

Wednesday 31st January



ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

# Year 9 Guided Options Evening 2023-24

Mr Bending

Assistant Headteacher

---

MERCY • INTEGRITY • CARE AND COMPASSION • HUMILITY • ACHIEVEMENT • EQUALITY • LEADERSHIP • SERVICE

# Qualifications system in England

www.theparentsguideto.co.uk

Level	Qualification / educational route		
<b>3</b>	A levels Grades A-E	International Baccalaureate	T Levels
			BTEC diploma BTEC certificate
<b>2</b>	GCSE Grades 4-9 (C, B, A or A*)		BTEC first diploma
			Advanced apprenticeship / NVQ 3
<b>1</b>	GCSE Grades 1-3 (D,E,F or G)		Foundation diploma / entry level qualifications
			Intermediate apprenticeship / NVQ 2
	Academic route	Vocational route	Applied / work route

# Our curriculum offer

English Language

English Literature

Maths

Combined Science

GCSE RE

BTEC Sport

PLUS – 3 subjects chosen through the Guided Options process.

# List 1

Everyone will have to choose at least one of:



Geography

Or

History

Or

A Language

Or

Computer Science

(limited to students that have been chosen by the Computing department)

OR

Triple Science

(limited to students that have been chosen by the Science department)

# List 2

## Other courses we offer:

### ***Vocational = 1 GCSE***

- BTEC Digital IT
- BTEC Enterprise
- BTEC Music
- BTEC Performing Arts (Drama)
- BTEC Children's Play and Development
- BTEC Health and Social Care
- BTEC Performing Arts (Dance)
- WJEC Vocational Award Hospitality and Catering

### ***GCSEs***

- Geography
- History
- Triple Science
- Spanish
- German
- Computer Science
- Art – Fine Art
- Art – Textiles
- Design Technology

# Pathways

## ***EBacc***

Core offer

A language (*Spanish or German*)

History or Geography

One subject from list 2

## ***General pathway***

Core offer

One subject from list 1

Two subjects from list 2

# EBacc pathway

It is a collection of academic subjects.

“Enablers” – They enable you to apply for almost anything and give you the widest choice post-16.

# GCSE Modern Foreign Languages

Ms Adams

Head of Spanish

Miss Kirton

Head of German



**Students in Year 9 choose either German or Spanish.  
This will be the language that they have learnt during KS3.  
Students build on prior learning.**



# Throughout the 2-year course, students will study the following 6 main themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

These build on topics already covered in KS3

Within the thematic contexts, students could use their vocabulary and grammar to listen to, read, speak and write about the following subjects:

Family	Friends	Relationships	Equality
Physical wellbeing	Mental wellbeing	Food and drink	Sports
Places in town	Shopping	Transport	The natural world
Environmental issues	Social media and gaming	Future opportunities (e.g., work, travel)	School
Music	TV and film	Accommodation	Tourist attractions

## SUCCESS CRITERIA

## HOW WILL YOU BE ASSESSED?



Students are entered for FOUNDATION or HIGHER tier for all papers  
**There are 4 papers in all.**

### **Paper 1 - Speaking in the TL**

**(25% of final grade)**

**Task 1: Read aloud (12 marks)**

**Task 2: Role play (10 marks)**

**Task 3: Picture task with conversation (16 marks)**

**SUCCESS CRITERIA**

**HOW WILL YOU BE ASSESSED?**



## **Paper 2 - Listening and understanding in the TL**

**(25% of final grade)**

**Section A: Listening (40 marks)**

**Section B: Dictation (10 marks)**

**SUCCESS CRITERIA**

**HOW WILL YOU BE ASSESSED?**



**Paper 3— Reading and understanding in the TL**

**(25% of final grade)**

**Section A: Reading and understanding (40 marks)**

**Section B: Translation into English (10 marks)**

## SUCCESS CRITERIA

## HOW WILL YOU BE ASSESSED?



### Paper 4 — Writing in the TL

**(25% of final grade)**

#### *Foundation Tier*

- Question 1: **picture-based task** (8 marks)
- Question 2: one of two **open-response questions**, set in formal context (14 marks)
- Question 3: one of two **open-response questions**, set in informal context (18 marks)
- Question 4: **translation into TL** (10 marks)

#### *Higher Tier*

- Question 1: **one of two open-response questions**, set in informal context (18 marks)
- Question 2: **one of two open-response questions**, set in formal context (22 marks)
- Question 3: **translation into TL** (10 marks)

In today's global economy, knowing another language really gives students a competitive edge when applying for jobs. Possible careers may be in:

- Translation and interpreting
- International business
- Legal careers - lawyer, solicitor, legal secretary
- Government careers including teaching, charity organisations, and a wide range of jobs in other countries.



This course can lead you into studying a language in **further and higher education**, and is seen as a **facilitating subject** when applying to universities.

# GCSE Geography

## Mrs Careless

### Head of Geography



# GCSE Geography

“Growing Great Geographers”



“Now, more than ever before, in many ways, it’s the story of us, the story of our planet, the politics, the people, the landscape. It’s who we are and why we are like that.”

Simon Reeve (Adventurer & Author)

# GCSE Geography

“Growing Great Geographers”



## Eduqas Specification A

### Component 1: Changing Physical and Human Landscapes (Exam 1 - 35% of total marks)

- Landscapes and Physical Processes - UK rivers and coasts
- Rural-urban Links - cities on a national and international scale
- Tectonic Landscapes and Hazards - earthquakes, volcanoes & tsunamis

### Component 2: Environmental and Development Issue (Exam 2 - 35% of total marks)

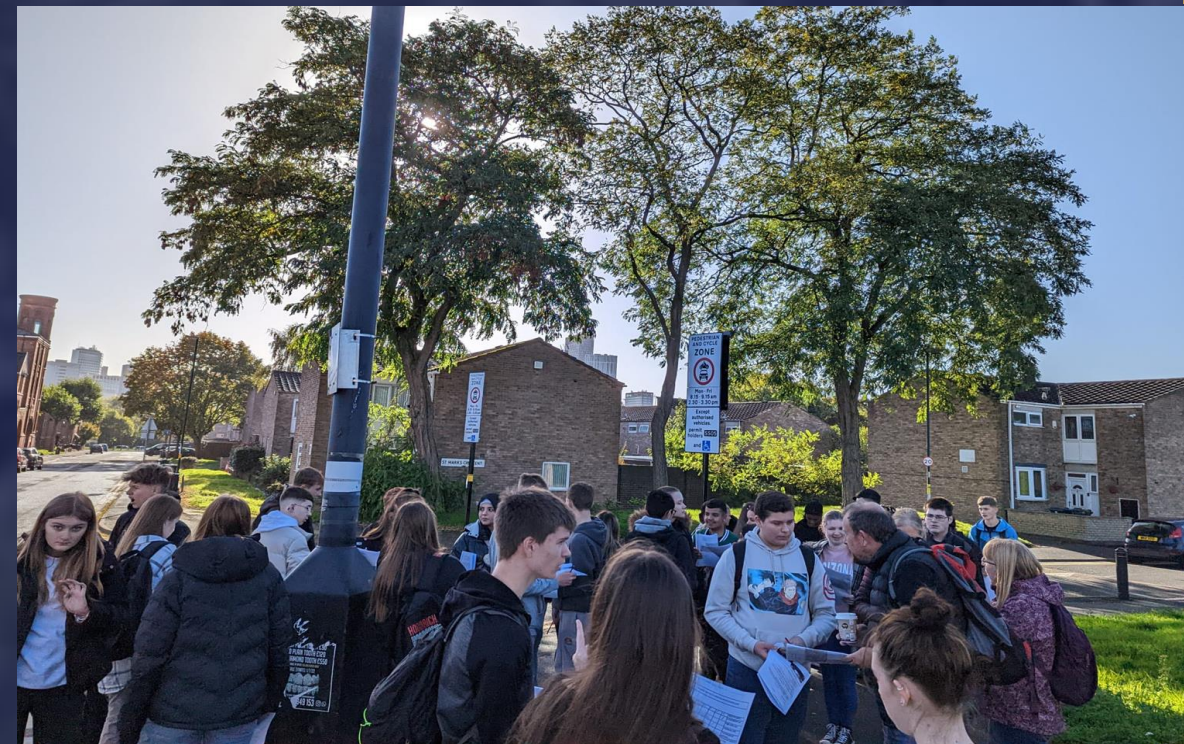
- Weather, Climate and Ecosystems - tropical storms, climate change & tropical rainforests
- Development and Resource Issues - rich v poor
- Environmental Challenges - contemporary environmental issues

### Component 3: Applied Fieldwork Enquiry (Exam 3 - 30% of total marks)

- Cardingmill Valley & Church Stretton, Shropshire Hills
- Birmingham City Centre



MERCY • INTEGRITY • CARE AND COMPASSION • HUMILITY • ACHIEVEMENT • EQUALITY • LEADERSHIP • SERVICE



# GCSE Geography

“Growing Great Geographers”



“Geography graduates are very employable, with the skills, knowledge and understanding gained during a geography degree held in high regard by employers. Geography graduates also have a good range of career options across sectors, are paid above average salaries and enjoy rapid progression to more senior roles ”

Royal Geographical Society

## Career Pathways

Did you know there are more Accountants with geography degrees than maths degrees?

Here are just some of the careers – Armed Services, Teaching, Surveying, Architecture, Civil Service, Leisure and Tourism Industry, Estate Agency, Planning, Transport and Communications

AS/ A Level Geography

Geography Degree—either BA or BSc



# GCSE History

## Miss Adams

### Head of History



- Accountancy firms
- Archive and records offices
  - Banks
  - Charities
- Higher education institutions (HEIs)
- International development organisations
  - Law firms
- Management consultancies
- Publishing companies
  - Retailers
  - Schools
- Television and radio broadcasters



BBC Sport Manchester  
@BBCRMSPORT

The winners continue at the 2020 North West Football Awards 🏆

@BBCRadioManc's @MikeMinay has been named Football Journalist or Broadcaster of the Season 🏆🏆🏆

#NWFA2020



Mike Minay and 7 others

12:31 · 09/11/2020 · Twitter Web App



Image: Pixelflakes & Studio Egret West

**Lewisham town centre is getting a spectacular glow-up**



# What can I expect?

Q2. To what extent does this source accurately reflect the criticism of the theatre during Elizabethan times? [8 marks]

How and why is it **accurate** about the Theatre? Use context/author/audience/purpose

How and why is it **NOT accurate** about the Theatre? Use context/author/audience/purpose

this is accurate because I know that many things would take the theatre as an opportunity to rob the rich

this is not accurate because they make it sound like there were always fights and that it was a bad place to go whereas that is not accurate

at the time crime was a huge issue e.g. vagrants, beggars by the council they would have first hand accounts of the theatre

**SOURCE 1:**  
Extract from a document written by the council of the city of London in December 1574, expressing concern over maintaining law and order.

"Great disorders and inconveniences have affected this city by the great multitudes [crowds] of people, especially youths who go to plays and shows-especially quarrels and fights; drunkenness in inns which have open stages and galleries adjoining them; withdrawing of the Queen's subjects from church services on Sundays and holidays when plays are performed; the waste of money by poor persons; various robberies by picking and cutting of purses."

the author is written by the council who probably didn't like the plays as they weren't pro-government so they would be against

Jails to explain to views of puritans who opposed because of religion  
purpose to persuade those in charge to shut it down making it less accurate

Personalised marking

**WOW**

- You have demonstrated a good understanding of the consequences of prohibition.
- You have considered the authorship of the source.
- You have reached a judgement saying how and why the interpretations differ.
- You use detailed context to support the interpretations.
- You display clear understanding of exam literacy, how to construct and develop responses.
- You consider the authorship of the interpretations.
- You analyse and evaluate in your response, considering the content, author, audience and purpose.

**NOW**








- You need to use context to support both sources.
- Consider the authorship and audience of both interpretations.
- You need to reach a judgement on how/why the two interpretations differ.
- You need to focus on substantiating your judgement to explain why the authors have different interpretations of the same issue.
- State whether the interpretation supports the view or not, or to some extent.
- You need context regarding the economic reasons for prohibition, for example; taxation, moonshine, breweries closing.

In conclusion the interpretations differ in what they say slightly, one suggests crime made prohibition unpopular. The other considers crime and enforcement. They also differ as they have different authors and audiences. One is aimed at an academic audience, whereas the other is for GCSE students. This means that one goes into depth and the other gives a broad overview.

Tips (Interpretations) for:

- State the obvious in intro
- Use the content of the source
- A named example (Al Capone, Monkey Trials)
- Author and who they are
- Why was it made? (he has researched prohibition in depth for an academic audience.)

# What can I expect?

-  Christmas fun quizzes, all 5, yes ALL 5!!!
-  Exciting News Quiz 5!!!!!!!!!!
-  Exciting news!!! Weekly quiz 4, the Wall Stre...
-  Revision booklets
-  Exciting news weekly quiz 3!!!
-  Exciting news USA inter-leaving quiz 2!!!
-  Exciting news, interleaving knowledge quiz ...



# What can I expect?

identify vagrants and ensure they were not given any charity.

A second reason the poor law was important is it punished vagrants, deterring other poor people to become one too. An example of this punishment is the 3 strike system. If a vagrant was caught begging once they were whipped and branded. If caught 3 times they were hung. The punishment of vagrants was significant as it allowed Elizabeth to gain control of the spread of vagrancy.

Another reason the poor laws were significant is because they helped the impotent and (able bodied) poor. An example of this aid is the poor rate people had to pay to aid the poor, if they refused they were sent to a house of correction. Another way is forcing children to learn a craft or trade, this stopped poverty at its roots and was cheaper for the Elizabethan government than aiding the poor financially in later life. It's also kept materials and tools for the poor to use.

Overall the poor law of 1601 was significant because it helped the able bodied poor as well as punishing vagrants. It also was the beginning of helping the poor rather than punishing them all.

## New Justification

Overall the poor law of 1601 was significant because it helped the impotent poor as well as punishing vagrants. It also allowed the poor to gain good attention instead of being ignored by Elizabethan society. The poor laws allowed Elizabeth to control vagrants and their spread throughout the country. Stopped their number increasing from 10,000.

more detailed explanation needed

important!

3+6  
9

# What can I expect?

Target

8

Overall Grade

34/38 8

2 marks off

9




Feedback Focus:

USA

History Assessment Reflection

↻ Step One: Reflect ↻

How do you feel about your mark/grade?

Why?

I did a lot of revision to prepare and I think it has payed off in the exam.

🔍 Step Two: Analyse - Highlight your top targets for History GCSE 🔍

Knowledge	Historical Skill
1. Include more specific context where needed.	1. Make sure to use the command word in my answer (useful, significance, accurate etc)
2. Don't be vague – use facts, names, statistics etc.	2. Make inferences from questions with sources/interpretations.
3. Revise context using Google Quizzes to improve quick recall.	3. <u>Form judgements where necessary.</u>
4. Apply context to sources/interpretations.	4. Comment and explain authorship where necessary.
5. <u>To consider context in relation to other interpretations.</u>	5. <u>Expand on basic comments made on authorship/audience/purpose.</u>

📖 Where did you lose marks and why? 📖

Question number	Was it knowledge or skill that needs to improve? How will you do this?
Q1 (5 marks)	I needed to include more knowledge surrounding different crimes at the time - Google quizzes - Al Capone.
Q2 (8 marks)	I needed to improve my skill - I needed a clear overall judgement about what the source's other purposes may have been.
Q3 (10 marks)	I needed to mention the audiences for both sources and compare the audience and authorship of both.
Q4 (11 marks)	I needed to make more detailed comments about each author, and compare the two in terms of significance.
Q5 (16 marks + 3 SPaG)	I needed to ensure that the judgement has more focus on answering the question - it has to be specific.

FOUR exams – two breadth and two depth studies

**USA: A Nation of Contrasts (1910-29) - 25%**

**The Elizabethan Age: 1558-1603 - 25%**

**Changes in Health and Medicine c.500 - present day –  
25%**

**The Development of Germany 1919-1991 – 25%**

# School Website



[Home](#) | [About Us](#) | [Our Values](#) | [News & Events](#) | [Curriculum](#) | [Careers](#) | [Student Voice](#) | [Pastoral](#) | [Wellbeing](#) | [Contact us](#)

## Subject Information



**Thursday 29th February**

Year 9 Parents' Evening

3:30 - 6:00 pm



**Friday 15th March**

The deadline for completing the online options form. The options web form will close on this day.



[www.sims-options.co.uk](http://www.sims-options.co.uk)