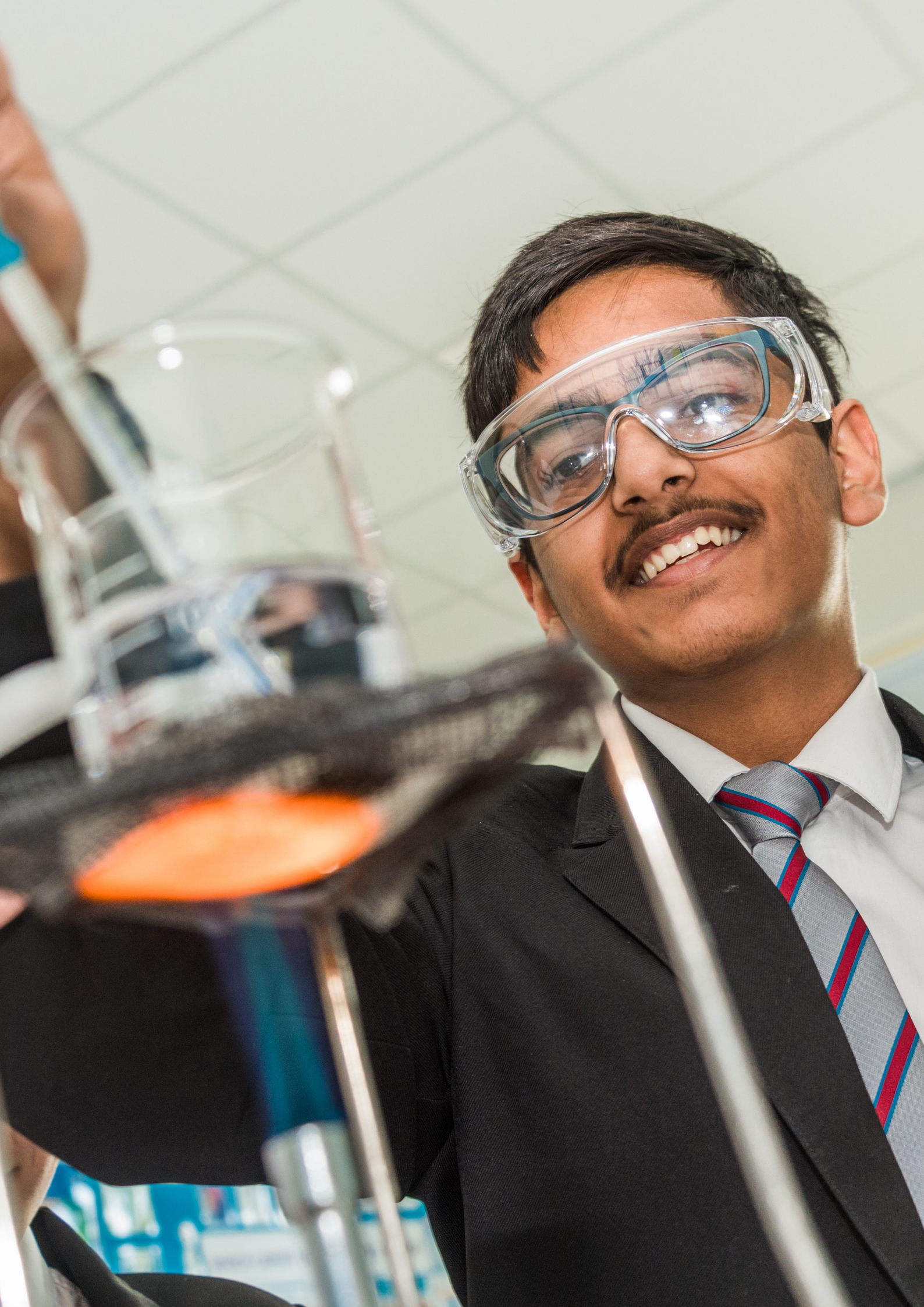




Create your future at OMA

Pointing you in the right direction





Year 9 Options 2024

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Introduction

Dear Parents/Carers and Students,

Please find enclosed in this booklet important information about Options. The timeline of the process will be as follows:

1. Week beginning the **22nd January 2024** Option Choices Assembly to students and discussions in tutor time and in lesson time.
2. Option Booklets issued to students during this week.
3. Discuss the contents of this booklet together and agree on some option choices.
4. Options Open Evening will take place on **Wednesday 7th February 2024**. During the evening you will be able to talk to your child's teachers about their report, as well as have an opportunity to find out more about the courses on offer.
5. The deadline for submitting Option choices via paper forms is **Friday 23rd February 2024**.
6. From **18th March** all parents will be contacted to discuss option choices.
7. From **22nd April** all parents and students will receive final confirmation of their curriculum pathway for Years 10 and 11.

I hope this booklet will provide you with the information you need as you begin to make subject choices. It is important that we get these decisions right and parents/carers and students are welcome to contact me at school at any time to ask for clarification or further information. Personal Tutors will be able to guide and advise students throughout the process and Subject Teachers and Curriculum Leaders can provide additional information on specific courses.

Each course in this booklet names a specific teacher who can provide detailed information on that course.

Yours faithfully,

Mrs Sims

Senior Vice Principal

coolinge@omacademy.co.uk

Making the Right Choices in Year 9

Year 9 is a milestone in your time at school. You will have the opportunity of studying a wider range of subjects and be able to choose, with help, which ones suit you best.

The process of explaining how to choose your 'Options' has already begun and this booklet will help by providing information about the process.

Read the booklet carefully and talk to teachers of Option subjects about what their courses will be like. You must also discuss which subjects might suit you best with your Personal Tutors.

It is very difficult at this stage to make the wrong decision. The way we have set up the curriculum for next year makes sure students will take a range of courses that do not shut off any doors in the future. Most courses can be picked up in Sixth Form or at College, even if they haven't been taken as a GCSE, provided students can demonstrate good grades in Maths and English and have passed at least eight subjects overall.

Remember three things:

1. You will be at work for a long time - life is more fun if you enjoy your job.
2. Learning pays – generally the better qualified you are, the better the pay you will receive.
3. Don't make choices on the basis of what your friends are doing or whether you like the teacher... you might not get that teacher!

Frequently Asked Questions for Students

1) Which subjects should I choose?

There are several reasons why you may wish to continue studying a particular subject:

- You may be interested in it and therefore enjoy it
- You may be good at it
- Do not choose a subject because your friends have - their abilities and interests may be different from yours

2) If I choose a subject will I definitely get to study it?

The short answer to this is no. We will make every effort to ensure that students can study all of their option choices but for practical reasons such as class size and timetabling difficulties, this is not always the case.

3) What is the difference between GCSE subjects and Vocational subjects?

Traditional GCSE subjects are assessed mainly by exams at the end of the course. They used to be graded A*-G but from now on will be given numbers 9-1, with grade 9 being the top grade. Grades of 5 (similar to an old B/C) or above are more likely to secure a place in Sixth Form and College. Grades of 5 or above in Maths, English and Science are really important for future employment and higher education.

Vocational subjects, still have exams to sit but the courses are primarily assessed by the students producing a portfolio of work which is assessed throughout the course. These portfolios are graded Pass, Merit, Distinction or Distinction* and are equivalent to GCSE qualifications.

The Core Curriculum

All students will follow a core curriculum of GCSE Maths, GCSE English Language, GCSE English Literature and GCSE Combined Science - this is a total of 5 GCSEs.

English

All students will study English Language and English Literature, each of which leads to a separate GCSE qualification. Within English Language, students develop skills in understanding, analysing and evaluating fiction and non-fiction texts, as well as honing their skills in writing creatively and persuasively. In English Literature, students engage with and explore a range of texts from across the centuries, including A Christmas Carol, Romeo and Juliet, Blood Brothers, and a selection of poetry relating to power and conflict. The course is assessed through two English language and two English Literature papers at the end of year 11.

Maths

The course covers several areas, including Number, Algebra, Ratio & Proportion, Geometry & Measure, and Statistics & Probability.

Students will be exposed to a range of problems and questions, designed to develop students' core skills and encourage deeper mathematical thinking. The course is assessed through three 90 minute question papers at the end of year 11.

Combined Science

The Combined Science course is taught in a way inspire and challenge students of all abilities and aspirations. Human progress throughout history has largely rested on advances in science. From our knowledge of gravity to cutting-edge medicines, students of science have shaped our modern world. We take local cultural links very seriously and have dedicated career lessons inbuilt to the curriculum. Trilogy is a double award and worth two GCSEs. It is assessed by six, 1¼ hour exams. Scientific knowledge allows us to develop new technologies, solve practical problems and make informed decisions — both individually and collectively.

English Baccalaureate (Ebacc)

What is the Ebacc?

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language and literature
- Maths
- The sciences
- Geography or history
- A language

Studies have shown that students who study EBacc subjects are more likely to have success in higher education. The EBacc represents a set of GCSE subjects that will ensure young people have plenty of options for their further education and future career.

OMA view on the EBacc

At Ormiston Maritime Academy, we support the idea of a broad and balanced curriculum that has some flexibility to meet the needs and aspirations of all our students. We want students to have a choice. Studying the EBacc subjects alongside Arts and a Technology subject would provide breadth and balance.

To ensure this all students are expected to choose two subjects from: history, geography, French, Spanish, (we recommend at least one language).

Students should consider studying the EBacc suite of subjects if they are thinking about some higher education courses in the future, as they are seen by many as more 'academic'.

If you would like any further information on the EBacc please contact Mrs Sims at the Academy or via email at coolinge@omacademy.co.uk

Making the choice

- Not every course will run, so some students will be disappointed that they haven't received their first choices. We will try to get as close to your first preferences as possible but cannot guarantee that all students will be able to study their curriculum of choice.
- Take care over the reserve choice as well as this may be a course your child ends up studying.
- If your child is going to go to university then they are advised to choose a Modern Foreign Language as well as either History or Geography
- Students must have submitted their 4 choices plus a reserve by Friday 23rd February 24. If this deadline is not kept then it is unlikely that your child will be able to study the options that they wish to.
- Remember – the options choices are made now will not close many doors in terms of the future, so stick to the basic idea of making choices that your child thinks they will enjoy and choices that you believe they will be successful at.





Core Subject Information

(These subjects are compulsory)

GCSE Combined Science

The course

AQA Double Award GCSE

Here at Ormiston Maritime Academy we offer a range of science qualifications that will support your child in preparing for employment, training or further education.

We have a proven record of delivering, through careful curriculum planning, quality first teaching and ongoing support, the highest outcomes for our students in science. With many students regularly taking science related qualification such as A Levels and BTEC Level 3 at further education centres. Frequently employers offering apprenticeships have accepted some of our most able students.

We believe passionately in our subject and have the highest commitment to fostering that passion in the students that we teach. Within science we have specialist teachers in all three areas (biology, chemistry and physics) which allow us to tailor all the qualifications we offer to each and every student.

Increasingly employers and further education providers are seeking high quality science qualifications as a bench mark for selection. As a result of this in 2023 we took the bold step of only offering GCSE qualifications in science as we feel these, in the current climate, offer the greatest opportunities, and we continue that offer in 2024.

The two qualifications currently available to Year 10s students over the next two years are:

- AQA Trilogy (worth two GCSEs)
- AQA Separate Science (option only)

(GCSE Biology, GCSE Physics, GCSE Chemistry)

AQA Trilogy

This is a traditional 'Double Award' GCSE, meaning it offers the chance to receive two GCSE's. It covers with its specification many exciting fields of science such as

- Stem cell research
- Genetic engineering
- Electromagnetic induction
- Global energy consumption
- The human body
- Acid and base reactions

This qualification will build on the hard work and success of Key Stage 3 and look to further develop your child's understanding of science through a comprehensive range of topics from biology, chemistry and physics. This will be achieved through a range of theory and practical lessons when we will seek to develop many other skills such as communication, presentation and team work. Skills we feel are vital in the current employment climate.

What qualifications will you get?

The Trilogy Qualification will have six exams, each last 1 hour 15 minutes and will be carried out in the exam period (May to June). A total score and average is taken from across all six exams which will overall lead to a Double GCSE qualification.

For further information please contact Mr Hall.

GCSE English Language

Qualification

This course leads to a GCSE qualification in English Language.

The examination board is AQA.

The course

The course develops and assesses skills in reading, writing and spoken language. A range of fiction and non-fiction texts are studied in preparation for examinations, including extracts from novels, short stories, newspapers, magazines, travel writing and other forms. Students will hone their ability to critically engage with texts and to produce their own effective pieces of creative writing.

Assessment - examination in the summer of Year 11

There will be two exams:

Paper 1 - *Explorations in Creative Reading and Writing (1 hour and 45 minute exam)*

Section A: Reading – students answer questions based on an unseen piece of literary fiction, demonstrating their skills of comprehension (Q1), analysis of the writers' use of language (Q2) and structure (Q3), and evaluation in response to a given statement about the text (Q4). There are 40 marks available for Section A.

Section B: Writing – students produce a piece of creative writing (either a story or description) in response a given prompt. They are expected to show skills in their choices of language, use of structure, and written accuracy. There are 40 marks available for Section B.

Paper 2 - *Writers' Viewpoints and Perspectives (1 hour and 45 minute exam)*

Section A: Reading – students answer questions based on two pieces of viewpoint-related non-fiction, one of which will be from the 19th century, demonstrating their skills of comprehension (Q1), comparison and inference (Q2), analysis of language (Q3) and comparison of how perspectives are presented by writers (Q4). There are 40 marks available for Section A.

Section B: Writing – students produce a piece of viewpoint-based creative writing in a given form (article, letter, text for a speech, text for a leaflet, or essay) in response to a prompt. Like in Paper 1, students are expected to show skills in their choices of language, use of structure, and written accuracy. There are 40 marks available for Section B.

Spoken Language Element – this appears as a separate endorsement on the GCSE certificate (0% weighting of GCSE) graded at pass, merit or distinction. The teacher will set a presentation task which students must prepare for and deliver during the course.

What will this qualification allow me to do in the future?

The ability to communicate, both verbally and in written form, is crucial in all walks of life. GCSE English is required by the vast majority of employers and is also a minimum requirement for access to college or university courses, often at grade 5 or above. Occupations where communication skills are especially important include those in the fields of law, teaching, social work, health and beauty, medicine, travel and tourism, and office work. Students may also go on to study this subject at A Level.

How parents can help:

Ensure students regularly spend time reading at home, both fiction and non-fiction. Independent creative writing should also be encouraged, as well as using websites such as BBC GCSE Bitesize.

For further information please contact Mr Jackson.

GCSE English Literature

Qualification

This course leads to a GCSE qualification in English Literature. The examination board is AQA.

The course

The course develops and assesses skills in the close reading and analysis of novels, poems and plays. It also challenges students to be able to communicate their understanding effectively through essay writing.

Assessment – examinations in the summer of Year 10 or Year 11, depending on group:

There will be two exams:

Paper 1 – *Shakespeare and the 19th Century Novel* (1 hour and 45 minute exam)

Section A: Students respond to a task relating to a Shakespeare play, focusing on an extract but also relating to the rest of the play. We explore *Romeo and Juliet* as our choice of Shakespeare text. (34 marks)

Section B: Students then respond to a task relating to a 19th century novel, again relating to a given extract and the rest of the novel. Our choice of novel for this part of the course is Charles Dickens' *A Christmas Carol*. (30 marks)

Paper 2 – *Modern Texts and Poetry* (2 hours and 15 minutes)

Section A: Students respond to one of a choice of two essay tasks on a modern text: Willy Russell's musical *Blood Brothers*. (34 marks)

Section B: Students respond to an essay task on a named poem from the AQA *Power and Conflict* cluster of poems in the GCSE anthology, in which they must also compare it to another poem of their choice from this cluster. (30 marks)

Section C: Students respond to a task on an unseen poem, which will be printed in the exam booklet (24 marks). They must then compare the methods the writer uses to those used by a writer in a second unseen poem (8 marks).

What will this qualification allow me to do in the future?

AQA rightly states that the study of Literature 'develops empathetic understanding of human nature'. Beyond broadening horizons and developing an appreciation of the qualities of high-quality English literature, a qualification in this subject shows how capable students are of thinking analytically and constructing thoughtful essays, which are vital skills in most post-16 courses. More widely, employers know that students with a qualification in English Literature can think critically. It also reflects your ability to retain knowledge, which is important in most forms of work.

How parents can help:

Reading any of the above texts in advance at home would be greatly beneficial to students. Revision guides focusing on these texts are also widely available. Just as with English Language, independent readers perform better in English Literature, so a wide range of reading at home should be encouraged.

For further information please contact Mr Jackson.

GCSE Mathematics

The course

All students in years 10 and 11 follow the AQA GCSE Mathematics course.

The new GCSE Mathematics curriculum was introduced in September 2015, giving students the opportunity to apply mathematics in a range of contexts.

What will you study?

The course will extend students' current mathematical knowledge and skills in the areas of number, algebra, geometry and statistics.

There is an emphasis placed on reasoning and problem solving, where students will have to demonstrate their understanding of topics and produce solutions for a variety of scenarios.

How is the course assessed?

Current Year 9 students will be entered for examinations in 2024, consisting of three 90 minute papers.

The first paper is completed without a calculator and the second and third include the use of a calculator.

Students will be entered at one of two levels for each paper:

Higher (Predicted grades 5-9)

Foundation (Predicted grades 1-4)

What will this qualification allow me to do in the future?

GCSE Mathematics is a "gateway subject" to a range of courses and careers. It is required by many employers and a grade 4 or above is a minimum requirement for most courses at college and sixth form institutions.

Specific areas which rely on a strong understanding of mathematics are:

- Business and Finance
- Engineering
- IT and Computing
- Medicine and Nursing
- Scientific Research
- Statistics and Data Analysis

In summary, our aim is to equip students with the analytical skills needed for the next steps at college or in an apprenticeship.

For further information please contact Mr Willis.



Ormiston
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Option Information

(You choose four subjects)

Advise:

- One modern foreign language (MFL)
- Either history or geography
- Two of your choice which can still be MFL, history or geography

GCSE Art and Design (Fine Art)

The course

Art and design will encourage students to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.

Structure of the course:

Component 1: Portfolio (60%)

A portfolio that 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.

Component 2: Externally set assignment (40%)

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

Assessment objectives

The exams and non-exam assessment will measure how students have achieved the following assessment objectives:

- **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.

Career value:

This course will help those interested in the specialist areas of art in fashion, communication, theatre, graphics, textiles, fine art, 3D design, product design, architecture, digital media etc. Art, when studied with other subjects, can open up career possibilities in a wide variety of areas, for example, art with aspects of the sciences can create career opportunities in conservation and restoration. The ability to think creatively is essential to many aspects of study and work.

For further information please contact: Mrs Ramage.

GCSE Citizenship

The course

Ormiston Maritime Academy is offering students the opportunity to study a GCSE about democracy, government, laws, finance and participation in society.

We will learn about rights and responsibilities, the English legal system, the UK's relationship with the wider world and how the different types of government operate.

How is citizenship assessed?

It is fully exam based, at the end of Year 11:

Exam 1 – Citizenship in perspective 50 minutes – 25% of the total grade.

Exam 2 – Citizenship in Action 1 hour and 45 minutes exam – 50% of the total grade

Exam 3 – Our Rights, Our Society, Our World, 1 hour exam – 25% of the total grade.

What would I study?

- Elections and Voting in the UK
- The British Constitution
- The Role of the Media and the Free Press
- Politics in and beyond the UK
- Rights and Responsibilities
- The English Legal System
- Identities and Diversity in the UK
- The Economy, Finance and Money

What makes citizenship different to other subjects?

You'll take part in a Citizenship Action project. You will choose and research an issue, and then plan and conduct a campaign to benefit or change the community. Hopefully, we'll also have a chance to visit and tour the Houses of Parliament.

Why should I consider taking citizenship?

Citizenship would be suited to anyone looking to study or work in areas linked to law, economics, business or government.

As it's all about real life and every day events in the UK, it's also really useful to anyone who just wants to know how the country is run.

Careers from studying citizenship:

You could use your study of citizenship to study A Levels in citizenship, history, sociology and law. The subject is highly thought of by employers and has links to careers in teaching, law, journalism, TV and film research, the travel industry or public services like the police.

For further information please contact: Mrs Gourlay.

GCSE Design and Technology

Why choose design and technology?

Design and technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. A qualification in design and technology offers students a unique opportunity in the curriculum to identify and solve real problems by designing and making, to develop an appreciation of the importance of creativity and innovation to good design practice and use their knowledge, skills and understanding to make design decisions to make a quality final product.

What will the learner study as part of this qualification?

This AQA qualification allows students to study a range of CORE technical information, designing and making principles, including a broad range of design processes, materials techniques, and equipment.

The qualification also allows students to study at least **ONE** specialist area in greater depth:

Areas of study:

- Graphical design – papers and boards
- Product design
- Woodwork/carpentry – timber based materials
- Metalwork – metal based materials
- Fashion and interior design – textile based materials

What will this qualification allow me to do in the future?

This course builds on and uses the knowledge and skills you learn in your maths and science qualifications. It complements the learning in other qualification programmes, such as BTEC Art and design and Computer Science, by broadening the application of 'design and make' tasks, working with an engineering brief, testing and evaluation. The qualification design and technology qualification will allow you to develop a range of skills which are attractive to employers, colleges, and universities including: Along with critical skills and knowledge related to the world of work, you will also develop communication skills, critical thinking skills, the ability to learn independently, taking on responsibility, and time management. The skills and knowledge gained will allow learners to progress to a wide range of courses in both general and vocational qualifications. A Level Design and Technology, BTEC Level 2 Technicals, related level 3 vocational qualifications, or an apprenticeship in a related area of employment.

Career pathways

Carpenter, construction, product designer, renewable energies, fashion designer, clothing manufacturer, fabric technologist, buyer, trend forecaster, merchandiser, stage design/costume design, sports wear/extreme technical wear, health and safety officer, environmental engineer, civil/structural engineer, architect, logistics, team leader/management, STEM.

For further information please contact: Mrs Ramage.

Engineering – vocational

The engineering sector

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, creative industries, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

What does the qualification cover?

WJEC Engineering L1/2 Award

This qualification is the same size and level as a GCSE and is aimed at everyone who would like to find out more about engineering by undertaking their own projects. On this course, you will:

- Learn about the key engineering sectors – mechanics, electrical/electronic and engineering design and how they contribute to industry.
- Develop key engineering practical and technical skills, such as research, observation, measurement, planning, making, using CAD and disassembly.
- Develop key skills for employment in engineering sectors, such as problem solving, design, creativity, communication, and collaboration.

How will I be assessed?

You will carry out mini-tasks as part of a larger project or projects throughout the course. Your teacher will mark these, which will give you an idea of how you are getting on. Towards the end of the course, you will carry out a larger task to meet an engineering brief. All of the work that you do throughout the course and the mini projects will prepare you for the final project, which is sent away to be marked.

What other subjects go well with engineering?

This course builds on and uses the knowledge and skills you learn in your maths and science GCSEs.

Where will this take me?

When you have completed the qualification, you will have developed a practical understanding of engineering skills. Because you will be acquiring knowledge and building useful skills which are not generally covered in GCSE courses, you will have a better idea of whether the engineering sector is for you and which part of it you might want to study further.

After you have finished the course, you may want to go on to further study such as A Levels, BTECs or a mixture of both.

Career pathways

Careers in this sector include: aeronautical, robotic, electrical, maritime, design and mechanical engineer, project manager, computer-aided designer and industrial electrical installer.

For further information please contact: Mr Blowman.

GCSE Film Studies

Why take Film Studies?

A good movie will entertain us. A great movie will entertain, inspire and educate us. Films make life worth living – they make us feel alive. A great film plot will give us a reason to get in up in the morning and go out into the world with hope. They encourage us to overcome our own problems and make a positive impact on other people's lives. Studying film will help us to understand this further. How do films make us feel like this? Why do directors, costume designers and actors make the choices they do?

What will I study?

GCSE Film Studies is for anyone interested in any part of film or television. We will watch many films that you already know and love, and you will be able to enjoy them in a completely new way through the skills you learn. We will explore how cinema has changed throughout time and the impact of the development of film and new film technology. We will also study films you may have never seen before as we learn how the world of Hollywood has developed. In addition, we will look at films from around the world, including the UK, South Africa and Australia. We also plan on taking a trip to the Harry Potter studio tour so we can learn first-hand how one of the biggest movie franchises was created.

Main study areas:

The course will be based on the following main study areas:

1. How films are made. (How directors use things like props, sound, music, lighting, costumes in order to create effects.)
2. Why films are made. (What is happening at the time, the message the directors want to send to the audience.)

How will I be assessed?

The course is 70% exam and 30% coursework, so will work well for students of all abilities.

Component 1: Key Developments in US Film. 35% (Exam). Students will study three US films for this part.

Component 2: Global Film 35% (Exam). Students will study three films from outside the US for this part.

Component 3: Production 30% (Coursework). Students will have an opportunity to write their own script or produce their own film.

This is a fantastic new course offered by the academy. It will open students up to the world of film-making and offer many possibilities for college, careers and beyond.

For a full breakdown of the course and possible films studied, search for Eduqas GCSE Film Studies.

For further information please contact: Miss Warrender.

Food and Cookery - Vocational

Why should I study this subject?

Working in hospitality and catering requires you to have a passion for food, an interest and understanding of how the industry works and a wide range of skills depending on your job role and the setting you work in. Careers linked to food are many and varied. For some the appeal is in hospitality and catering – maybe you would like to work in a busy city centre restaurant or run your own local coffee shop? If you have an interest in health and well-being you might consider becoming a personal trainer working in a leisure centre or perhaps a hospital-based dietician advising patients on how to modify their eating patterns. There is also the world of food development and production to consider – you have lots of choices here from research and development technologist in a food firm laboratory to food hygiene officer on the factory floor. You could also combine an interest in business with your interest in food and follow a career pathway into food retail – maybe as an independent baker or as a supermarket manager. The scope of career choices is almost endless as we all must eat to live and to stay fit and healthy; we eat at home, school, work, on the go, and as a social activity.

What will you study and how is the course assessed?

NCFE Level 1/2 Technical Award

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all seven content areas of this qualification:

Content area 1: Health and safety relating to food, nutrition and the cooking environment

Content area 2: Food legislation and food provenance

Content area 3: Food groups, key nutrients and a balanced diet

Content area 4: Factors affecting food choice

Content area 5: Food preparation, cooking skills and techniques

Content area 6: Recipe amendment, development and evaluation

Content area 7: Menu and action planning for completed dishes

Year 1: Non-exam assessment (NEA) – weighting (60%) practical assessments with a portfolio of evidence.

Year 2: Examined assessment (EA) – weighting (40%) external written exam

What will this qualification allow me to do in the future?

The course will support progression to a more specialised level 3 vocational or academic hospitality and catering course or an apprenticeship in hospitality and catering, provide the potential opportunity to enter employment within a wide range of job roles across the hospitality industry.

Career Pathways: The work environment will depend on the job role and the possibilities are varied, below are some examples:

- Hospitality and catering: hotel, restaurant, fast food outlet, school meals canteen, cruise ship, youth hostel, hospital kitchen, armed forces kitchen.
- Health and well-being: leisure centre, private gym, client's home, hospital.
- Food development and production: laboratory, test kitchen, food manufacturing site.
- Food retail: independent shops, shops within chains, supermarkets.

How parents can help: talk to staff in the design and technology department or visit:
www.nationalcareersservice.direct.gov.uk

For further information please contact: Mrs Ramage.

GCSE Geography

Why study this subject?

This qualification has been shaped to help all students become skilled, investigative and successful geographers able to adapt to an ever changing world. Edexcel GCSE Geography at Ormiston Maritime Academy is delivered in a clear and coherent way that looks at a range of physical and human topics with fieldwork embedded into all aspects of study. This programme provides an engaging real world focus on issues in the 21st century which students can use in their everyday lives. Learning Geography at the academy will be enquiry and hands on based, including classroom taught lessons with ICT embedded to enhance the learning and fieldwork opportunities to recognise elements of the UK and wider world.

What will you study and how will you be assessed?

- Assessment is 100% examined at GCSE Geography.
- Regular on-going assessment will take place over the two-year programme.
- Assessment will be through short written tasks and extended mock assessments.
- Expert and diagnostic feedback will be given to students to improve grades.
- Fieldwork elements will be met as part of this programme and will involve trips and visits.

Three components are studied which forms the 3 exams students will sit at the end of Year 11

Component 1: Global geographical issues

- Hazardous Earth
- Development dynamics
- Challenges of an urbanising world

Component 2: UK geographical issues

- The UK's evolving physical landscape
- The UK's evolving human landscape
- Two Fieldwork investigations

Component 3: People and environmental issues – making geographical decisions

- People and the biosphere
- Forests under threat
- Consuming energy resources

Careers from studying geography:

The training and knowledge that geography offers is highly valued by employers, Universities and colleges. A great variety of careers are possible with studying geography such as lawyer, teacher, hydrologist, engineer, human resources, aid worker and weather forecaster.

For further information please contact: Mr Gascoyne.



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Health and Social Care - vocational

The health and social care sector

The care sector is the biggest employment sector in the UK, and this course will allow you to explore the role it plays in the health, well-being and care of individuals of all ages. You will also be able to develop a range of transferable skills including the ability to empathise with others, communicate effectively with individuals, team work, making informed decisions, analysing and evaluating important information.

What does the qualification cover?

This course is an OCR national and will introduce you to the specialist knowledge and skills needed to work in the care sector. This will particularly focus on core values, including communicating with individuals in order to maintain their dignity and sense of being valued, understanding the body and how it works, learning how to support individuals to maintain their rights, the importance of values of care and the impact of legislation and personal hygiene, safety and security measures and how individuals are impacted physically, intellectually, emotionally and socially. You will also learn about human growth and development and how life events can impact on an individual.

How will I be assessed?

Students will complete three units;

- **R032:** Principles of care in health and social care settings (external exam in Year 11)
- **R033:** Supporting individuals through life events (internally assessed coursework unit)
- **R035:** Health Promotion Campaigns (internally assessed coursework unit)

Where will this take me?

You should consider studying this course if you have an interest in a career in the caring profession including, health care, social care and the criminal justice system. The course will provide you with essential knowledge, transferable skills and tools to improve your learning and own personal development.

This course will help you to prepare for many care courses post 16, including a range of A- Levels or Vocational course. This could include courses in health and social care, adult care and early years and child care. Career progression routes could lead to childcare, nurse, health visitor, counsellor, care worker, social worker, community support worker and occupational therapist.

For further information please contact: Mrs Gorry.

GCSE History

The course

Paper 1: Understanding the Modern World

Section A – America: Opportunity and Inequality (1920 - 1973)

Part 1: American People and the Boom:

Part 2: American's experiences of The Depression and the New Deal.

Part 3: Post War America – consumerism and the cause of prosperity.

Section B – Wider World Depth Study: Conflict and tension in Asia, 1950 – 1975

Part 1: Conflict in Korea

Part 2: Escalation of conflict in Vietnam

Part 3: The ending of conflict in Vietnam - Nixon's War

Paper 2: Shaping the Nation

Section A -Thematic studies: Britain - Migration, empires and the people, c790 to the present day

Section B—Depth studies: Elizabethan England, c1568 – 1603

Part 1: Elizabeth's court and Parliament.

Part 2: Life in Elizabethan times a 'Golden Age'

Part 3: Troubles at home and abroad.

Part 4: The historic environment of Elizabethan England

How you will be assessed (two external exams of two hours)

GCSE History is challenging, rewarding and relevant. Studying history will develop your ability to:

- Look for several alternative solutions to a problem.
- Understand different points of view and learn from past experience.
- Check out different sources of information.
- Offer a balanced interpretation of events; past and present and take a broad view of ideas/events which may seem unconnected.
- Analyse problems and make recommendations, understand what motivates people to do certain things.
- Stand your ground in a discussion, even if others disagree with you.

Future prospects

History can ensure students are prepared to learn and think independently. In a rapidly changing world employers like students who are able to think, sort the trivial from the essential and can solve problems. Students studying History will find it acceptable for many courses, careers and professions and often employers are looking for well-educated people rather than showing expertise in a particular subject area. The training that History offers is highly valued by employers, universities and colleges. The most popular areas of employment are journalism, law, marketing and business management.

For further information please contact: Mrs Aston-Ottoy.

ICT - vocational

Why study ICT?

Are you passionate about technology? Do you like solving problems? Are you curious about all things digital, and want to learn some fantastic new skills?

You will develop skills including: communication; coping with rapid changes in technology; critical thinking; designing, programming, testing and evaluating software systems; learning independently; numeracy and data handling, problem solving; research; taking on responsibility and time management

How will I be assessed?

A written examination which is set and marked by WJEC.

Unit 1 – ICT in Society (1hr 20min exam). This component is worth 40% of the overall grade.

A coursework element:

Unit 2 – ICT in Context. This component is worth 60% of the overall grade achieved

What will the assessments involve?

The coursework component is a controlled assessment. There are a range of types of assessments which include reports, presentations, leaflets and design projects. You will be given real life situations where you will be asked to demonstrate your understanding of how the world of Technology works.

What skills will I develop that will help me in the future?

Employment within the information technology sector, such as data analyst; digital content producer; systems engineer; web marketing manager.

For further information please contact: Mrs Gorry.

GCSE Modern Foreign Language (MFL)

(French or Spanish will be offered)

Why study this subject?

Studying French equips you with not only the skills to converse in another language, but with the skills to develop your understanding of English. Studying a foreign language helps you to see things from different perspectives, develops your language learning skills and makes you more resourceful, adaptable and employable. The ability to operate in another language is becoming more and more sought-after by employers. It is a varied course with something for everyone, even if writing or reading are not your best skills. Learning a language is one of the top things that adults wish they had the opportunity to do – and you have the chance to do it now!

What will you study?

In GCSE French, we follow the AQA Board specification. Students will experience a variety of activities covering the four skills of listening, speaking, reading and writing. Students will cover language content in the following topics over the two-year course:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

How is the course assessed?

Students are assessed in each of the four skills:

- Listening assessment worth 25% of final grade.
- Reading assessment worth 25% of final grade.
- Speaking assessment worth 25% of final grade.
- Writing assessment worth 25% of final grade.

All four skills are exams taken at the end of the two years, with mock exams in both Year 10 and Year 11 to help you get used to how the real exams will be.

What will this qualification allow me to do in the future?

Languages are a subject that is valued in many different work environments. Employers who see that you have a qualification in French will know that you have taken on certain key skills which can be applied to all sorts of situations

- You will have excellent communication skills in a variety of situations.
- You will be able to use and understand another language.
- You will have greater opportunities to work abroad.
- Having a languages GCSE is something employers actively look for, even for jobs within the UK. Languages also link with lots of university degrees and apprenticeships.

How parents can help:

- Encourage your child to prepare for their exams in all four skills.
- Test your child's vocabulary regularly and encourage them to listen to French music, French radio and watch French clips, and read French articles/stories.
- Ensure that your child completes work from their revision guide/accompanying revision workbook that will be given to them at the start of Year 10.

Performing Arts – vocational

Why study performing arts?

Do you have a passion for performance? Are you a budding actor, dancer or musician? Do you want to discover more about the fantastic roles behind the scenes – from costume design and make-up, to set design and lighting? If so, it's time to uncover your potential – find out more about this exciting qualification today!

What will I study?

This qualification is made of up of three units:

Unit 1 – Performing

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music or an extract from a play or show.

Unit 2 – Creating

You will learn how to create and refine your own original work in performing arts, such as choreography, designing costumes or composing music. This unit can be completed through any one of the following disciplines: devised drama, choreography, composition, composition using technology, costume design, lighting design, make-up and hair design, set design, sound design.

Unit 3 – Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea.

How will I be assessed?

You will be assessed through project work. For units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks. In unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

What skills will I develop that will help me in the future?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management

Careers: actor, arts administrator, community arts worker, choreographer, composer, dancer, designer, director, drama/music therapist, front of house manager, lighting/sound technician, musician, musical theatre performer, teacher, stage manager.

For further information please contact: Mrs Ramage.

GCSE Religious Studies

Why study religious studies?

Religious studies is one of the fastest growing subjects in the country and 90% of the people in the world are still religious. Learning about other religions can help us understand what is important to people in their faith. Religious studies can help us answer “big” questions about the world and as the UK has become a multicultural society it helps us understand the richness and diversity of other cultures within our community. Religious Studies can therefore help us understand what it means to be ‘British’ in the 21st century.

Component 1

Beliefs, teaching and Practises of:

- Christianity
- Hinduism

Assessment: written exam: two x 1 hour

Component 2: thematic studies

Theme A: Relationships and families

Theme B: Religion and life

Theme C: The existence of God and revelation

Theme E: Religion, crime and punishment

Assessment: written exam: 2 hours

Careers

In the vastly diverse society that is Britain today, awareness of different religious attitudes and understandings is highly prized and would make an excellent addition to any CV.

Careers that are supported and enriched by religious studies include: chaplain, higher education lecturer, primary school teacher, secondary school teacher, advice worker, archivist, charity fundraiser, charity officer, civil service administrator, community development worker, editorial assistant, equality, diversity and inclusion officer, mediator, newspaper journalist, policy officer, solicitor, youth worker.

For further information please contact: Mr Gascoyne.

GCSE Sociology

Why study sociology?

This is an exciting opportunity for you to study a totally new subject that is traditionally very popular as an A Level course. The study of sociology helps to build awareness and an understanding of different cultures, and investigates why people may behave in certain ways. You will investigate whether criminals are born or if it is a result of their circumstances and you will investigate why socialisation is important.

What will you study?

You will study a variety of topic areas including how people are socialised in society. You will study what crime and deviance is and the difference between them. You will also study what motivates people to commit crime and look at the nature/nurture debate to see if people are born bad or made bad. You will study how families are organised, and how they have changed over time and in different cultures. You will explore different research methods and look at the advantages and disadvantage of these and you will look at education and issues that arise due to inequality within the systems. Finally, you will look at different sociological theories and studies to support your arguments about a range of issues.

How is the course assessed?

Unit 1: written examination paper – 50% of the final mark

Understanding Social Processes (1 hour and 45 minutes)

This will be a mix of short answer questions, and extended response questions all of which are compulsory, on key concepts and processes of cultural transmissions, families, education and sociological research methods.

Unit 2: written examination paper – 50% of the final mark

Understanding Social Structures (1 hour and 45 minutes)

This will be a mix of short answer questions, and extended response questions all of which are compulsory, on social differentiation and stratification, crime and deviance, applied methods of sociological enquiry.

What will this qualification allow me to do in the future?

Sociology can have a very positive effect on future career choices. It is invaluable in any occupation where you would work with people, for example, nursing, midwifery, nursery nurse, teacher, police officer, social worker, lawyers, criminologists in fact the list is endless!

How parents can help?

Encourage students to discuss items in the news and current affairs. Participate in any survey that the student may be conducting as part of their course, for example, on the health of individuals. By encouraging students to access the following websites:

- www.education.gov.uk
- www.fawcettsociety.org.uk
- www.whoneedsfeminism.com
- www.moneywise.co.uk
- www.police.uk

For further information please contact: Mrs Gourlay.

GCSE Triple Science

AQA Separate Science (Delivered as)

- GCSE Biology
- GCSE Physics
- GCSE Chemistry

This qualification is targeted at those who have already developed a deep passion for science, or who understand that separate science is held amongst most leading establishments as the bench mark for success. This means that separate science is a perfect building block for A Level science but also those wishing to take non Science related A Levels are finding separate science is making them stand out amongst the crowd. For example the high analytical demand required in chemistry is being recognised by colleges and universities as a key skill to those wishing to study law.

The work done within physics, especially the application of mathematics, is recognised by those wishing to seek a career in engineering. Or, the additional content and units we deliver in biology, particularly the human body topics, equip students wanting to pursue a career in Sports Studies with more knowledge than their standard Double GCSE Award peers.

Similar to the trilogy, the separate science covers all of the traditional scientific topics of biology, physics and chemistry, alongside new and emerging fields of science. However, there is more emphasis on deepening your child's understanding of the more challenging topics.

Whilst vocational qualifications do offer excellent access to science there is no replacement for high quality separate science GCSE knowledge. In a world where competition for places at college, university and within employers is ever increasing separate science is the only truly universal subject.

What qualifications will you get?

AQA Separate Science qualifications in biology, chemistry and physics each have two exams lasting 1 hour and 45 minutes, a total of six exams. Therefore any student passing the GCSE separate science course will be awarded three GCSEs (one for each topic)

For further information please contact Mr Hall.

Sports – vocational

Why study sports?

Sport in the UK has achieved incredible results in recent years, with the British Olympic and Paralympic Teams both finishing second in the medal tables in Rio 2016, and the UK continuing to host some of the world's biggest sporting events. UK Sport has identified coaching as a key element of the high-performance system in the UK. Coaching, alongside other key performance support services such as sports medicine and sports science, performance lifestyle and research and innovation, plays a crucial role in ensuring the ongoing success of British athletes.

What is this subject?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside qualifications and other general and vocational qualifications as part of a broad. The world of health and fitness requires sport scientists, physiotherapists, coaches, and athletes to understand how the body works and know how to adapt and improve the body's complex systems, structures, and functions. An understanding of fitness for sport will improve fitness to enable enjoyment of activities as well as improving technique and psychological wellbeing.

How will the course be delivered?

Unit 1: Fitness for Sport

Written examination: 1 hour 20 minutes - 40% of qualification

Unit 2: Improving Sporting Performance

Controlled assessment: approximately 4 hours - 25% of qualification

Unit 3: Coaching Principles

Controlled assessment: approximately 6 hours - 35% of qualification

Where will this take me?

The Vocational Award in Sport and Coaching Principles has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

For further information please contact: Mrs Ramage.

GCSE Statistics

Why study statistics?

A good understanding of statistics and data is becoming increasingly important for us to make sense of the world around us, whether it be current events in the news, a wide range of careers, or different subjects studied at school. GCSE Statistics will build on data handling skills used in GCSE Mathematics and teach learners additional methods for collecting, analysing and manipulating data. There will also be opportunities to develop skills of reasoning, problem solving and evaluation. In GCSE Statistics students will learn how to reach conclusions from data, calculate the likelihood of events occurring, and how to present data in a way that communicates ideas effectively to others.

How will the course be assessed?

GCSE Statistics is externally assessed through two exam papers, each 1 hour and 30 minutes long and worth 80 marks. There are two tiers, higher and foundation, but students may sit a different tier to their main Mathematics GCSE. The three assessment objectives will appear across both exam papers.

Assessment objective	Percentage
1. Demonstrate knowledge and understanding of statistical techniques used to: <ul style="list-style-type: none">■ collect and represent information■ calculate summary statistics and probabilities	55%
2. Interpret statistical information and results in context, and reason statistically to draw conclusions.	25%
3. Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.	20%

Where will this take me?

The ability to understand, manipulate and interpret statistics is essential to many aspects of study and work. This course will be useful for anyone considering studying maths or further maths A Level, Level 3 Core Maths, or other subjects such as psychology, geography or biology. GCSE Statistics supports a wide range of career options including finance, engineering, climate science, sales and marketing, genetics, astronomy, government and political science.

For more information please contact Mr J Willis.

GCSE Textiles (*Art and Design*)

Textile - art and design will encourage students to:

Develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to textile design and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to textile design. You may explore overlapping areas and combinations of areas.

- Art textiles
- Fashion design and illustration
- Costume design (garment construction methods)
- Constructed textiles (woven, knitted, felted)
- Printed and dyed textiles
- Surface pattern (printing, embroidery, appliqué and painting)
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles – CAD/CAM
- Installed textiles.

Please be aware you are unable to choose this course and Art & Design GCSE (Fine Art)

Structure of the course:

Component 1: Portfolio (60%)

A portfolio that 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.

Component 2: Externally set assignment (40%)

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

Assessment objectives

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- **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.

Career Value:

This course will help those interested in the specialist areas of art in fashion, fashion design, communication, theatre, graphics, textile design, fine art, 3 dimensional design, product design, garment manufacture, digital media etc. Art, when studied with other subjects, can open up career possibilities in a wide variety of areas, for example, art with aspects of the sciences can create career opportunities in conservation and restoration. The ability to think creatively is essential to many aspects of study and work.

For further information please contact Mrs Ramage.





[OAT]
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