



# Year 9

# option Guide

## 2023-25



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## MAKING THE RIGHT CHOICES

### Helping you make your choices

During the last few weeks you will have taken part in some decision-making exercises and have been given information about the choices available for study in years 10 and 11. Do not be worried if you feel you cannot take all this in at once, or if there is something which you do not understand. There are lots of ways of making sense of it all: by asking teachers and tutors, by asking the subject specific teachers or by reading this booklet and also talking it over with your family/carers and friends. Whilst reading this booklet you need to think carefully about the subjects you want to study over the next two years.

### Very important

Whichever subject you finally choose, you will continue to follow them until your examinations in 2025. There may be some changes in some subject areas as 2025 is a long way off. If this was to happen, you will be told as soon as possible if these changes may affect you.

### Points to note

When selecting your subjects, please bear in mind the following:

1. **DO** Choose subjects **you** would like to do. These are usually the subjects in which you get the best results.
2. **DO NOT** choose a subject because your friend has. Your interests and abilities are not necessarily the same, nor is there a guarantee that you will be placed in the same teaching group.
3. Discuss your choices with your parents/carers as well as your teachers and tutors. If you have any problems/questions seek advice from the subject teachers.
4. You will be given the opportunity to speak to your Connexions Advisor as to what may be best for you.
5. Once you have chosen your subject **you will not be able to change** except under the most exceptional circumstances, as it is extremely difficult to do so.



# Oakfield

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## General points for consideration



At this early stage in your education, you probably do not have a definite career plan. Do not worry. The purpose of giving you different options provides a balanced curriculum; that will give you the ability to pursue a wide range of career choices in the future.

Most careers entered at age sixteen, are not specific to subject. Employers often ask for “four/five GCSEs at grades 4 and above”, or the equivalent in BTECs or similar qualifications, for example ASDAN.

**Good qualifications are still necessary**, if you want to pursue a career and gain promotion. Qualifications, however, need to be supported more and more by good personality traits: flexibility, adaptability, initiative, interest and motivation.

The old traditional careers are now few in number, opportunities are low and competition is high. The trend is towards careers requiring technical know-how and good personal skills, as well as the ability to work with others in a team.

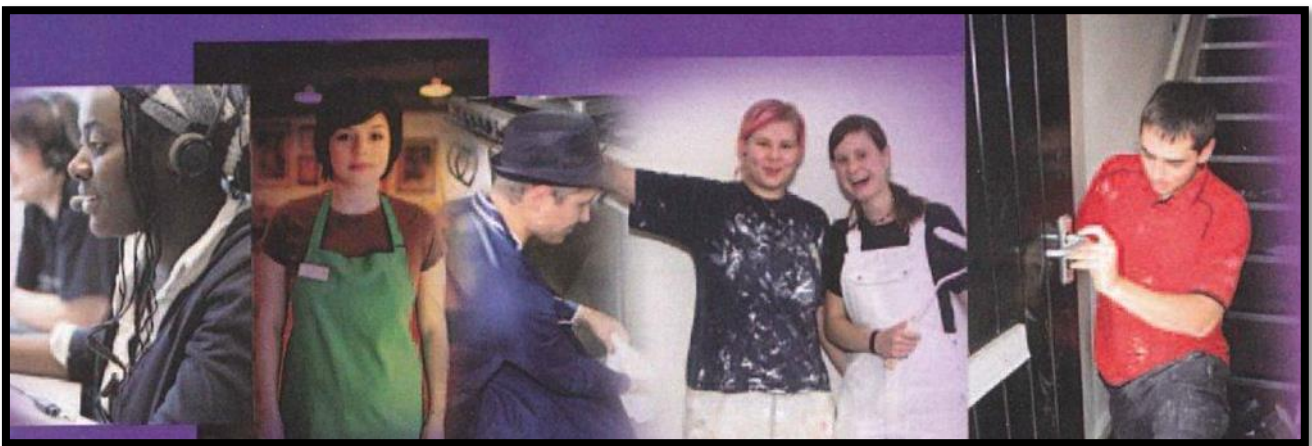
Choose wisely and carefully.

**Mrs L Smith**  
*Deputy Head*

**Mr L Thompson**  
*Assistant Head*

# connexions

Connexions helps young people in Hull aged 13 to 19 to make informed choices about their education, training and employment. We also help you find appropriate opportunities. We support young people with learning difficulties or those who have disabilities up to the age of 25.



## Your Connexions Advisers are:

**Abigail Hollands**

T: 07592592819

E: [abigail.hollands@hullcc.gov.uk](mailto:abigail.hollands@hullcc.gov.uk)

**Alex Bell**

T: 07925361172

E: [alex.bell@hullcc.gov.uk](mailto:alex.bell@hullcc.gov.uk)

## **Address**

Kenworthy House  
104 George St  
Hull

# College courses



East Riding College offers a wide range of accredited vocational courses, from Entry Level up to Level 2. The college have excellent achievement rates which are delivered by an experienced and dedicated 14-16 team.

East Riding College Beverley, offer part-time discrete 'school links' classes. The courses are based on 35 week delivery. The following courses are available from September 2022. Year 10 courses operate on a Tuesday and year 11 on a Wednesday. Attending college will help prepare pupils for post 16.

## Course

Construction/Joinery

Motor Vehicle

Engineering

Catering

Hair and Beauty

Public Services

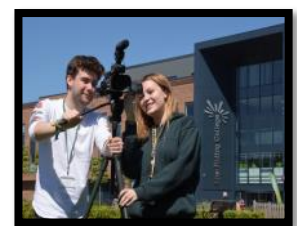
Media

Travel and Tourism

Sport

Land studies

Animal care



**Qualifications:** Entry levels/L1 Vocational Studies within the foundation teaching area.

# COMPULSORY EDUCATION

subjects at



Every state funded school must offer a curriculum which is balanced and promotes spiritual, moral, cultural, mental and physical development of their pupils, in order to prepare them for the opportunities, responsibilities and experiences of later life.

Oakfield school's compulsory subjects in KS4 (Years 10-11) are:

- English
- Mathematics
- Science
- ICT
- Physical Education
- Employability
- PSHE
- Duke of Edinburgh (dependent on class group)

# GCSE English Language - Compulsory

**Exam Board:** AQA

**Specification:** 8700

**Graded:** 1-9

**Teaching Staff:** Mrs. S. MacArthur – Watson & Mrs Ellis

## Content Overview:

**Chapter 1:** Bugs

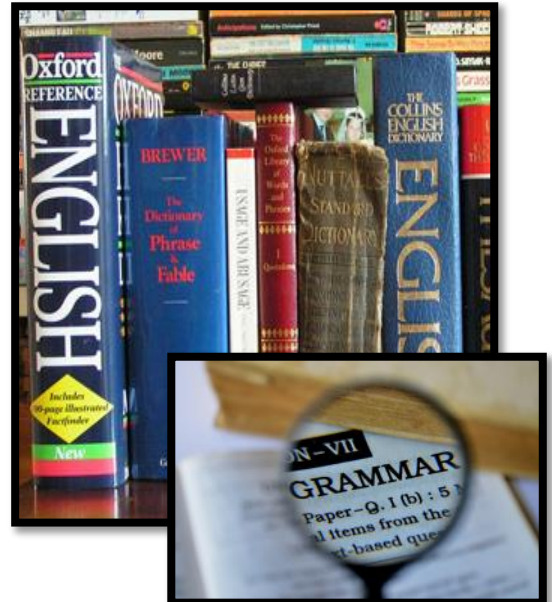
**Chapter 2:** Fight for freedom

**Chapter 3:** Trapped

**Chapter 4:** All in the mind

**Chapter 5:** Town and Country

**Chapter 6:** Now it is time to understand more



## Assessment Overview:

**Exam 1: Paper 1: Total 80 marks (50% of GCSE)**

Explorations in Creative Reading and Writing - 1 hour 45 minutes

Reading: 40 marks (25% of GCSE)

Writing: 40 marks (25% of GCSE)

**Exam 2: Paper 2: Total 80 marks (50% of GCSE)**

Writers' Viewpoints and Perspectives - 1 hour 45 minutes

Reading: 40 marks (25% of GCSE)

Writing: 40 marks (25% of GCSE)



**Non-Examination Assessment:** Spoken Language

The assessment will be separately endorsed.





# English Entry Level Certificate

Exam Board: AQA

Specification: 5970

Graded: 1 - 3

Teaching Staff: S MacArthur-Watson, J Steels, G White

## Content Overview:

**Component 1: Literacy topics – 60 marks (50% of Step Up to English)**

### What's assessed:

Spoken language task (12 marks)

Reading tasks (24 marks)

Writing task (24 marks)

### How it's assessed:

Students should complete and submit two topics.



**Externally-set non-exam assessment:** up to 1 hour and 30 minutes.

**Component 2: Creative reading and writing – 60 marks (50% of Step Up to English)**

### What's assessed:

Section A Reading (30 marks)

Section B Writing (30 marks)

### How it's assessed:

Students should complete one paper.



**Externally-set non-exam assessment:** up to 1 hour and 30 minutes.

# GCSE Mathematics - Compulsory

Exam Board: AQA

Specification: 8300

Graded:1-9

Teaching Staff: Mr L. Thompson & Miss A O'Mullane

## Content Overview:

### Number

Structure and Calculations, Fractions, Decimals & Percentages, Measures & Accuracy, Ratio, Proportion & Rates of Change

### Algebra

Notation, Vocabulary & Manipulation, Graphs, Solving Equations & Equalities, Sequences

### Geometry & Measures

Properties & Constructions, Mensuration & Calculation and Vectors

### Statistics & Probability

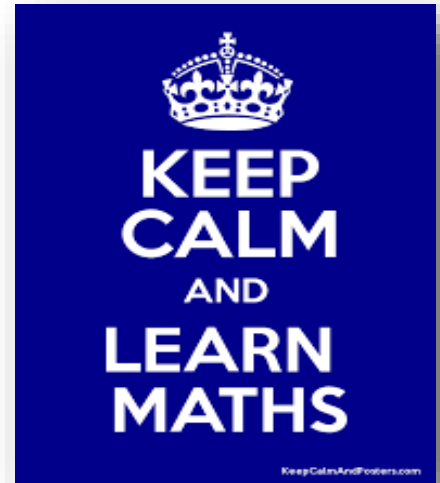
Probability and Statistics

## Assessment Overview:

**Paper 1:** Non-Calculator Exam - 80 Marks - 1 hour 30 minutes

**Paper 2:** Calculator Exam - 80 Marks - 1 hour 30 minutes

**Paper 3:** Calculator Exam - 80 Marks - 1 hour 30 minutes



# Mathematics Functional Skills - Compulsory

**Exam Board:** AQA      **Specification:** 8361/ 8362      **Graded:** Level 1/2

**Teaching Staff:** Mr L. Thompson & Miss A O'Mullane

## Assessment Overview:

The Scheme of Assessment for Level 1 and Level 2 comprises a single paper taken in one sitting

### Level 1 :

Written Paper (Calculator allowed)

1 hour 30 minutes duration

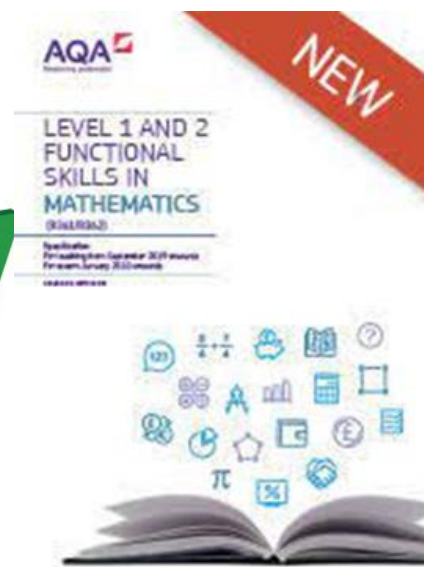
60 marks

### Level 2 :

Written Paper (Calculator allowed)

1 hour 30 minutes duration

60 marks



Pupils can be entered for the exam during the January, March and June exam season .

**GET READY  
FOR  
FUNCTIONAL SKILLS  
MATHS**

# Entry Level Certificate Mathematics

Exam Board—: AQA

Specification: 5930

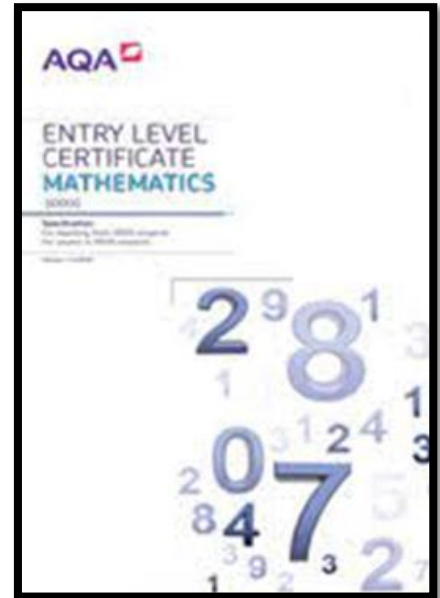
Graded :1-3

Teaching Staff : Mr L. Thompson & Miss A O'Mullane

Mr A Bank

Components at Level 1, 2 & 3:

1. Properties of Number
2. The Four Operations
3. Ratio
4. Money
5. The Calendar & Time
6. Measures
7. Geometry
8. Statistics



Assessment Overview

Internal test for the 8 individual Components

30 marks for each

Total of 240 marks

Externally verified by AQA



# ELC Science – Compulsory

**Exam Board:** AQA

**Specification:** 5960

**Graded:** Single Award

**Teaching Staff:** Mrs H. Booth and Ms. M Brennan

## Content Overview:

### Biology

Component 1 – Biology: The human body

Component 2 – Biology: Environment, evolution and inheritance

### Chemistry

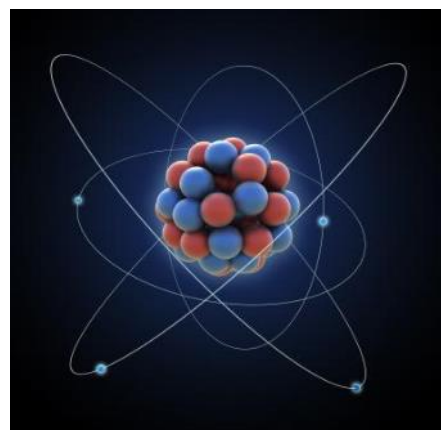
Component 3 – Chemistry: Elements, mixtures and compounds

Component 4 – Chemistry: Chemistry in our world

### Physics

Component 5 – Physics: Energy, forces and the structure of matter

Component 6 – Physics: Electricity, magnetism and waves



## Assessment Overview:

The specification comprises six components. Each component has two assessments: one externally set and one internally set.

### Externally set assignments (ESA)

#### What's assessed

Students should submit evidence from at least three of the six components. At least **one** each from biology, chemistry and physics.

#### How it's assessed

- Externally set assignment: 45 minutes
- Each test is worth 20 marks
- Weighting 57%



### Teacher devised assignments (TDA)

#### What's assessed

Students must submit evidence for three components. They are not required to be the same components as the ESAs. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment.

#### How it's assessed

- Teacher devised assignments
- Each piece of coursework is worth 15 marks
- Weighting 43%

# Science – Biology GCSE Compulsory

**Exam Board:** OCR **Specification:** J257 **Graded:** Single Award

**Teaching Staff:** Mrs H. Booth and Ms. M Brennan

## Content Overview:

Students develop their understanding of how the ideas of biology can describe the complex and diverse phenomena of the natural world in terms of a small number of key ideas which are of universal application.

## Assessment overview

B1: You and your genes

B2: Keeping healthy

B3: Living together - food and ecosystems

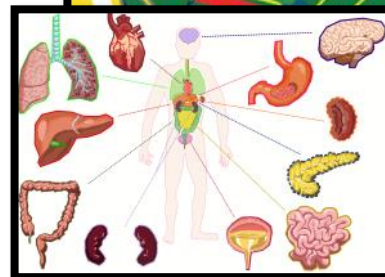
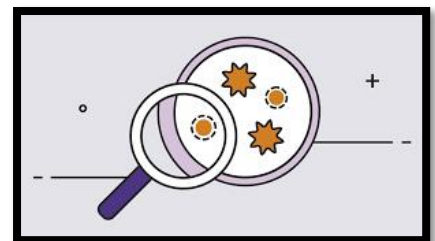
B4: Using food and controlling growth

B5: The human body - staying alive

B6: Life on Earth - past, present, and future

B7: Ideas about Science

B8: Practical skills.



**Students must complete components 01 and 02 to be awarded the OCR GCSE (9-1) in Biology B (Twenty First Century Science).**

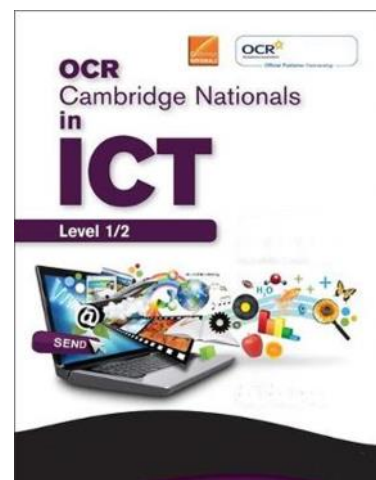
**Paper 1 - Breadth in biology (01) - 90 marks - 1 hour 45 minutes - 50%**

**Paper 2 - Depth in biology (02) - 90 marks - 1 hour 45 minutes - 50%**

# ICT Functional Skills - Compulsory

**Exam Board:** OCR **Specification:** 09876/ 09877 **Graded:** Level 1/2

**Teaching Staff:** Mr R. Fincham



## Content Overview:

At level 1 pupils will learn how to develop their ICT skills working with a range of programs to produce documents in multiple formats. Tasks will include spreadsheet modelling and database creation and management. There is also the opportunity to develop and further refine the formatting skills within different software programs to produce more complex and professional looking documents. In an age where digital communication is at the forefront of everyday life the Functional Skills curriculum offers the opportunity to learn and utilise key ICT skills that can be used outside of a classroom environment.

At level 2 pupils will extend the knowledge of the Level 1 course and look at ways to use software to develop ICT based work in more detail and how to plan in depth to solve a specific tasks or outcomes. Pupils will extend their knowledge of formatting tools on a range of software and develop a greater ability to work with multiple software programs at once. The ability to plan a task using limited information to develop a complete set of document with a structure will play a key role in the assessment of the course.

## Assessment Overview:

Assessments for Level 1 and 2 are paper-based or on-screen, on-demand, and are set by OCR and externally assessed by OCR Examiners. The formal assessment is delivered by an exam that is a maximum of 2 hours long.



# Duke of Edinburgh

**Teaching Staff:** Mr S. Sunners, Mr N Riggs and Mrs M Brenham



## Content Overview:

Doing their DofE can be a life-changing adventure for your child. On the way, they will do their own exciting and challenging programme of activities to help them reach their full potential. They'll learn new skills, help others, have fun, make new friends and gain a great sense of achievement. Employers, colleges and universities really value Duke of Edinburgh's Awards and know what it says about someone who is an Award holder.

## Assessment Overview:

You achieve an Award by completing a personal program of activities in **four sections:**

- 1. Volunteering:** undertaking service to individuals or the community
- 2. Physical:** improving in an area of sport, dance or fitness activities
- 3. Skills:** developing practical and social skills and personal interests
- 4. Expedition:** planning, training for and completion of an adventurous journey at *Raywell Camp*.



**SPORTS!**

**LIFE  
SKILLS**



# Enterprise

# KS4



**ASDAN**

**Teaching Staff: Mrs A. O' Mullane**

**Exam Board: ASDAN**



The Enterprise short course will help you to think about what it takes to become a successfully business person (an entrepreneur). This course will give you the steps and skills involved in turning a business idea into a real business. You will create a business plan and put it into action.

## **Content Overview:**

The Enterprise Short Course contains six modules:

1. Your entrepreneurial skills
2. Generating enterprising ideas
3. Enterprise planning
4. Your enterprise evaluation
5. Enterprise and business
6. Your enterprise in action

Each module has challenges for pupils to complete using a student book – this contains the challenge content and recording documents.



## **Assessment Overview:**

Each module has challenges for pupils to complete. Learners must present evidence of their activities in an organised portfolio or e-portfolio. This will contain: a record of challenges completed, with supporting evidence for each challenge. recording documents, showing how learners have planned and reviewed their activities

# PSHE Award - Compulsory

**Teaching Staff: Mrs V Harker**

## Content overview:

PSHE (Personal, Social, Health and Economic) education helps pupils develop the knowledge, skills and qualities they'll need to deal with the opportunities, challenges and responsibilities they'll face as they grow up. PSHE includes the teaching of Relationships and Sex Education and broadly covers: health and wellbeing. relationships.

The key features and themes of this qualification include:

- Age and developmentally appropriate content with sensitive and inclusive appropriate content on the following topics.
- Being me
- Celebrating differences
- Dreams and goals
- Healthy me
- Changing me
- Relationships



**Assessment:** Learners receive a certificate every time they complete a PSHE unit. Learners will complete work at Entry Level up to L1

# Employability

Exam board: ASDAN Graded: Level 1/2

Teaching staff: V. Harker

## Content overview:

The ASDAN Level 1 Certificate in Employability is designed to help learners develop the skills needed to become successful employees. The Employability qualifications provide a framework for developing and recognising general employability skills at Entry 2 to Level 2. They are suitable for use with pre-16 and post-16 learners.

## Assessment overview:

There are 20 units. The qualification comprises Core and Additional units.

The units included are:

### CORE:

Maintaining work standards, career exploration, applying for a job, Learning through work experience, Enterprise skills

### ADDITIONAL:

Communicating with others at work, Customer service, Exploring business and enterprise, Health and safety in the workplace, Managing personal finance as an employee, Opportunities for learning and work, Overcoming barriers to work, Participating in an enterprise activity, Planning and reviewing learning, Rights and responsibilities in the workplace, tackling problems, teamwork, using advice and guidance and working with numbers.

The qualification is credit-based and candidates must choose a combination of units from those listed above. Candidates must complete 15 credits worth of units in total, and must include at least two units from the Core units group.



# Physical Education - Compulsory

**Teaching Staff:** Mr T Adams, Mr T Dearness & Mr J. Steels



## **Content Overview:**

### **OCR ELC PE: (Levels 1-3)**

The OCR ELC PE offers pupils the opportunity to excel in a variety of sports. The course is completely practical, except for a performance review evaluation which is completed in year 11.



## **Assessment Overview for OCR ELC:**

**Practical assessment:** All pupils being entered will be expected to complete three different sports under the moderation of an OCR representative.

**Performance analysis :** Pupils will be required to complete a performance analysis sheet. This will be a reflection of their own or others performance in a chosen sport.





# Optional subjects



- Option subjects:**
- Humanities:**
- History
- Geography
- Art and Design
- Maths: Statistics
- Food Technology
- Photography

# GCSE History– Options

Exam Board: AQA GCSE Specification: 8145 Graded: 1-9 Teaching Staff : Mr. S. Birch

## Content Overview :

One of our key aims is to demonstrate the relevance of studying history to understanding the world around you today. Travel back in time and learn about the world of history and British history, the lifestyles of different civilisations and the important historical events that have shaped our world.

### Paper 1: Understanding the modern world

#### Section A: America 1840-1895 Expansion & Consolidation

American civil war, Plains Indians lifestyles and the conflicts with the early settlers such as the 49ers, the Mormons, the homesteaders and the American army in the Wild West.



#### America 1920-73: Opportunities and inequalities

The Roaring twenties—Organised crime and racial tension. The Great Depression of the 30s and the New Deal. Women and African Americans during the 40s and the second world war. 1950s culture and the American dream. 1960s The civil rights movement . 1970s womens rights and president



#### Section B: Conflict and tension in the Middle East: 1990-2009

Tension in the Gulf. The Iraqi invasion of Kuwait. Causes of the Gulf and Afghanistan wars. The aims of Al-Qaeda and Osama Bin Laden.



#### Conflict and tension between East and West– 1945-72

The Cold war: America Vs Russia. The Berlin blockade, The Korean war, The Berlin wall, Vietnam war, Cuban missile crisis and the Eastern Europe rebellions



### Paper 2: Shaping the nation

#### Section A: Britain: Health & the people c1000 to present day.

How was medicine developed in Britain by wars, religion, chance, government, communication, Science & Technology and the role of key individuals.



#### Section B— British Study—Norman England

The Norman conquest– The battle for the English throne, the battle of Hastings, controlling the English, Motte & Bailey castles, William the Conqueror, Norman lifestyles , their government, religion and the rebel uprisings.



## Assessment Overview:

Paper 1 : Contains 2 units of work -2 hrs = 50%

Paper 2: Contains 2 units of work -2 hrs = 50%



# GCSE Geography-options

Exam Board: AQA GCSE Specification: 8035 Graded: 1-9

Teaching Staff : Mr. S. Birch / Mrs Ridell

## Content Overview :

Students who study Geography will gain an understanding of the physical world around them and learn about the effect the environment has on people and the communities in which they live. Students will develop a variety of skills through practical work including fieldwork and decision-making exercises.



## Paper 1: Living with the physical environment

Learn about ecosystems such as Rainforests and deserts, their plant and animals life and their struggles. Learn about the UKs landscape of rivers and the coastal zones and the world's natural hazards volcanoes and earthquakes and weather hazards such as tropical storms and global warming.



## Paper 2: Challenges in the human environment

Learn about places around the world and the people who live there such as Brazil, India, Japan and the UK. Learn about their economy and their resources of food, water and energy and their struggles.



## Paper 3: Geographical applications

Learn geographical skills and problem solving techniques through field work on out of school visits where you will use a range of equipment and learn to read maps, draw diagrams and create graphs.



## Assessment Overview :

**Paper 1 (Physical):** 1hr 30 minutes **35%**

**Paper 2 (Human):** 1h 30 minutes **35%**

**Paper 3 (Geographical skills):** 1hr 15 minutes = **30%**





# GCSE Art and Design

(Optional subject)

**Exam Board:** AQA

**Specification:** 8201 C/8201 X

**Graded:** 1-9

**Teaching staff:** Mrs L. Page

## Content Overview:

This unit will give students the freedom to experience GCSE Art and Design in ways that inspire and bring out the best in all students

## Areas of Study:

This unit of work will include Drawing, Painting, Sculpture, Installation, lens/light-based media, Photography, Moving image, Land Art, Printmaking and Mixed Media.

## Assessment Overview:

**Component 1:** Portfolio- 96 Marks-60% of GCSE, an extended project evidencing the journey from Initial engagement to the realisation of intentions.

**Component 2:** Externally Set Assignment: 96 marks-40% of GCSE

**Students are to produce a project from a small group of options.**



# GCSE Maths: Statistics

## (Optional subject)

**Exam Board:** AQA    **Specification:** 8382    **Graded:** 1-9

**Teaching staff:** Mr L. Thompson

*Students choosing this subject should already be confident and competent with mathematical content (on track to gain a grade 4 or higher at GCSE).*

### Content Overview:

- Use statistical techniques in a variety of authentic investigations, use real world data in contexts such as, but not limited to, populations, climate, sales etc.
- Identify trends through carrying out appropriate calculations and data visualisation techniques
- Apply statistical techniques
- Critically evaluate data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- Understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making process

**Paper 1**

**What's assessed**  
All specification content.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE

**Questions**

- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

**Paper 2**

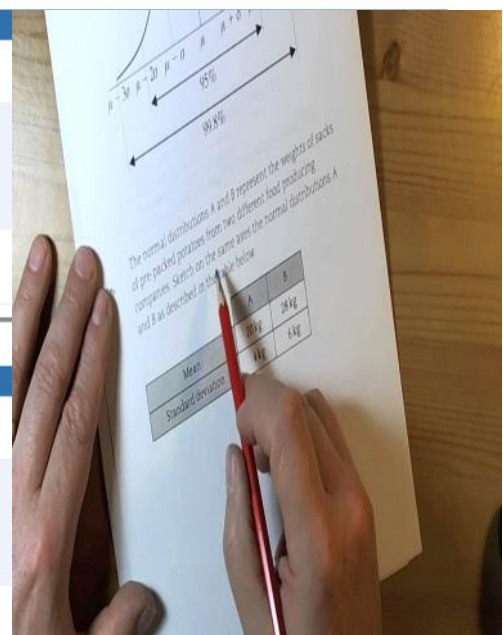
**What's assessed**  
All specification content.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE

**Questions**

- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.



# Food Technology

## (Optional subject)

**Exam board:** ASDAN

**Teaching staff:** Mr B. Cunningham

The ASDAN FoodWise short course has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study .

### Content overview:

The FoodWise Short Course gives candidates the opportunity to develop and accredit their practical cooking skills, as well as building knowledge of a variety of food-related issues. work, leaving feedback as needed.

### The course comprises seven modules:

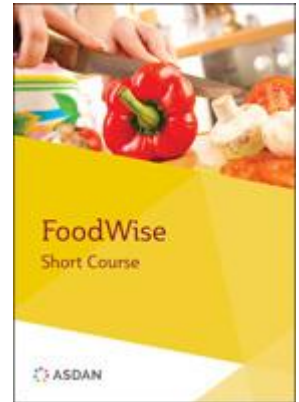
1. Healthy eating.
2. Basic food safety.
3. Food preparation and presentation.
4. Cooking on a budget
5. Entertaining.
6. The food industry
7. Practical cooking skills

### Assessment overview:

Learners must present evidence of their activities in an online or e-portfolio.

### This will contain:

- a record of challenges completed, with supporting evidence for each challenge.
- recording documents, showing how learners have planned and reviewed their activities.
- summary of achievement, highlighting skills development.
- personal statement.





# GCSE Photography



**Exam Board:** AQA      **Specification:** 8206 C/8205 X      **Graded:** 1-9

**Teaching staff:** Mrs D Filbee and Mrs L. Page

## Content Overview:

Students will explore a variety of skills with a camera such as portraiture, landscape, still life, documentary, photo journalism, fashion, experimental and moving images.

## Assessment Overview:

**Component 1:** Portfolio- 96 Marks-60% of GCSE, an extended project evidencing the journey from Initial engagement to the realisation of intentions.

**Component 2:** Externally Set Assignment: 96 marks-40% of GCSE



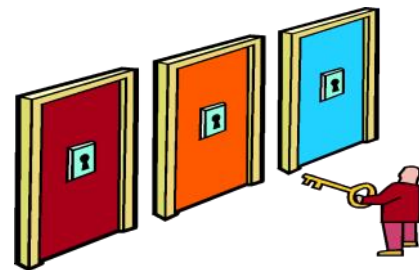
**Students are to produce a project from a small group of options**

**Assessment overview:** pupils produce Photography work over 10 hours under exam conditions.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

# Optional subjects choices

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**Name:** \_\_\_\_\_ **Tutor Group:** \_\_\_\_\_

**14-16 College placement choice (if suitable)**

• **Your choice:** \_\_\_\_\_

## Option 1—Choose 1 out of the two humanities subjects

- History
- Geography



**Your choice:** \_\_\_\_\_

## Option 2-Choose one out of the 5 options below along with a backup choice

- Art and Design (GCSE)
- Mathematics: statistics (GCSE)
- Food Technology (ASDAN)
- Photography (GCSE)



**Your first choice:** \_\_\_\_\_

**Backup choice:** \_\_\_\_\_

\* if you attend a college placement you will only access the option 2 subjects for 1 lesson a week rather than 3.