-fiction texts.
- Component 02 explores literary texts and creative writing.

By the end of the three-year course, students have the opportunity to gain two GCSE grades in English, which provides them with a solid grounding, whether going on to Further Education, Higher Education or the workplace.

# MATHEMATICS

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics (1MA1)

You will learn a variety of skills that will assist you in the world of work and everyday tasks. Essentially the mathematics course is divided into strands:

- Data Handling – Skills such as reading and interpreting graphs and discovering ideas behind probability.
- Shape and Space – Describing and interpreting the main features of shapes. How to measure area and volume accurately? Able pupils shall study Trigonometry.
- Algebra – Simplifying real life situations and using the language of algebra to interpret the world around us. This is a key element for the new Mathematics course.
- Number – Using and applying number in a multitude of ways developing to including surds, standard form and powers, while able pupils incorporate these topics with algebra.
- Financial maths
- Problem solving – using maths in everyday scenarios

Assessment is 100% exam to be taken at the end of the course.

A GCSE qualification in mathematics gives any pupil a sound grounding for their future career. Every career you can think of uses mathematics. Examples include the Aerospace Industry, Banking, Accountancy, Design, Architecture, Shop work, Building, Nursing and Police work to name but a few.

A minimum of a grade 7 in mathematics could ensure you study mathematics at A level and even consider studying mathematics or a Numeracy degree at university.

# COMBINED SCIENCE

Examining body / Full Qualification Name

AQA GCSE Combined Science Trilogy

What will I learn?

Students will continue to study the three sciences, Biology, Chemistry and Physics, building from Key stage 3 into Key Stage 4. Students will still be required to study all three sciences and will achieve two GCSE qualifications at the end of the course.

Biology

Cells – Organisation – Infection and Response – Bioenergetics – Homeostasis and Response – Inheritance, Variation and Evolution – Ecology

Chemistry

Atomic Structure and the Periodic Table – Bonding, Structure and the Properties of Matter – Quantitative Chemistry – Chemical Changes – Energy Changes – The Rate and Extent of Chemical Change – Organic Chemistry – Chemical Analysis – Chemistry of the Atmosphere – Using Resources

Physics

Energy – Electricity – Particle Model of Matter – Atomic Structure – Forces – Waves – Magnetism and Electromagnetism

How will I learn?

The Biology course of study includes many aspects of both human and plant biology, allowing pupils to develop a sound understanding of the world we live in and apply their knowledge to various contexts. The course will require students to utilise various resources to learn, review and then assess the topics described. The course is highly detailed, starting with students developing factual understanding that will allow them to progress with conceptual understanding and application. The course is designed so that students can build on and link back to knowledge covered at the start as they progress through the topics. The Combined Science course allows students to develop a range of skills including research, analysis, practical skills, and the application of complex scientific ideas. The course includes a range of required practicals that will require students to collect and analyse data, evaluate scientific methods, and write conclusions.

How will I be assessed?

Exam Board: AQA GCSE Combined Science: Trilogy (8464) Six papers - 75 minutes - all of equal weighting: two in each of Biology, Chemistry and Physics. Assessment is by 100% final examination.

Where might it lead? / Why should a student study the subject?

The course will cover a wide range of topics and will help to build skills and knowledge that will enable students to understand the living, material, and physical worlds, as well as a multitude of transferable skills that are invaluable for numerous routes post GCSE.

# HISTORY

At KS4, students follow the Pearson Edexcel GCSE (9-1) History course which builds on skills and knowledge gained throughout KS3. Students sit three externally marked examinations on a range of diverse topics:

## **Paper 1: Thematic study and historic environment**

**Exam length 1hr. 15mins 30% of the qualification**

**Crime and Punishment in Britain c. 1000-present and Whitechapel, c.1870-c.1900: crime, policing and the inner city.**

- Students will learn how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.
- Students will develop an understanding of the nature and process of change including trends, patterns, turning points and influences, for example the development of technology and cybercrime.
- Students will use a variety of sources to make links between the environment and crime:
  1. the significance of Whitechapel as an inner-city area of poverty, discontent, and crime
  2. the growth of socialism and anarchism
  3. the organising of policing
  4. investigative policing, for example dealing with crimes of Jack the Ripper
  5. working of the Metropolitan Police and development of the CID

## **Paper 2: Period study and British depth study**

**Exam length 1hr. 45mins 40% of the qualification**

**Henry VIII and his ministers**

- Students will study three topics that assess their knowledge and understanding on the following topics:
  1. Henry VIII and Wolsey, 1509-29
  2. Henry VIII and Cromwell, 1529-40
  3. The Reformation and its impact, 1529-40

**Superpower relations and the Cold War, 1941-1991**

- Students will study three topics that assess their knowledge and understanding on the following topics:
  1. The origins of the Cold War, 1941-58
  2. Cold War crises, 1958-70
  3. The end of the Cold War, 1970-91

## **Paper 3: Modern Depth Study**

**Exam length 1hr. 20mins. 30% of the qualification**

**Weimar and Nazi Germany, 1918-1939**

- Students will study four topics based on sources and interpretations:
  1. The Weimar Republic, 1918-29
  2. Hitler's rise to power, 1919-33
  3. Nazi control and dictatorship, 1933-39
  4. Life in Nazi Germany, 1933-39

## **Why take GCSE History?**

GCSE History will help you understand how the world you live in was shaped and make you consider today's society in a different way. Employers and universities regard History qualifications very highly – GCSE History may just be your ticket to a better future.

# GEOGRAPHY

At KS4 students follow the AQA GCSE Geography specification which builds on the knowledge and understanding gained at KS3. Students sit three externally marked examinations:

## **Paper 1: Living with the physical environment**

### **Exam - 1 hour 30 minutes 35% of course**

- Section A: The challenge of natural hazards  
Students will identify what a natural hazard is, what types there are and the factors affecting hazard risk.
- Section B: The living world  
Students will learn how ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
- Section C: Physical landscapes in the UK  
Students will gain an overview of the location of major upland/lowland areas and river systems.

## **Paper 2: Challenges in the human environment**

### **Exam - 1 hour 30 minutes 35% of course**

- Section A: Urban issues and challenges  
Students will analyse how urban growth creates opportunities and challenges for Low Income Countries and Newly Emerging Economies.
- Section B: The changing economic world  
Students will learn how there are global variations in economic development and quality of life.
- Section C: The challenge of resource management  
Students will understand how food, water and energy are fundamental to human development and their significance on economic and social well-being.

## **Paper 3: Geographical applications**

### **Exam - 1 hour 15 minutes 30% of course**

- Section A: Issue evaluation  
Students will be issued with a resource booklet 12 weeks before the exam to enable them to work through the resources and become familiar with the material. This original resource booklet cannot be taken into the exam – a fresh copy will be given in the exam.
- Section B: Fieldwork  
Students will complete fieldwork in contrasting environments, eg. urban and coastal, and at least one will consider the interaction between human and physical geography. Fieldwork will be assessed in two ways in Paper 3. There will be questions based on unfamiliar fieldwork (using material from a resource booklet), and questions from the students' own fieldwork. Students will need to demonstrate that they can: (1) Select a suitable question for geographical enquiry; (2) Select, measure and record data appropriate to the chosen enquiry; (3) Select appropriate ways of processing and presenting fieldwork data; (4) Describe, analyse and explain fieldwork data; (5) Reach conclusions; (6) Evaluate their geographical enquiry.

## **Why take GCSE geography?**

GCSE geography will help you understand the complexity and diversity of our world and the interrelationships between places and environments. Geography is a subject that provides you with knowledge and transferable skills that can spark your passion for the world.

# PERFORMING ARTS

BTEC Level 1/Level 2 Tech Award in Performing Arts

The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

## **Component 1 Exploring the Performing Arts**

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 1, your students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

## **Component 2 Developing Skills and Techniques in the Performing Arts**

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, your students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance • reflect on their progress, their performance and how they could improve.

## **Component 3 Performing to a Brief**

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course

To achieve this aim, your students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals • review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

# SPORT

Pearson BTEC Tech Award Level 1/2 in sport

You will study 3 components

## Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Learning outcomes

A - Explore types and provision of sport and physical activity for different types of participant

B - Examine equipment and technology required for participants to use when taking part in sport and physical activity

C - Be able to prepare participants to take part in sport and physical activity.

This component is assignment based. It is internally moderated so will be coursework. It is part theory and part practical. Tasks 1 and 2 are theory and research based. Task 3 is practical where students must design and perform a warmup to a class of students.

## Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Learning outcomes

A - Understand how different components of fitness are used in different physical activities B- Be able to participate in sport and understand the roles and responsibilities of officials

C- Demonstrate ways to improve participants sporting techniques.

This component is assignment based. It is internally moderated so will be coursework. It is part theory and part practical. Students get to pick which sport they want to research and perform drills, practices and compete competitively in their chosen sport.

## Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

AO1- Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2- Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3- Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4- Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

This component is written exam based. It's 40% of the overall grade. It is externally moderated. Students can sit this exam whenever.

Why should students take this subject?

BTEC sport is a great stepping stone for anyone going into the sport industry. A BTEC in Sport will give your learners the skills and confidence they need to progress into a fulfilling, exciting career. The sport and fitness industry is always moving and changing, making it essential for learners to have the drive and resilience to adapt. At all stages of their academic career, the practical base of a BTEC in Sport will help learners excel as team players, coaches and leaders of the future. BTEC sport can lead you towards becoming a sportsman, personal trainer, PE teacher, sports coach and many more avenues

# FRENCH

AQA GCSE French (9-1)

Students study all of the following themes on which the assessments are based.

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

## **Paper 1: Listening**

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE
- (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

## **Paper 2: Speaking**

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

## **Paper 3: Reading**

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

## **Paper 4: Writing**

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

# SPANISH

AQA GCSE Spanish (9-1)

Students study all of the following themes on which the assessments are based.

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

## **Paper 1: Listening**

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE
- (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

## **Paper 2: Speaking**

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

## **Paper 3: Reading**

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

## **Paper 4: Writing**

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

# MUSIC

This course would suit you if you enjoy composing, performing and understanding music, learning to play an instrument or singing, creating music using computers or in a recording studio and learning about all types of music including classical, popular and from different parts of the world.

GCSE Music is a challenging, yet rewarding course. To successfully meet the assessment criteria of the course, you must be able to demonstrate that you can;

1. **Play a musical instrument** or sing to a reasonable standard.
2. Have the confidence to be able to **perform in-front** of an audience.
3. Understand the basics of **music notation**.
4. **Listen to music** regularly.

**It is also possible to sit graded music examinations at the academy. Grade 7, 8 or 9 music exams are equivalent to 1 GCSE grade.**

From studying music at Key Stage 3, you have already gained many of the basic skills needed for this course.

GCSE music allows you to develop your composition, performance and theoretical skills. You will compose two of your own pieces of music from contrasting styles e.g. a popular song or a classical piece. You will perform ONE solo piece and ONE ensemble piece. You will be expected to learn how to play an instrument and/or sing. You will also have to perform in front of an audience. If you don't like doing this, then this course may not be for you. You will study 12 pieces of music over the course. Your knowledge and understanding of these pieces will then be tested at the end of the course in the form of a written exam.

1 solo performance, worth 15% of the final grade

1 ensemble performance, worth 15% of the final grade

2 compositions each worth 15% of the final grade

Listening & appraising examination (taken at the end of the course), worth 40% of the final grade.

If you enjoyed the GCSE Music course, then you can consider studying this subject further;

- AS and A2 in Music
- AS and A2 in Music Technology
- AS and A2 in Performing Arts.

# ART

## AQA GCSE Art and Design

Students choose one or more of the titles below for study.

- Art, craft and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography

### **Component 1: Portfolio**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed?

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

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

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed?

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



## YEAR 9 OPTIONS FORM 2023-24

Student Name: \_\_\_\_\_

Please indicate 4 option subjects you would like to study further:

1. History
2. Geography
3. Sport
4. Performing Arts
5. French
6. Spanish
7. Music
8. Art

|          |  |
|----------|--|
| Option 1 |  |
| Option 2 |  |
| Option 3 |  |
| Option 4 |  |

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_