

**MY  
MY  
MY**

**FUTURE  
CHOICE  
OPTIONS**



*Year 8*



**Dormers Wells  
High School**

Opening the door to success

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# DEAR STUDENT

In this booklet you will find information about all of the courses which will run at Dormers Wells High School next year. You will have choices to make which are amongst the most important decisions you will make whilst at school. You will be able to choose from a wide range of subjects.

Everyone must study English, mathematics, science, physical education, Computer Science, citizenship, languages, humanities and religious education. You will then have to make two additional choices.

Make sure you read this booklet carefully to find out as much as you can about all of these subjects before you make a choice. Make sure that you ask for, and listen to advice from teachers in subject areas, Miss Girvan, Mr Paine and our Connexions advisor, Mrs Hough. The Connexions service will be able to advise you in particular about your plans for further education and your future career.

The school will help you as much as it can so that you can start Year 9 with the best selection of courses for you. Just a word of warning, we will be restricted by numbers. We may need to ask you to take up your reserve choices. You should not be disappointed by this – whatever happens, we will help you make the best choices possible.

Mr Fenlon  
Head of School

# THE KEY STAGE 4 CURRICULUM AT DORMERS WELLS

All students in year 9 will study the following subjects:

- English
- Mathematics
- Science
- Computing
- CPSHE
- Physical Education
- Religious Studies
- French or Spanish
- History of Geography

Students will study GCSE English, mathematics and science as a three year course.

Students will then choose two further options from the following subjects:

- Art & Design
- Computer Science (Ebacc subject)
- Design & Technology
- Food Preparation & Nutrition
- History (Ebacc subject)
- Geography (Ebacc subject)
- Academic PE
- Performing Arts Rotation—Drama & Music

For most students it is the expectation that two of these four choices will be Ebacc subjects. The Ebacc is a measure of academic success. In order to gain this qualification students need to secure a good grade in the following subjects:

- English
- Mathematics
- Science
- Geography or History
- French or Spanish

The Year 9 option subjects have been designed to prepare students for GCSE study. It is therefore important that students consider not just the subjects they wish to study in year 9 but also the subjects that they would like to take in year 10. Please remember that if you wish to study a subject from these lists for GCSE, you must choose it this year as you will not be able to start a subject from these lists in Year 10.. When students move into year 10 they will be taking three, not four, options.



# ENGLISH

English Language & Literature is a combined course that is compulsory in Year 9. It builds on the learning that takes place in years 7 and 8 and bridges our students into GCSE.

## What will I be studying?

The Year 9 syllabus integrates key skills and texts from the GCSE English Language and English Literature course in order to encourage a lifelong love of reading and to prepare our students for the four exams they will sit at the end of Year 11. Teachers aim to achieve this through monitoring wider reading outside the curriculum and through developing an understanding of literary movements (for example, the origins of Gothic writing, Romanticism, realism and how the way we read has changed over time), as we believe this makes reading become a richer experience.

## How will this subject be assessed?

Formal written assessments take place for each unit that expose students to the style of the timed exam questions they will experience in Years 10 and 11. They will be graded on the 1-9 scale.

## The units of work in Year 9 are:

- Victorian Gothic: 'The Strange Case of Dr Jekyll and Mr Hyde' (novel)
- Romantic Poets vs. Modern Poets
- Persuasive Writing & Speaking
- Shakespeare's 'Macbeth'

## Challenge

Before Year 9, read at least one of these truly brilliant Gothic novels, and write a short review.

### Classics

'Dracula' by Bram Stoker  
'Frankenstein' by Mary Shelley  
'Wuthering Heights' by Emily Bronte  
'The Picture of Dorian Gray' by Oscar Wilde

### Modern

'The Woman in Black' by Susan Hill  
'Through the Woods' by Emily Carroll  
'Compulsion' by Martina Boone  
'The Name of the Star' by Maureen Johnson

### Career Links

- Writing
- Journalism
- Law
- Marketing and PR
- Editing
- Education
- Media

# MATHEMATICS

Mathematics is a compulsory subject and builds upon the learning that takes place in year 7 and 8. In year 9, students will begin covering the GCSE syllabus as part of our five year plan, using the 9-1 grading system. Some aspects of the GCSE curriculum would already have been covered in year 7 and 8.

## What will I be studying?

The content has been organised into the following broad topic areas listed below. The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards. The table below shows the approximate weighting

Topic Area	Foundation Tier	Higher Tier
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15

## How will this subject be assessed?

Two tier papers – higher (grades 4-9) and foundation (grades 1-5).

Students will sit the linear exam which is based on three written assessments. The questions will be a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

### Paper 1: Calculator not allowed

33⅓% of the total marks

1 hour 30 minute exam (80 marks available).

### Paper 2: Calculator allowed

33⅓% of the total marks

1 hour 30 minute exam (80 marks available).

### Paper 3: Calculator allowed

33⅓% of the total marks

1 hour 30 minute exam (80 marks available).

### Career Links

Accountancy

Architecture

Banking and Finance/ Economics

Biology/Chemistry/Physics/Medicine

Computing/Computer Sciences

Electrical/Electronic Engineering

Environmental Sciences

Marine Engineering

Mathematics

## Challenge

Look at the following row of numbers:

10 15 21 4 5

They are arranged so that each pair of adjacent numbers adds up to a square number:

$$10+15=25$$

$$15+21=36$$

$$21+4=25$$

$$4+5=9$$

Can you arrange the numbers 1 to 17 in a row in the same way, so that each adjacent pair adds up to a square number?



# COMBINED SCIENCE

## What will I be studying?

Science is a compulsory core subject divided broadly into biology, chemistry and physics. Teaching for the Combined Science GCSE starts at the beginning of Year 9. Students will study a wide breadth of topics in all 3 subjects including cells and control in Biology, extracting metals and equilibria in Chemistry and light and the electromagnetic spectrum in Physics. For more detail please view the specification on the Edexcel website. For information on Triple Science please see the "Triple Science" page.

## How will this subject be assessed?

External assessment All students will sit six examinations (2 in Biology, 2 in Chemistry, 2 in Physics) in combined science at the end of Year 11. Each paper is an hour and 10 minutes long. Each subject will have questions covering the following assessment objectives:

40% AO1: Demonstrate knowledge and understanding of scientific ideas, techniques and procedures.

40% AO2: Apply knowledge and understanding of scientific ideas, enquiry, techniques and procedures.

20% AO3: Analyse information and ideas to interpret and evaluate, make judgments and draw conclusions, develop and improve experimental procedures.

## Which examination board sets the syllabus?

Edexcel (Pearson)

## What qualification will I gain?

GCSE Combined Science (2 GCSE grades). Students who take Combined Science can still progress onto A Levels if they achieve at least one grade 6.

## Challenge

- What is mitosis?
- What is its role in the development of cancer?
- Why is crude oil in such high demand?
- How do we know the core of the Earth is magnetic?

## Career Links

Agricultural scientist  
Archaeologist  
Biology Researcher  
Biomechanics Engineer  
Biomedical Engineer/Researcher/Scientist  
Conservationist  
Cytologist  
Data Analyst/Scientist  
Ecologist  
Forensic Psychologist  
Scientist  
Gene Analyst/Geneticist  
Genomics Researcher  
Immunologist  
Marine Biologist  
Microbiologist  
Molecular Biologist  
Mycologist  
Oceanographer  
Pathologist

# TRIPLE SCIENCE

## What examination board sets the syllabus?

Edexcel

## What qualification will I gain?

3 separate GCSEs in Biology, Chemistry and Physics

## What will I be studying?

Students who opt for Triple Science will study the 3 GCSE Sciences, Biology, Chemistry and Physics in greater depth. This course will suit those students who are considering studying sciences at A Level and beyond, and have a strong interest in science. In addition to the combined science content, triple scientists will learn additional topics including polymers, astronomy and brain function. Due to the demanding nature of the course, students who take Triple Science would need to be performing highly in Science, Maths and English. All students will study the GCSE Combined Science content until the end of year 9, all of which appears in the Triple Science course. At the end of year 9 the top performing students will be selected to complete Triple Science. Triple Science is not an option, but is based on students' performance across year 9. Only those suitable for the course will be selected. For more detail on the additional topics taught in Triple Science, please view the specifications on the Edexcel website.

## How will this subject be assessed?

External assessment

All students will sit six examinations (2 in Biology, 2 in Chemistry, 2 in Physics) across the 3 GCSEs at the end of Year 11. Each paper is an hour and 45 minutes long. Each subject will have questions covering the following assessment objectives:

40% AO1: Demonstrate knowledge and understanding of scientific ideas, techniques and procedures.

40% AO2: Apply knowledge and understanding of scientific ideas, enquiry, techniques and procedures.

20% AO3: Analyse information and ideas to interpret and evaluate, make judgments and draw conclusions, develop and improve experimental procedures.

## Challenge:

Scans of the brain are able to show us blood clots, hemorrhages, tissue damage and cancer growth. What are the different types of brain scan and how do they work?

Flame tests can be used to identify the presence of certain ions in a solid. What are flame tests and how do the ions cause the flame to change colour?

What is the expected life cycle of a star larger than our sun?

## Career Links

Agricultural Scientist  
Archaeologist  
Biology Researcher  
Biomechanics Engineer  
Biomedical Engineer / Researcher / Scientist  
Cytologist  
Data Analyst / Ecologist, Education  
Forensic Psychologist Scientist  
Gene Analyst/Geneticist, Genomics Researcher  
Immunologist  
Marine Biologist  
Microbiologist  
Molecular Biologist  
Mycologist  
Oceanographer  
Pathologist  
Pharmacologist  
Pharmacist  
Toxicologist  
Veterinarian,  
Virologist  
Zoologist





# CITIZENSHIP. PERSONAL, SOCIAL, HEALTH EDUCATION

## What will I be studying?

All students study this course. The course offers a curriculum that aims to provide the skills, knowledge and attitudes necessary for students to make informed choices about their lives and their future. For example, students will investigate issues surrounding careers and their possible options.

In CPSHE lessons, students use discussion and multimedia to ensure they maximise their personal safety in the wider community. Citizenship issues such as governmental system, the European Union and identity are also explored.

## How will this subject be assessed?

CPSHE is assessed internally.

## Careers Links

The course is a sound basis for future training, higher education or employment. It will develop the thinking skills and understanding that underpin a range of careers, including law, teaching, armed forces, politics, police, social work or civil service.

## Challenge

Create a campaign to raise awareness of an issue that is important to you.

# COMPUTING (CORE)

This course is compulsory for all students and will help them to develop further as well-informed, autonomous users of IT.

Students will deepen their knowledge of technological and personal threats, learning how to stay safe in the cyber-world. They will also advance their knowledge of how computer systems work.

This will involve looking at:

- Networks
- Developing their knowledge of programming further
- Examining the use of common algorithms
- Mobile app development
- Technology use in context in the world today

## How will this subject be assessed?

Each unit will be assessed internally by an end of unit test. These can be prepared for by using resources available on Frog, and the notes you have collated in your exercise book.

## Challenge

What is the output of the algorithm below?

```
yearNine = false
```

```
if (NOT yearNine)
```

```
    OUTPUT "You are not in year nine!"
```

```
else
```

```
    OUTPUT "You are in year nine!"
```

Output: \_\_\_\_\_

## Careers Links

- Software Developer
- Database Administrator
- Computer Hardware Engineer
- Computer Systems Analyst
- Computer Network Architect
- Education
- Web Developer
- Information Security Analyst
- Computer Programmer



# PHYSICAL EDUCATION (CORE)

Every student in year 9 will participate in core PE. Students will undertake a range of activities, both individually and in teams.

## What topics will we cover?

Students will cover a variety of activities such as: Football, Badminton, Cricket, Athletics, Netball, Handball, Basketball and Fitness

## How will this subject be assessed?

Students will be internally assessed.

## Why is this subject important?

Every student needs to have a basic level of fitness; these lessons will aid students in leading a healthy, active lifestyle.

Students at all year levels will cover compulsory PE throughout their time in secondary school.

## Challenge

Find out the three components of a warm-up and why we do these.

3 part warm-up.

- 1.
- 2.
- 3.

Why?

## Careers Links

Physiotherapy  
Police  
Army  
Sport Psychologist  
Psychologist  
Sports Coach  
Sports Scientist  
Sports Centre Management  
Sport Analyst  
Nutritionist  
Sport journalist  
Lecturer  
PE Teacher  
Education  
Events Organiser

# RELIGIOUS STUDIES (CORE)

In Year 9 all students will study Religious Studies for one hour a week.

Our focus will be on developing the skills required to be able to discuss, reflect upon and write about issues in religion. For example, we will look at the skills you need to have a good discussion in the classroom, how to come up with a convincing point of view and use it in a debate or how to write an answer showing that you are aware of more than one point of view. We will also study the skills you need to be able to explore your own questions about religion and find answers through a personal project.

## What topics will we cover?

### The Study of Religions, Beliefs, Teachings and Practices

This course looks at different beliefs and attitudes to religious and non-religious issues in contemporary British society. Students gain a knowledge of the diversity of religious traditions in Great Britain with a focus on two of the six major world religions.

### Thematic Studies

The course encourages students to look at what it means to be a citizen from a religious point of view. It explores religious attitudes to relationships and families, peace and conflict and human rights.

## What course can I do next?

GCSE Religious Education

## How will this subject be assessed?

This is a non-examined course and will be assessed internally.

## Challenge

- What are the views of a pacifist?
- Can you find out what makes Desmond Doss so special?

## Career Links

- Law eg. Solicitor, Barrister, Legal Executive
- Psychologist eg. Forensic Psychologist, CBT Therapist, Child Psychologist
- Cognitive Psychologist
- Teacher
- Banking
- Politics
- Accountancy,
- Consultancy
- Youth Worker
- Charity Sector
- Clergy



# ART&DESIGN (PRE-GCSE)

## Art and Design portfolio preparation course

This is a structured course which offers an introduction to a broad range of art and design activities covering two and three dimensional art forms. This is a programme running for one year (three terms.)

It offers an opportunity for those who wish to build up a balanced portfolio to apply for further study, such as GCSE Art and Design or AS/A2 Art and Design.

It is also suitable for those who want to pursue Art and Design for personal development and enjoyment. The course is divided into three modules each centred round a core of ideas which are explored visually through a range of related media.

## What topics will we cover?

1. Portraits – Students will be introduced to a variety of different artists and craftspeople who have used the human face to express identity and emotions. Students will learn about the correct proportions of the face and how to draw the face through observational drawings of themselves and each other. Students will use a range of different materials and techniques to further develop their ideas. The final piece will be a large scale painting.

2. Surrealism – Students will be introduced to artists who have created weird, surreal and fantastical works of art. They will make observational and imaginative drawings and further explore the theme through different materials and techniques. The final piece will be a 3D ceramic sculpture.

3. Abstract Art – Students will be introduced to a wide range of artists and craftspeople who have been inspired by shape, form, line and colour to make non-figurative art. Students will make drawings direct from observation and their imagination. Ideas will be developed through a range of different materials. The final piece will be a print.

## When I've finished, what course can I do next?

GCSE Art and Design or Photography.

## How will this subject be assessed?

This is a non-examined course. Students will produce a portfolio of work which will be assessed internally, using the AQA GCSE Art criteria

## Career Links

- Fine artist
- Illustrator
- Photographer
- Animator
- Graphic Designer
- Arts Administrator
- Exhibition Designer
- Education
- Community Arts Worker
- Art Gallery Manager

## Challenge

- Research some artists that you admire the artwork of.
- Create a piece of artwork influenced by an artist of your choice.
- Analyse how different mediums can create textures similar to the artists you researched.



# COMPUTER SCIENCE (PRE-GCSE)

This course will run in parallel to the core computing course that all students take in year 9. It is for students who wish to go on to further study in this discipline and is designed to immerse them into the world of problem solving and Computer Science.

## What topics will we cover?

Students will study topics that will help them to prepare for the GCSE course in Computer Science. They will spend a significant amount of time programming and using technologies that are in common use in industry.

Students taking this course will spend time learning about:

- The internet and web technologies
- Computer software
- Binary conversion and arithmetic
- Storing images
- Networks

A significant amount of time will be spent programming using the following technologies:

- HTML, CSS and JavaScript
- Java

Due to the demanding nature of this course, students who are accepted on to it would need at least a teacher assessment of a grade 3 in both mathematics and English.

## What course can I do next?

The course will prepare students for GCSE Computer Science.

## What careers might this lead to?

A large amount of academic research across all disciplines is now enabled by programmers. There are a variety of roles in industry including programmer, data analyst, systems analyst, IT technical support, network design and administration.

## How will this subject be assessed?

Each unit will be assessed internally by an end of unit test. These can be prepared for by using resources available on Frog, and the notes you have collated in your exercise book.

## Challenge

What programming languages do we teach at DWHS and why?

## Careers Links

Software Developer  
Database Administrator  
Computer Hardware Engineer  
Computer Systems Analyst  
Computer Network Architect  
Education  
Web Developer  
Information Security Analyst  
Computer Programmer



# DESIGN & 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.

The option available is DT with an area of specialism, which means the ALL students will be expected to learn the core topics below, but the practical products made will lean towards your chosen area of focus.

## PRACTICAL – chosen area of focus.

If your interest is fashion then all the product you make will be fashion and textile based (coats, dresses, trousers, bags, t-shirts, pencil cases, cushions).

If your preference is wood/metal/plastic, you will be making products such as storage boxes, chairs, tables, light installations, jewellery, speakers clocks

## THEORY – core topics

All students of the new Design and Technology specification will explore the following topics:

- Industry/Enterprise
- Sustainability
- Social/Cultural Influences
- Environmental issues/Deforestations /6R's
- Production Techniques
- Modern Materials/Smart Materials
- Technical Materials
- Inputs Processes and Outputs.
- Levers and Linkages
- Papers/Boards/Plastics/Wood/Metals/Fabrics
- Safety At Work/Laws
- Tools and Equipment
- Surface Treatments and Finishes.
- Designers Studies

## All students will investigate the following companies

Harry Beck  
Marcel Breuer  
Coco Chanel  
Norman Foster  
Sir Alec Issigonis  
William Morris  
Alexander McQueen  
Mary Quant  
Louis Comfort Tiffany  
Raymond Templer  
Marcel Breuer  
Gerrit Reitveld  
Charles Rennie Macintosh  
Aldo Rossi  
Ettore Sottsass  
Philippe Starck  
Vivienne Westwood  
Alessi  
Apple  
Braun  
Dyson  
Gap  
Primark  
Under Armour  
Zara

## When I've finished, what course can I do next?

GCSE Design & Technology

## How will this subject be assessed?

You will be internally assessed at the end of each module.

## What will I be studying?

You will have the opportunity to design products using technical skills, working in a wide range of materials to model, prototype and manufacture your designs into a outcome.

Through designing and making, you will look at product issues and demonstrate skills in communication, investigation, analysis, design, manufacture and evaluation.

You will be expected to choose and work with appropriate materials, components, tools and equipment, use specialist techniques and processes to shape, construct and assemble a high-quality prototype, appropriate to the materials and/or components used.

## Challenge

Develop a soft drink that meets a specific target customers need. Ingredients of an existing drink could also be altered, but the logo must be close to the original. Research the following designers. What is their signature style?

- Vivienne Westwood
- Alexander McQueen
- William Morris
- Mary Quant

## Career Links

Fashion Designer

Illustrator

Fashion Photographer

Fashion Stylist

Textile Artist

Retail

Printer

Fashion Journalism

Fashion Promotion and Marketing

Illustration.

Architecture

Animation

Structural & Civil Engineering

Aerospace Design and Engineering

Computer Games Design

Product Design

Aerodynamic Design

Automotive Engineering



# FOOD PREPARATION AND NUTRITION

Students will be given the opportunity to understand the skills required to cook, whilst applying the principles of food science, nutrition and healthy eating. They will develop vital life skills that enable them to feed themselves and others affordably and nutritiously.

They will develop an understanding of the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.

They will plan, prepare and cook using a variety of foods, cooking techniques and equipment, developing their knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.

There will be opportunities for students to understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

**When I've finished, what course can I do next?**

GCSE Food Preparation & Nutrition

**How will this subject be assessed?**

You will be internally assessed at the end of each module.

## Challenge

Look at the Eatwell Guide below. Track your daily intake of each food group and analyse whether you are eating a balanced diet. If not, what targets can you set for yourself to ensure you eat a more balanced diet?

## Career Links

Baker  
Barista  
Chef  
Restaurant Manager  
Food Scientist  
Nutritional Therapist  
Education  
Hospitality and Catering Buyer

# FRENCH (PRE-GCSE)

## Pre-GCSE French course

This is a structured course which offers an opportunity to build upon student's previous learning in French, develop a deeper knowledge and appreciation of French culture, and to prepare students for GCSE French.

The course covers a range of topics, a variety of language learning activities and opportunities to reinforce and develop learning in French, with a focus on accuracy, communication and grammar. The course is aimed at developing student's confidence in their own ability and students are given every opportunity to exercise the four language skills of: listening and understanding; speaking; reading and understanding; and writing.

### What topics will we cover?

We use Studio 3 for this course. 5 modules will be covered throughout the year including many topics such as: personal interests and leisure activities; home town and area; future plans and the world of work; customers service scenarios; Francophonie.

### When I've finished, what course can I do next?

GCSE French.

### How will this subject be assessed?

This course is assessed internally.

### Challenge

Watch and translate a film / magazine in another Language.

Could you also find:

- 5 famous French writers?
- 5 French speaking countries in the world?
- The name of 5 main cities in France?

Bonne chance!

### Career Links

Charities Administrator  
Commissioning Editor  
Consultant  
Human Resources Officer  
Interpreter  
Investment Analyst  
Journalist  
Logistics/Distribution Manager  
Management Accountant  
Marketing Manager (Social Media)  
Public Relations Officer  
Secondary School Teacher  
Solicitor  
Tourism Officer  
Tourist Information Manager  
Translator



# GEOGRAPHY (PRE-GCSE)

This is a structured course that offers the chance for students to further develop their geographical knowledge and skills across a broad range of topics in preparation for the study of GCSE geography.

The course offers students the chance to explore a range of countries, peoples and cultures and their interaction with human and physical processes. Pupils will learn about the causes, effects and responses to major UK and global events in addition to the skills needed to be successful in GCSE examinations.

It is also suitable for those who wish to further understand the world around them, which will benefit the study of a number of other GCSE subjects such as maths, the sciences and business.

## What topics will we cover?

### 1. Changing Places

Students will study changing population patterns and the effects of these globally. They will look at the differences in developed and developing nations caused by rapid population growth and change. The unit focuses on migration and the recent movements of people and refugees from areas facing issues across eg Syria. The unit also looks at the responses nations have taken to manage over population and migration.

### 3. Water and Ice on the Land

Pupils will learn how the UK has been covered and shaped by ice, the features created and what life would have been like at this time. They will also focus on water, a resource in short supply around the world and how people use and attempt manage it.

### 5. Examination and Controlled assessment skills:

Pupils will look at the structure of short and long answer questions using photos, diagrams, text and graphical resources. They will also focus on tasks relating to each section of a controlled assessment to prepare for GCSE geography.

## Challenge

Please investigate the recent migration patterns around the world. Try to find out which people are moving, where to and why?

### 2. Climate change and Tropical rainforests

Pupils will learn about climates and ecosystems around the world. How animals and plants adapt to these conditions and how humans effect the environment around them. They will focus on the Brazilian tropical rainforest, its structure and indigenous people. Students will also look at deforestation and the effects this is having globally and on local people and wildlife.

### 4. Changing cities

This unit focuses on how cities have been shaped by their location, culture, economic activity and links to the wider world. Students will look at these factors to assess the problems experienced in London and Rio and how these are being managed.

## When I've finished, what course can I do next?

GCSE Geography

## How will this subject be assessed?

Each unit will be examined through a end of topic assessment

## Career Links

Environmental Consultant, Town Planner, Geographical Information Systems Officer, Conservation Officer, Recycling Officer, Landscape Architect, Education



# HISTORY

During Year 9 History students will study six topics over the course of the academic year, with each topic designed around an enquiry question that both structures and directs the course of learning. All six topics are linked together under one theme, which helps students to develop their chronological understanding and make connections between different historical periods and parts of the world. During Year 9, the theme that students will be considering is that of 'Conflict and Cooperation', which focuses on times of both war and tolerance in different areas of the globe, dating back as far as Medieval times and coming up to the recent past. All lessons are built on key historical concepts, such as diversity, interpretation and causation, to encourage deeper historical thinking, and vital GCSE skills are developed from the start.

## What topics will we cover?

### 1. What made medieval Cordoba so special?

An enquiry into the largely multi-cultural, religiously tolerant, and intellectually developed society that existed in Muslim Spain during the Medieval period.

### 3. What was the impact of the transatlantic slave trade?

This topic traces the impact of the transatlantic slave trade, from its origins in West Africa to the civil rights movement in the USA, and evaluates the impact that it has had, both on those involved and wider society.

### 5. The road to war: what caused the outbreak of WWII?

This topic investigates the more long-term consequences of the First World War and examines to what degree the roots of the Second World War can be found in the earlier conflict. In doing so it charts the collapse of the global economy, the overthrow of the Russian monarchy and the Rise of Hitler and his Nazi party.

### 2. Why can't historians and filmmakers agree about the Crusades?

A topic focused on the historical concept of interpretation, using both primary and secondary evidence to investigate the events of the Crusades in the Middle East and how they have been since been represented.

### 4. How did two bullets cause 20 million deaths?

An enquiry into the causes and consequences of the First World War, looking at both the human, military, social and economic results of such a devastating conflict.

### 6. Why was the world divided between 1945 and 1991?

The final Year 9 enquiry looks at the state of Europe and the wider world following the Second World War, during which tensions developed that came to be known as the Cold War. This topic looks at why this situation materialised and traces its development until the collapse of Communism just a few decades ago.

**When I've finished, what course can I do next?** GCSE History

**How will this subject be assessed?** Each unit will be assessed internally

## Challenge

Make sure that at Options Evening you ask your teacher about how studying History at GCSE, A Level and even university can link to future careers. In the meantime you could investigate which famous people studied History at university. Here are a few to start you off: Louis Theroux, Jonathan Ross, Sacha Baron Cohen.....

## Career Links

The Law, Marketing, Advertising, Public Relations, Politics, Teaching and Research, Archiving and Heritage, The Media, Archiving and Heritage



# PERFORMING ARTS ROTATION (PRE-GCSE)

This course is run by the Performing Arts Department with an equal emphasis on both Drama and Music. Students will be required to study a range of activities within each discipline, including performing and creating. Learners will examine live and recorded performances in order to develop their understanding of how to analyse and evaluate what they see and/or hear. Music and Drama offer an opportunity to develop skills to improve creativity, confidence and communication. Students are given many opportunities to work in groups to develop their performance and design/composition ideas.

## What topics will we cover?

**Drama.** Devising from a stimulus, performing from a play and evaluating performance. In Drama we will study modern exciting and challenging play texts as well as thought provoking stimuli.

**Music** Performing music, composing original music and study of a famous musical piece. In Music there will be the opportunity to study popular music, film music, musical forms and devices and music for ensembles.

## How will this subject be assessed?

Students will be assessed and receive feedback at the end of each unit via either written work and/or performance work.

## Challenge

**Drama:** Choose a picture (this can be from anywhere - the news, a family album etc) and create/explain the story behind it. Present this as a short performance or a written script. You can do this with friends or on your own.

**Music:** Choose a picture (this can be from anywhere - the news, a family album etc) and create a piece of music (using keyboards or GarageBand) which tells the story behind the picture.

## Career Links

Producers, Social Workers, Lawyers, Journalists, Actors, Radio Presenters or Producers, Marketing Managers, Councillors, Events Managers, Editors, Theatre Directors. TV / Radio Presenter, Stage/Theatre Manager, Singer or Backing Singer, Music/Drama Therapist, Session Musician, Broadcast Engineer, Songwriter, Playwright, Orchestral Musician, Teachers, Managers within the Arts.

# SPANISH (PRE-GCSE)

This is a structured course which offers an opportunity to build upon student's previous learning in Spanish, develop a deeper knowledge and appreciation of Spanish culture, and to prepare students for GCSE Spanish.

The course covers a range of topics, a variety of language learning activities and opportunities to reinforce and develop learning in Spanish with a focus on accuracy, communication and grammar. The course is aimed at developing student's confidence in their own ability and students are given every opportunity to exercise the four language skills of: listening and understanding; speaking; reading and understanding; and writing.

## What topics will we cover?

We use Viva 3 textbook for this course. 5 modules will be covered throughout the year including many topics such as: school, food; holidays; talking about the past and technology.

## When I've finished, what course can I do next?

GCSE Spanish.

## How will this subject be assessed?

This course is assessed internally

## Challenge:

Watch and translate a film / magazine in another language

Could you also find:

- 5 famous Spanish writers?
- 5 Spanish speaking countries in the world?
- The name of 5 main cities in Spain?

¡Buena suerte

## Career Links

- Charities Administrator
- Commissioning Editor
- Consultant
- Human Resources Officer
- Interpreter
- Investment Analyst
- Journalist
- Logistics/Distribution Manager
- Management Accountant
- Marketing Manager (Social Media)
- Public Relations Officer
- Secondary School Teacher
- Solicitor
- Tourism Officer
- Tourist Information Manager
- Translator



# ACADEMIC PE (PRE-GCSE)

This is a course designed for students with a real interest in PE and Sport, who wish to develop their knowledge across a range of topics in preparation for the study of GCSE PE or Btec Sport. Students will be introduced to topics from the GCSE specification. The students will undertake practical sports designed to enhance their ability in sport as well as their leadership.

Students who wish to take part in Academic PE should be looking to take part in GCSE PE in year 10 and 11, and possibly thinking of a career in the sports industry. Students need to take part in extra-curricular school sport and also be taking part in one sport outside of school. The sport outside school should be part of a club and have coached training sessions and competitive competitions or fixtures.

The course will give students experience in a range of sporting activities, possible qualifications from various national governing bodies and begin the exploration of the GCSE specification. During the course, students will have the chance to be a focal point of the school's sporting future and will have the opportunity to lead and organise sporting events around the school. Students will also gain an understanding of PE as an academic subject.

## What topics will we cover?

The course will cover the theory topics of how to improve our practical performance, methods of training, components of fitness, the cardiorespiratory system, the musculoskeletal system and diet and nutrition. Also, the course will cover sports and improve your practical skills and leadership.

## When I've finished, what course can I do next?

GCSE PE or BTEC PE.

## How will this subject be assessed?

All topics will be assessed using the OCR GCSE assessment criteria.

## Challenge

Find out what the three components of a warm-up are and explain why we do these.

3 part warm-up.

- 1.
- 2.
- 3.

Why?

## Career Links

- The Law
- Marketing and Advertising
- Public Relations
- Politics
- Teaching and Research
- Archiving and Heritage
- The Media
- Archiving and Heritage

# YOUR QUESTIONS ANSWERED

A guide to some of the issues you may have when trying to complete your option form

## How many GCSEs will I eventually be studying in Year 10?

Most students will study a total of 8 GCSEs.

## Why do I have to choose reserve subjects in addition to my initial choices if I can only study 4?

It is not always possible to give students their first choice subjects; this may be for a number of reasons such as not enough people choosing the subject, subjects clashing in the option blocks or other situations. If you know what your reserve choices are we can try and make these fit.

## What is the English Baccalaureate?

To complete the English Baccalaureate at Dormers Wells you would need to study English, mathematics, science, history or geography and one of French, Spanish, Panjabi, Urdu or be accredited at GCSE level in your home language.

If you have any more questions, don't forget to ask your Form Tutor, Mr Paine, Miss Girvan or our Connexions Advisor, Mrs Hough.

