



Whitby School
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Options Booklet





OUR VISION & VALUES

Our values embrace the high aspirations and opportunities we will create for our pupils and students at Whitby School as we encourage them to excel and develop both personally and academically.

“I will endeavour to be a person of great character who has the courage to realise my ambitions.”

- Endeavour Striving for excellence to reach our potential.
- Courage Exploring new opportunities with determination for personal growth.
- Ambition A strong desire to succeed in achieving our goals.
- Character Demonstrating qualities of honesty, integrity, kindness and respect in all we do.

ENDEAVOUR

Our school is a place where pupils will try their best to achieve, and we will support them in all their endeavours. We will teach and encourage our pupils and students to strive for academic excellence and success and to apply themselves with determination. We will demonstrate how focus and engagement with their learning will provide opportunities, experiences and success in their future endeavours.

COURAGE

Our vision is for our children to explore new opportunities, develop new skills and do what is right without fear. We will ensure our pupils and students are exposed to many experiences and opportunities to foster the courage and determination to succeed. We will encourage pupils to use their initiative, step outside their comfort zone, develop personal discipline and understand how to be safe and healthy as individuals and through their relationship with others whilst promoting a sense of belonging.



AMBITION

We will encourage and teach our children to pursue their personal ambitions, to strive to achieve and develop the skills and qualities required to succeed. Our school will provide opportunities to explore different learning and career pathways allowing pupils and students to be ambitious and bold with their future options.

CHARACTER

We are committed to teaching our pupils and students to think and behave with great character where they reflect the qualities that define their individuality, our school and wider community. We aim to provide a safe, creative and caring space where every pupil and student is known and cared for as an individual, where our pupils and students show kindness and behave in a fair and honest manner, act with integrity and care deeply for their peers and wider community.





INTRODUCTION

When you stand on the beach and look out to the horizon, it seems as though it goes on forever. In fact, because of the curve of the earth, the furthest point you can see is just under three miles away. Although it seems distant, the future is closer than it seems. Aim far – aim wide.

An introduction to your options

Your options are important and provide an opportunity for you to start considering your path through Year 10 and Year 11 studies, Sixth Form and ultimately onto university or a career. At this stage in your educational journey it is important to consider five key factors.

- 1 Make the decision for the right reasons.** As you start to consider your future options you will have discussions with your parents, teachers and fellow pupils. You will be offered a wealth of advice and guidance and, at times, it can easily become confusing. It is therefore important to remember your parents/guardians will know you well and be acutely aware of your strengths. Your teachers will know you through your previous studies and, of course, can offer advice about particular courses. It is vital you take time to discuss and listen to the guidance given.
- 2 Planning for the future.** You are about to enter a transition into the most important part of your educational journey through to Sixth Form and ultimately onto university or a career. It is our experience that pupils at this point can either have a number of future plans, with some able to name a particular career whilst others are still very uncertain. At this moment in your education either of these two scenarios are completely normal. You should not worry. If you have a clear end point, then do speak to the staff concerned. If you are uncertain then you need to keep your options broad and balanced, to keep as many routes open as possible for your study at Sixth Form. It can be advantageous to study a subject in Year 10 and Year 11 in preparation for Sixth Form but it is not essential. The key to success here is to seek advice, guidance and speak to as many teachers as possible in the subjects that may interest you or form part of your balanced suite of qualifications.



3 Success builds on success. As you start to follow your own individual curriculum, it is important at this stage to consider why you are selecting a subject. Often it is tempting to purely select an area of study because you enjoy being taught by a particular member of staff. This is not a wise decision, as no school can guarantee a member of staff will be teaching you the course. You need to consider the subject in isolation and review your progress, the areas of study within the subject where you have achieved strong outcomes and those you have found more difficult.

4 Enjoy what you are learning. Selecting a broad and balanced curriculum to prepare yourself for the future will mean, as in life, doing things you may prefer not to do. At the same time, it is important you do ensure your passion for learning in particular subjects is maintained. Those subjects you enjoy will provide motivation, fun and may even form the basis of your future career choice or become an additional hobby or interest. Everyone needs a balance and it is an important consideration when choosing your options.

5 Build a strong foundation. Year 10 and Year 11 studies are important. Your outcomes will ultimately provide a foundation upon which to continue study at Sixth Form. Universities will look at your Year 11 grades and some may use them as part of the entry criteria. It is, therefore, important you are in the driving seat when making these decisions and do become actively involved in asking the questions, seeking advice and of course searching the appropriate websites. You will be committing to these studies for two years and even potentially longer, so as we know you will, take your time and make an informed decision. When September does arrive your determination, dedication, hard work, and enthusiasm will be critical to your success.

It is an exciting opportunity to start thinking about the future and to start planning your route through to a wonderful **future**.

We believe strongly that children should follow a personalised pathway to help them to their future hopes and dreams. Consequently, allowing pupils to choose a curriculum that suits their interests is important to us. There are some subjects that all children take at secondary school – English, maths,



and science for example – as these form an essential part of their learning and development. However, there are also other aspects of the curriculum that we believe are essential to a broad and holistic education. We support the study of history and geography on the basis that, no matter what a child goes on to do in adult life, some knowledge about the **world** they live in – its history and people – is fundamentally important. We also believe that learning to speak a foreign language is a key life experience: not only for the way that it illuminates our own language but also for the way it breaks cultural and geographical barriers and allows pupils to perceive a wider community beyond the United Kingdom.

We also believe that providing the opportunity to practice and work toward quality **performance** in sport and the arts, and to engage directly with **technology** through business and innovation (be it through software or manipulating physical materials) should be non-negotiable.





CORE

The timeless beauty of the spoken and written word; an insight into our culture, history and language. An endless world of scientific discovery to develop our understanding of the matter, forces, and life around us; to innovate and explore the beauty of nature and understand our own technological advancements as society. The elegance, logic and purity of mathematics.

WORLD

Those subjects that broaden our understanding of the world; its culture, faiths, land, people, language and history. They play a pivotal and varied role in our lives; broadening our understanding, communication skills and allowing us to understand different societies, cultures and nations. They provide us with a greater insight into the world, helping us to better understand both the past and the future and fostering a sense of empathy.

TECHNICAL

Those subjects in an increasingly technological society that allow our pupils to become more than simply passive users but to be creative, to innovate and build - to help shape our future society. From computer science to sustainable energies, robotics to aeronautics, and medical technology to intelligent building design – technical disciplines offer a huge range of specialisations.

PERFORMANCE

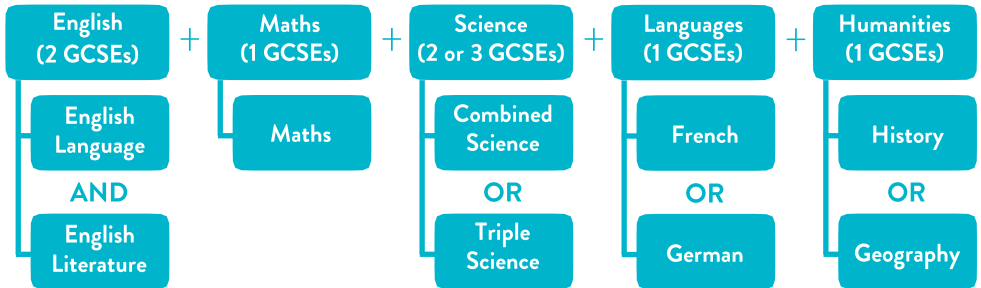
The expression of our culture, emotion, ideas, and love of the arts. Through subjects that inspire, help us to create and express meaning and personal emotion through technical knowledge and skill. The arts not only enrich our lives, communities and culture but they are vital to a child's education. For example, exposure to art education promotes self-directed learning and sharpens critical and creative skills.

Ultimately, we believe the curriculum should promote **as much variety as possible across these four disciplines**. We believe that each child should be able to follow a path of study that includes each of these four elements if they wish, without sacrificing time and depth in each.



THE ENGLISH BACCALAUREATE

This year your son/daughter will decide whether to follow the English Baccalaureate, a curriculum pathway currently taken by around half of all children nationally, including many of the highest prior attainers. The English Baccalaureate is a suite of five compulsory subjects: English language, mathematics, science, geography or history and a modern foreign language. This can be taken in a variety of combinations:



“The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open”

– The Department for Education.

The subjects that are included are designed to ensure that all pupils have a broad curriculum and that doors are not closed off to them in terms of future progression.

If as a parent you opt not to follow national guidance on the English Baccalaureate, your son/daughter may choose to take any combination of history, geography, religious studies, Spanish, or French in order to enrich their study. **Alternatively**, pupils will have the option to choose only one World subject. If they make that selection then they will be provided with additional time across English and mathematics (depending on their individual needs) with a specialist teacher.



What skills will I get from studying a Foreign Language?

Learning a foreign language can build your communication, interpersonal, inter-cultural and public speaking skills - otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions.

What careers are foreign languages good for?

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing and journalism.

“Whichever career path young people choose, they will need the skills that make them employable in a world where recruitment is increasingly global. We owe it to them to ensure that they do not lose out in the jobs market to better educated and linguistically qualified candidates from other countries.” - Nuffield Trust





A TRANSITION TO KEY STAGE 4 – INTO YEAR 10

We encourage our pupils to take charge of their own learning and the planning of their futures. This booklet therefore represents an exciting opportunity for our Year 9 pupils, as they begin the process of shaping their own learning journeys into Year 10 and beyond.

In Year 10, our pupils will continue to develop their unique strengths, interests and skills, and therefore the choices they make now will begin to shape the opportunities and possibilities available to them in the future. Whatever the choices you make, I know you will have the determination and resilience to reach your full potential.

Which subjects are compulsory?

All children will take GCSEs in English language, English literature, mathematics, and at least two GCSEs in science subjects. Your son/daughter will also continue to study core personal development (combining personal, social, and health education as well as some religious studies topics), and core PE as part of their timetable. However, GCSE PE and religious studies offer an opportunity to explore these in much more depth.

Making your choices

- 1** Your son/daughter will be able to pick **one subject from each of the four option columns overleaf**. We have generated these combinations based on option choices at both schools for the last two years and a recent survey undertaken by our current Year 9s. We have also created them to allow pupils to choose the English Baccalaureate without narrowing the range of subjects open to them.
- 2** The subjects that have recruited enough pupils to be viable will be put into the timetable. Those that don't will not be able to run. If something your son/daughter has chosen cannot be timetabled then staff will speak to them and they will be supported in selecting an alternative course.



- 3** If your son/daughter can't choose the two subjects they would most like to do, please do look with them at options across the Technical, Performance, and World subjects. We want to encourage your son/daughter to take a good range of courses to keep their curriculum varied and interesting.
- 4** After you have made your decision it may be difficult to change our son/daughter's choices – we will use this information to build a timetable and set group sizes.
- 5** Pupils won't know which teaching group they have been allocated to until September – when their completed timetable will be ready for them to start the new year.

Double or Triple Science?

Some pupils will be invited to study Triple Science. This will result in them achieving three separate GCSEs – one each in biology, physics, and chemistry. Decisions about Triple Science are made once pupils are studying in Year 10.





ART

WHAT DOES THE COURSE OFFER ME?

This broad and balanced course will allow you to explore and develop a range of art media, techniques and processes, including both traditional and new technologies within the Art industry.

You will create a portfolio of practical work, alongside studying contemporary and historical artists.

This will enable you to develop personal and creative work whilst developing your knowledge of the wider art world.

WHAT DOES THE COURSE INVOLVE?

Drawing, painting, printmaking, mixed media and photography form a significant part of the course and you may choose to work in 2D or 3D.

You will be taught how to respond, record, and communicate creatively and how to develop a personal project in response to a given starting point.

You will complete 2 projects for component 1 (Portfolio). The first project will be a printmaking project aimed at developing knowledge of the assessment objectives. The second will be a personal project focusing on your interests and preferred areas of study in which you will be encouraged to take more ownership of your project development.

Component 2 (externally set assignment) is a shorter project set by the exam board. You are given time to explore and develop your ideas towards an outcome/s. In the ten-hour controlled assessment, you make your planned outcomes unaided.

HOW WILL I BE ASSESSED?

Assessment in art is coursework-based however component 2 ends in a controlled assessment set under exam conditions.

The four assessment objectives focus on your ability to:

- investigate and develop informed ideas
- refine work by exploring, selecting and experimenting
- record your ideas and observations
- present a personal and meaningful response that shows an understanding of visual language.



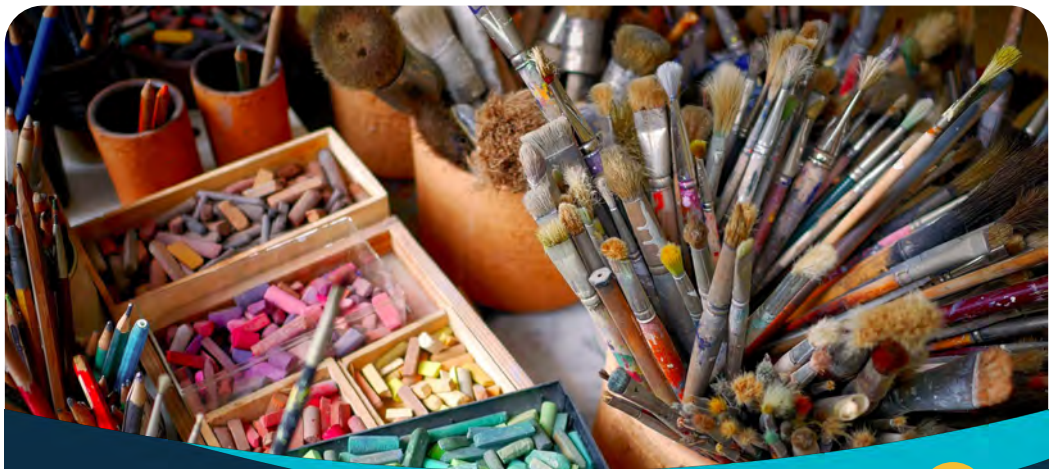
PERFORMANCE

BEYOND GCSE

Art can be used as a stepping stone to further courses and careers in art and design. Careers where art and design are important include interior design, 3D, product and graphic design, animation, architecture, children's book illustration, textiles and fashion design, gallery education, art therapy, video game design, storyboard artists, set or costume design.

SKILLS INVOLVED

- composition and design
- time management
- making appropriate use of colour, line, tone, texture, shape and form, in response to an idea, theme or brief
- project planning
- aesthetic skills
- experimentation with ideas, materials and techniques
- visual communication and presentation
- researching
- evaluation and analysis
- creative and critical thinking
- generating creative ideas
- self directed learning.





BUSINESS STUDIES

WHAT DOES THE COURSE OFFER ME?

Business Studies is an up-to-date and engaging qualification that is relevant to the world of business today. This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

WHAT DOES THE COURSE INVOLVE?

Business 1: • Business activity • Marketing • People

Business 2: • Operations • Finance • Influences on business • The interdependent nature of business

HOW WILL I BE ASSESSED?

GCSE Business Studies is externally assessed via two exams.

EXAM 1 Business 1:

Section A contains multiple choice questions. This section of the component is worth 15 marks.

Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks.

EXAM 2 Business 2:

Section A contains multiple choice questions. This section of the component is worth 15 marks.

Section B includes short, medium and extended response-style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks. Synoptic questions are included in section B.

Business Unit 1 – 90 min Exam (50%)

Business Unit 2 – 90 min Exam (50%)



TECHNICAL

BEYOND GCSE

The qualification provides the ideal foundation for learners to progress to AS level and A-level Business or other areas of vocational study.

You will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve problems.

SKILLS INVOLVED

This approach also enables learners to learn in such a way that they develop:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem-solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.





COMPUTER SCIENCE

GCSE Computer Science is worth one GCSE and investigates how computers and their languages work. The course includes practical computer programming as well as theoretical concepts.

WHAT DOES THE COURSE OFFER ME?

Computer Science is an optional subject and is part of the Government's Bacallaureate (EBacc) program. Computer Science offers pupils the opportunity to gain an understanding of how computers function, where and why computers are used in the world around us and how to analyse and solve problems using computers.

Component 1: Computer Systems:

1. Systems architecture
2. Memory and storage
3. Computer networks, connections and protocols
4. Network security
5. System software
6. Ethical, legal, cultural and environmental impacts of digital technology

Component 2: Computational thinking, algorithms and programming

1. Algorithms
2. Programming fundamentals
3. Producing robust programs
4. Boolean logic
5. Programming languages and Integrated Development Environments

WHAT DOES THE COURSE INVOLVE?

The course has two components.

HOW WILL I BE ASSESSED?

The course is assessed by two examinations. The programming element is not formally assessed as part of your final grade but it is a vital component in preparing pupils for the Computational Thinking examination

J277/01 Computer Systems; 80 marks; 90 minutes; 50% of total GCSE

J277/02 Computational Thinking, Algorithms and Programming 80 marks; 90 minutes; 50% of total GCSE



TECHNICAL

BEYOND GCSE

There is a high demand for Computer Scientists in all industries and a whole host of jobs available from studying the subject. For example: games developer, software engineer, web developer, mobile app inventor, systems analyst, web designer, multimedia programmer, IT technician. In fact, most employers require and value people with good IT skills.

SKILLS INVOLVED

You should have a general interest in computers and have a logical mind and basic mathematical ability. The qualification will encourage pupils to:

- understand the impacts of digital technology to the individual and to wider society
- understand the components (hardware and software) that make up a computer, and how they communicate with one another and with other systems
- learn how computers are used to represent numbers (binary and hex), text, sounds and images
- understand and apply the concepts of Computational Thinking, including abstraction, decomposition, logic and algorithms
- analyse problems through practical experience, including designing solutions, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- engage with computers in the real world.





DANCE

WHAT DOES THE COURSE OFFER ME?

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Pupils will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

WHAT DOES THE COURSE INVOLVE?

Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Pupils create a detailed research portfolio about a dance practitioner.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Pupils learn a piece of professional repertoire and evaluate their progress and performance.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

HOW WILL I BE ASSESSED?

Components 1 and 2 are assessed through non-exam internal assessment. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- the development and application of skills such as practical and interpretative, rehearsal and performance in dance through workshops and classes



PERFORMANCE

- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques.

Component 3 is an external assessment, which provides the main assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

BEYOND GCSE

BTEC Dance is an excellent foundation for A-level dance and a Level 3 BTEC in Performing Arts. It is a creative subject that is highly respected at colleges, universities and with employers leading to careers in the arts, theatre, fitness industry and public services.

SKILLS INVOLVED

- develops confidence
- leadership skills
- planning and implementation of ideas
- performing in front of others.





DRAMA

WHAT DOES THE COURSE OFFER ME?

Do you see yourself as the next big thing on stage or screen or are you seeking to improve your confidence and ability to speak in front of an audience? Drama gives you incredible skills in performance, collaborative working, project planning, creative idea generation and public speaking. Whatever profession you are aiming to go into, an aspect of this course can help you get to where you want to be.

You will learn about different styles of theatre and different practitioners and will be able to demonstrate your skills in a variety of ways.

WHAT DOES THE COURSE INVOLVE?

You will learn about theatre styles and practitioners; read and work with a range of texts; devise and create your own plays; learn about and work with technical equipment like lighting rigs and set designing equipment. You will also read and perform sections of published texts and study one key text in full for the exam. You will also get the chance to go and see some live theatre as part of the course.

HOW WILL I BE ASSESSED?

Component 1 is devised work and consists of coursework and a recorded performance; a portfolio of evidence and a written evaluation. (40%)

Component 2 is scripted work and consists of a non-examined assessment (assessed by an external examiner). (20%)

Component 3 is a final written exam on a set text and evaluation of live theatre. (40%)

BEYOND GCSE

Drama can help you gain success in many different professions: actor, broadcaster, politician, teacher, producer, director, creative writer, scriptwriter, stage manager, lighting designer, prop



PERFORMANCE

master, set designer and so much more. A Drama qualification means that you can self-manage; keep to time deadlines; work as part of a group; are creative, confident and passionate – skills that would benefit you in any job.

WHAT DO CURRENT PUPILS SAY

‘Something new each lesson.’

‘Lots of support with actually doing the work.’

‘Sir is always there to answer questions and if not he finds out.’

BEST BITS OF THE COURSE

‘Making your own piece, and putting all together.’





ENGINEERING DESIGN

WHAT DOES THE COURSE OFFER ME?

Engineering Design will inspire and equip you with the confidence to use skills that are relevant to the sector and the wider industry.

It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

WHAT DOES THE COURSE INVOLVE?

As part of the course, you'll cover:

how designs are developed – including what information is needed and how manufacturing influences design

- communicating designs using sketches, drawings and computer aided design (CAD), producing accurate and detailed drawings and models
- how designers create and test models to make a working prototype
- making your own high-quality models to represent design ideas.

BUILDING FUTURES THROUGH PRACTICAL SKILLS

You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

- creative thinking
- analytical skills
- problem solving
- research and planning.

No matter what you progress on to – the skills you'll learn from Engineering Manufacturing will prepare you for the future.

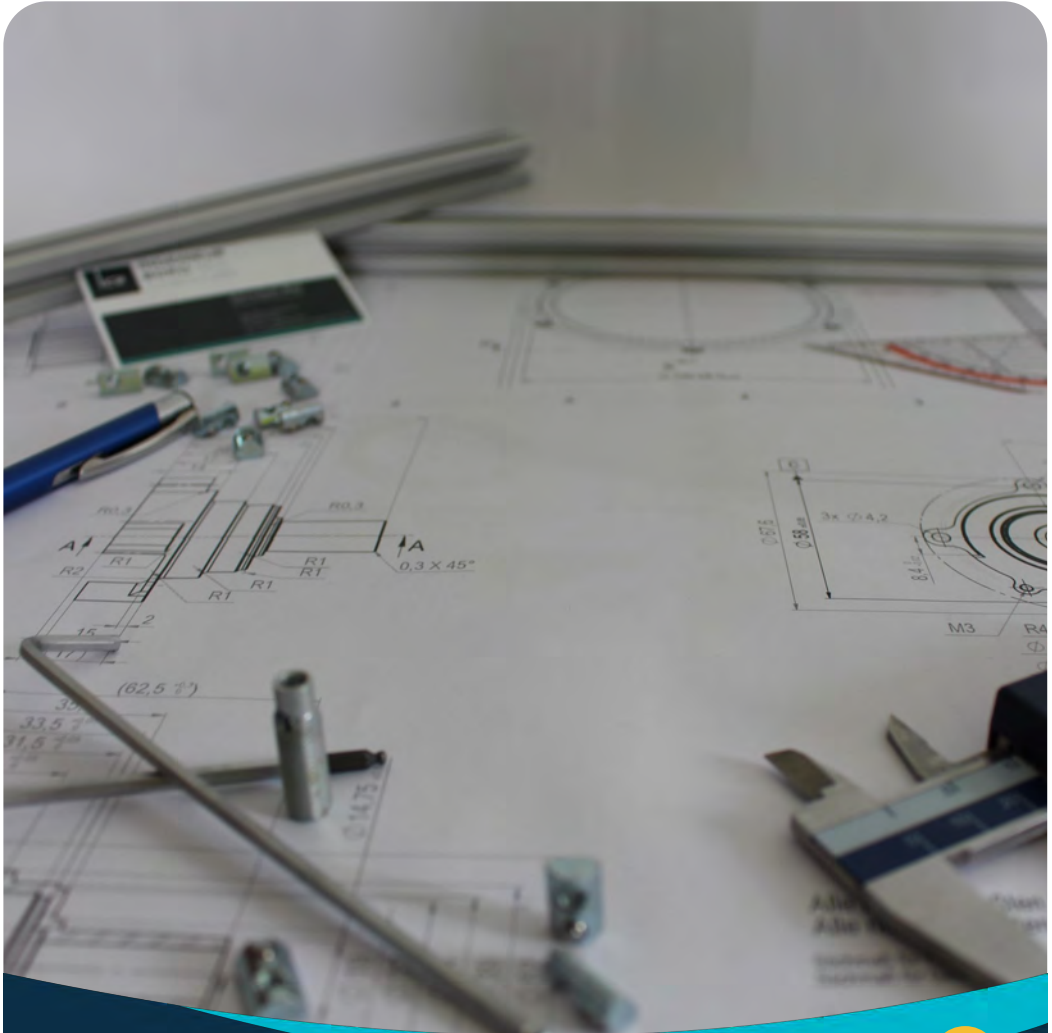
BEYOND GCSE

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A-levels, a Cambridge Technical in Engineering, an apprenticeship or university.

The sky's the limit with Engineering Design – what about becoming an aerospace engineer?



TECHNICAL





ENGINEERING MANUFACTURING

Are you intrigued by how things work or are made? Can you solve problems and come up with better solutions? Are you excited by new technologies and using them? Do you have a creative yet practical mind? Then engineering could be for you.

WHAT DOES THE COURSE OFFER ME?

Engineers can have a major impact on industry and society. The achievements they make improve the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time.

A challenging but rewarding career, engineers have the opportunity to make a huge difference. With roles available in almost every industry, engineers have a huge range of career opportunities open to them. Learning to work independently and as a team, furthering maths and science understanding, developing creativity and problem solving skills, studying engineering can make you desirable to any future employee.

This is a great course to lead onto further study and apprenticeships in engineering.

WHAT DOES THE COURSE INVOLVE AND HOW WILL I BE ASSESSED?

R014: Principles of engineering manufacture

1 hour 15 mins, 70 marks 40%

- manufacturing processes
- engineering materials
- manufacturing requirements
- developments in engineering manufacture.



TECHNICAL

R015: Manufacturing a one off product

10-12 hours, 60 marks 30%

- planning the production of a one-off product
- measuring and marking out
- safely use processes, tools and equipment to make a product.

R016: Manufacturing in quantity

10-12 hours, 60 marks 30%

- preparing for manufacture
- develop programmes to operate CNC equipment
- safely use processes and equipment to make products in quantity.





ENGLISH LANGUAGE AND LITERATURE

WHY STUDY ENGLISH?

English is a dynamic subject and central to Whitby School's curriculum. It is not an 'option' course, and all pupils will study both English Language and English Literature, for which they will gain two GCSEs.

WHAT YOU WILL STUDY

At Key Stage 4 we aim to:

Develop pupils' understanding of a range of challenging fiction and non-fiction texts, including

- writing from the 19th, 20th and 21st century
- encourage pupils to become the best they can be by offering expert subject specialists and five English lessons per week
- offer opportunities to become critical, independent thinkers
- encourage pupils to think beyond their text, classroom and community, and to respect the world contexts they are living in
- fully prepare pupils for their terminal GCSE examinations.

Pupils will have begun preparation for their GCSEs in Year 9 and will have worked on themed units that focus on developing their reading and writing skills. This will be built upon as they move into Year 10 and pupils will be given opportunities to read a range of engaging and challenging texts and will be encouraged to write creatively. All GCSE pupils are encouraged to develop independence, resilience and a commitment to excellence.

In Years 10 and 11, pupils will focus their studies on the set examination texts and will continue to develop as readers and writers. The set GCSE texts are: 'A Christmas Carol' by Charles Dickens, 'Macbeth' by William Shakespeare, 'An Inspector Calls' by JB Priestley and a collection of war and conflict poetry.



CORE COMPULSORY

HOW YOU WILL BE ASSESSED

At Whitby School pupils follow the AQA GCSE course. Pupils in Years 10 and 11 will explore a range of literary and non-fiction texts and will complete formal, GCSE-style assessments throughout the two-year course. Pupils benefit from teachers who are experienced and senior GCSE examiners. All pupils will sit four terminal exams at the end of Year 11. For English Language they will sit two papers. The first paper requires pupils to read and respond to fiction writing. Paper 2 focuses on non-fiction reading and writing skills. For English Literature, paper 1 will test pupils' understanding of Macbeth and A Christmas Carol. For paper 2, pupils will respond to questions on An Inspector Calls, Power and Conflict poetry and unseen poetry.

Pupils will be awarded a level between 1 and 9. A 'good' GCSE pass will be classified as gaining a level 5 or above.

Spoken language skills are assessed through a single task and the award is reported alongside the GCSE Language grade. The spoken language assessment is separate from the GCSE Language qualification. Examination papers are not tiered. All pupils take the same examination papers, regardless of prior attainment.

BEYOND GCSE

English is a subject which provides opportunities for pupils to develop their creative and communication skills.

As such, GCSE English opens doors to A-levels, apprenticeships and employment. As well as being a requirement for all routes into further education, a good English GCSE grade will help pupils forge their paths into a wide range of exciting and fulfilling careers. Some of our alumni now work within the law, media, sales, teaching, politics, medicine, finance; even costume design and food nutrition. A good English GCSE opens doors for young people, demonstrating that they have competence and confidence with the essential skills of reading, writing and verbal communication.

English: a qualification for life



GEOGRAPHY

GCSE Geography follows the new specification AQA course. The department links the learning through Key Stage 3, 4 and 5 to allow pupils to develop skills to support the next level or achievement. The course is supported with teacher prepared PowerPoints and an online textbook to allow pupils to tailor the speed of their learning and access resources 24 hours a day. The resources are also available for access during lessons using pupils' electronic devices to allow all learners to research and expand their knowledge during the lesson to reach the highest grades.

WHAT DOES THE COURSE OFFER ME?

Geography is an optional subject. Our subject links both physical features and human impacts covering a topic range from plate tectonics and coasts to development of poor countries and population. We study the reasons why the world is like it is, so we can understand what we see and how it was formed.

WHAT DOES THE COURSE INVOLVE?

The course follows on from your Key Stage 3 topics building on depth and knowledge while developing skills to critically question how something has formed or why a country has developed. The course requires mathematics skills to complete graphs and interpret resources, while building on pupils' literacy with command words and explanation.

HOW WILL I BE ASSESSED?

This is a linear course with the only examinations at the end of Year 11. Pupils will sit three papers. Paper one will focus on physical geography topics, paper two will focus on human geography topics and paper three will focus on explaining the fieldwork covered during the course and geographical skills. There is no coursework in this GCSE specification, pupils are still required to undertake fieldwork but will be questioned on this during paper three.



WORLD

BEYOND GCSE

Any career involving geography allows access to a wide range of jobs areas as well as creating a key understanding of the world around us.

- cartographer
- commercial/residential surveyor
- environmental consultant
- geographical information systems officer
- planning and development surveyor
- secondary school teacher
- town planner.





HEALTH & SOCIAL CARE

Health and Social Care at Whitby School is a successful option subject that covers a variety of topics and enables pupils to learn from each others experiences.

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment, equipping pupils with a sound, specialist knowledge along with skills for everyday use.

WHAT DOES THE COURSE OFFER ME?

Health and social care is about the development of people across the life stages along with factors that may affect them. It involves real life scenarios that pupils can relate to and engage with, whilst learning lots about themselves and others. Health and social care is a vocational subject with hands on experience. All pupils will undertake a week of work experience in a health, social care or early years setting. This is a unique course requirement within health and social care and provides valuable insight for pupils into the world of work.

WHAT DOES THE COURSE INVOLVE?

The course comprises 3 units of study, 1 exam unit worth 40% of the total grade and 2 coursework units, each worth 30% of the total grade.

Exam Unit (R032) - Principles of care in health and social care settings

Coursework Unit 1 (R033) - Supporting individuals through life events

Coursework Unit 2 (R035) - Health Promotion Campaigns

HOW WILL I BE ASSESSED?

The course is assessed throughout the two years of study, with the two units of coursework being submitted throughout the course and the examined unit being taken at the end of Year 11.



TECHNICAL

BEYOND GCSE

Any career involving the health, social care, education and criminal justice sectors, such as; nursing, physiotherapy, paramedics, midwifery, social worker, prevention workers, elderly social care, teaching assistants, nursery teachers, primary school teachers, police officers, probation workers and firefighters.





HISTORY

WHAT DOES THE COURSE OFFER ME?

The GCSE History course aims to extend the knowledge of key events, periods and societies in both Britain and the world. It will develop pupils as independent learners and critical thinkers. It will develop their ability to ask relevant questions, to investigate issues and to test historical interpretations. It will also help them to organise and communicate what they have learned in a variety of ways. In a world of increasing misinformation we want young people who are curious and questioning and able to assess information critically and make informed judgements.

WHAT DOES THE COURSE INVOLVE?

There are four key study units which are spread out over two years. We will study a variety of topics from the Norman invasion of England in 1066 through to the experience of Germany after World War 1 and the impact this has on the development of the Cold War after 1945. Some of the units are depth studies, which study the period in lots of detail, where others are breadth studied which look at the work across the time period and look at the trends and changes which have occurred.

HOW WILL I BE ASSESSED?

The history course will be examined in three exam papers at the end of the GCSE in Year 11. These will feature a combination of source questions and essay questions; which pupils will develop the skills to answer throughout the course. All responses are written and vary in length and complexity.

BEYOND GCSE

History GCSE is an excellent foundation for A-level history. It is an academic subject that is highly respected at colleges, universities and with employers leading to careers in media, journalism, the police, the armed forces, accountancy, law, politics and teaching.

It offers you the chance to think critically about events and people, develop research skills, and structure an argument – all skills that employers love! There are so many people across politics, TV,



WORLD

comedy who all have a history background. And if you were looking for a more active and outdoorsy style future then history would perhaps lead to working in conservation, archaeology, or heritage sites.

SKILLS INVOLVED

History has some very specific skills that we will develop over the two years. These include source analysis and being able to recall key events and facts. There are also more broad skills such as extended writing and being able to think critically and evaluate the sources of information.





HOSPITALITY AND CATERING

At Key Stage 4, pupils study Hospitality and Catering which has a strong emphasis on gaining the required skills and knowledge of the course through theory and practical work so it is particularly great for those who want to learn 'by doing' and who have enjoyed cooking at Key Stage 3.

WHAT DOES THE COURSE OFFER ME?

In this qualification, you will develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication through team work, making this a fantastic course for any pupil who enjoys cooking. You will have the opportunity to learn about issues related to nutrition, health, meal planning and food safety and how they affect successful hospitality and catering operations. You will gain the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

WHAT DOES THE COURSE INVOLVE?

- food preparation and cooking
- meal planning
- nutrition and health
- food safety practices
- how hospitality and catering establishments operate.

HOW WILL I BE ASSESSED?

There are two units:

- *Unit 1:* The Hospitality and Catering industry: 80 minute written exam at the end of Y11 - 40% of award
- *Unit 2:* Hospitality and Catering in action: 12 hour assignment under controlled examination conditions to include a 3 hour practical exam - 60% of award



TECHNICAL

You will apply your learning to safely prepare, cook and present nutritional dishes, presenting evidence in a portfolio.

BEYOND GCSE

With further education and training, you could go into a variety of careers related to the hospitality and food industry such as a dietician or nutritionist, food technologist, food teacher, a chef, baker or caterer, a food service manager, food journalist, food stylist, food photographer or environmental health officer. You may consider teaching or food sales and promotion or you could also go straight into employment and do further training or an apprenticeship with the support of your employer.





MATHEMATICS

CORE COMPULSORY

WHAT DOES THE COURSE OFFER ME?

Maths is a compulsory subject in schools but it is also a very useful one. You will do maths in lots of your other lessons without even realising it! We regularly see maths in science, geography, art, even English.

WHAT DOES THE COURSE INVOLVE?

The course is in five parts

- number
- algebra
- shape
- data handling
- ratio and proportion.

HOW WILL I BE ASSESSED?

You will have three exams at the end of Year 11. One of them is non calculator.

BEYOND GCSE

Most courses and careers expect a good pass in maths and we will help you get that.





WORLD

MODERN FOREIGN LANGUAGE

You can choose French or German.

Four skills are examined; speaking, listening, reading and writing.

The course is organised around three themes:

- identity and culture
- local, national and international areas of interest
- current and future study and employment.

EXCHANGE VISIT

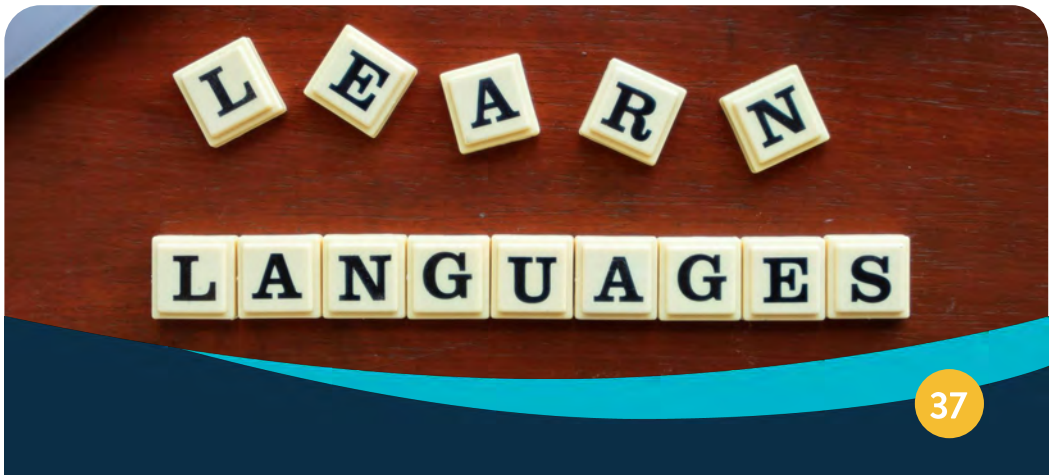
There may be an opportunity to participate in an exchange visit to France or Germany in the future.

ASSESSMENT

There are four exam papers at the end of the course. Each is 25% of the final grade.

Speaking exam – 15 minutes.

Reading, writing and listening – 45-60 mins each.





MUSIC

Whitby is a real musical hub and we have above average numbers of pupils taking music GCSE each year. Do you enjoy playing or listening to music? Are you interested in writing your own music, becoming a skilled instrumentalist or singer, travelling abroad with your class and being part of a band? Then music is the course for you.

WHAT DOES THE COURSE OFFER ME?

Music is a subject highly regarded by employers and higher education providers. Music is a science, mathematical, a foreign language, physical education and above all, art. It offers a creative outlet whilst enabling you to develop skills in teamwork, discipline, creative thinking, problem solving, brain and memory development, taking risks and building confidence, academic study... to name a few.

WHAT DOES THE COURSE INVOLVE?

Through performing, creating and studying music as an individual and in groups, you will cover the following areas of study:

- musical forms and devices
- music for ensemble
- film music
- popular music.

All GCSE music pupils receive a funded group instrumental/singing lesson each week.

HOW WILL I BE ASSESSED?

30% - your best performances, recorded in the final year of the course, on any instrument/voice.

30% - two of your own compositions, which you will complete throughout the course.

40% - a listening exam in June of Year 11.



PERFORMANCE

BEYOND GCSE

The UK's creative industries account for one in eleven jobs, a rate rising more quickly than all other parts of the economy. You could go on to study music at a higher level, which could lead to a career in music production, media, education, the travel industry, the armed forces, mental healthcare, film or gaming. Creative learning is not just a route into the arts, it is also essential across the economy, as app inventors or car designers.





GCSE SPORTS STUDIES

WHAT DOES THE COURSE OFFER ME?

Studying physical education will open your eyes to the amazing world of sports performance. You will have the chance to perform in a variety of sports and be assessed in your best three sports through the non-exam assessment component. Furthermore, you will also develop wide ranging knowledge into the how and why of physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for pupils. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Physical education is learned through a range of different contexts and the impact it has on both ours and others everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

HOW WILL I BE ASSESSED?

30% Practical (one individual activity, one team activity and the third can be either team or individual)

10% Analysis and Evaluation of Performance

60% Final written examinations at the end of Year 11.

Two papers will be taken

1. Applied anatomy and physiology and physical training.
2. Socio-cultural influences and sports psychology, health, fitness and well-being.

The course is more suited to pupils with good practical ability AND good English and Science knowledge. Pupils should have represented Whitby School regularly in at least one sport before opting for this course. They should be keen to pursue a sport outside of school too and regularly participate.



PERFORMANCE

BEYOND GCSE

GCSE physical education is not just an excellent base for the A-level in physical education or BTEC Level 3 sport, it can take you much further. For those of you fascinated by the human mind, why not carry on to psychology? For people into the why of the human race this carries you through to sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes. Beyond A-level, the study of sport studies can lead on to university degrees in sports science, sports management, health care, or exercise and health. Physical education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of physical education, such as decision making and independent thinking are also useful in any career path you choose to take.





BTEC LEVEL 1/2 TECHNICAL AWARD IN SPORT

There has never been a better time to study sport. Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. The BTEC Technical Award is a vocational course that gives learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The qualification is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available.

They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants combined with classroom study.

The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

The course will be assessed across three components:

1. Preparing Participants to Take Part in Sport and Physical Activity
2. Taking Part and Improving Other Participants Sporting Performance
3. Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity



PERFORMANCE

Components 1 and 2 will be assessed through non-exam internal assessment where learners complete under supervision. The final external component 3 covers the whole course content, assessed through a written external assessment which is marked by the exam board.

BTEC Tech award is suited to those who prefer coursework rather than final year exams and although practical performance will not be measured, it is essential that the learner has a passion for sport and actively engages in regular activity.

Equivalent to one GCSE





RELIGIOUS STUDIES

GCSE Religious Studies covers a range of religious views and contemporary ethical themes, ensuring pupils have a diverse choice of intriguing subjects to explore. Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious, moral, cultural and global issues. Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

WHAT DOES THE COURSE OFFER ME?

The GCSE Religious Studies option course will give you the opportunity to develop your knowledge and understanding of a range of topics. You will study:

- Christian beliefs
- living the Christian life
- marriage and the family
- matters of life and death
- Islamic beliefs
- living the Muslim life
- peace and conflict
- crime and punishment.

You will examine a variety of moral and social issues and consider how different people approach and react to them. Many of these relate to our own everyday lives but you will also research stories currently in the news and explore issues such as the environment, the movement of people, the production and use of weapons, the proliferation of drugs, euthanasia, and abortion (to name but a few).



You will use discussion, debate, video clips, artefacts and a whole variety of interesting and unusual resources to enhance your studies. There is a lot of thinking involved and most pupils appreciate that the issues raised don't have easy answers.

HOW WILL I BE ASSESSED?

Pupils are assessed through two external exams at the end of Year 11. Each paper is made up of four sections, and each section is made up of four questions. There is one tier of entry and all grades are available to all pupils. Throughout the course pupils have regular opportunities to practice answering exam questions in order to prepare them effectively and develop the skills and knowledge they will need.

BEYOND GCSE

Knowledge of other cultures and world religious beliefs can be useful in many jobs where you are working with the public or communities. These include counselling and social services, police and security services, marketing, sales and advertising, catering and hospitality, leisure, sport and tourism, retail sales and customer services, education and training, medicine and nursing, and service sector roles.





SCIENCE

Combined Science

WHAT DOES THE COURSE OFFER ME?

Science is compulsory in schools for a reason, it explains how things work! If you have ever looked at anything, either living or machine, and wondered 'how?' - then you are thinking about science. Many careers require good attainment in science and even non related professions seek scientists when they have problem solving and analytical skills.

AQA Combined Science is two GCSEs and covers aspects of biology, chemistry, physics and "Working Scientifically". Combined Science is divided into two tiers: Higher (9-9 to 4-4) and Foundation (5-5 to 1-1).

WHAT DOES THE COURSE INVOLVE?

Biology consists of:

- cell biology
- organisation
- infection and response
- bioenergetics
- homeostasis and response
- inheritance, variation and evolution
- ecology.

Physics consists of:

- energy
- electricity
- particle model of matter
- atomic structure
- forces
- waves
- magnetism and electromagnetism.

Chemistry consists of:

- atomic structure
- properties of matter
- chemical changes
- energy changes
- rates of reaction
- organic chemistry
- chemical analysis
- chemistry of the atmosphere

HOW WILL I BE ASSESSED?

Assessment will consist of 6 x 1 hour 15 min examinations, two each for biology, chemistry and physics.



CORE COMPULSORY

BEYOND GCSE

Success in this course could lead to:

- AS and A2 level studies in any science
- BTEC in applied science.

SKILLS INVOLVED

Problem solving, critical thinking, collaboration, analysis.





SCIENCE

Triple Science

WHAT DOES THE COURSE OFFER ME?

Science is compulsory in schools for a reason, it explains how things work! If you have ever looked at anything, either living or machine, and wondered 'how?' - then you are thinking about science. Many careers require good attainment in science and even non-related professions seek scientists when they have problem solving and analytical skills. Triple science offers a more 'in-depth' look at the three science specialisms. This is for more able pupils as all three science GCSEs are studied in the time allocated for two GCSEs.

WHAT DOES THE COURSE INVOLVE?

Biology consists of:

- cell biology
- organisation
- infection and response
- bioenergetics
- homeostasis and response
- inheritance, variation and evolution
- ecology.

Physics consists of:

- energy
- electricity
- particle model of matter
- atomic structure
- forces
- waves

- magnetism and electromagnetism.
- space physics.

Chemistry consists of:

- atomic structure
- properties of matter
- chemical changes
- energy changes
- rates of reaction

HOW WILL I BE ASSESSED?

The assessment of each GCSE will comprise of 2 x 1hour 45min examinations.



BEYOND GCSE

Success on this course is good preparation for those wishing to study AS/A2 level in any science. Pupils will need to demonstrate their ability in Year 9 and Year 10 to enable them to progress onto the triple science pathway in Year 11.

Possible careers:

Biology: veterinary science, environmental ecologist, dentistry, medicine, nursing

Chemistry: industrial chemist, chemical engineer, pharmaceuticals, dentistry, medicine

Physics: electrical engineer, mechanical engineer, pilot, architect, medical physicist, audio engineer

SKILLS INVOLVED

Problem solving, critical thinking, collaboration, analysis, visualising complex abstract ideas.





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