



St John's Catholic

Comprehensive School



OPTIONS 2017/18
Year 8 into 9

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Students will study all of these Core subjects in Year 9, 10 and 11.

GCSE examinations will take place in the majority of these subjects at the end of Year 11 – see page 4 for more details

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Students are required to study one EBACC course (French, Geography or History) along with two Key Stage 3 Option courses in Year 9.

These Key Stage 3 Option courses provide an excellent platform for BTEC or GCSE study in Year 10 or Year 11. Each of these courses will be available as Key Stage 4 BTEC or GCSE Option courses in Years 10 and 11.

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Students will study one of these Key Stage 4 Option subjects in Year 9.

Double curriculum time will be allocated to this subject so it can be studied and completed in Year 9.

External examinations in BTEC subjects will take place either during or at the end of Year 9.

Students will have the opportunity to take two further KS4 Option subjects in Year 10 and one further KS4 Option subject in Year 11. These subjects will be selected at the end of Year 9 and Year 10 respectively.

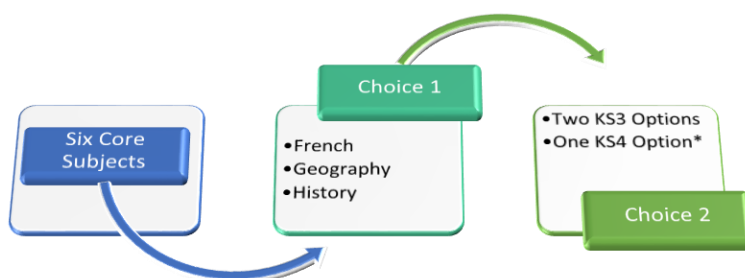
A greater number of KS4 Option subjects, including GCSE subjects, will be on offer in Years 10 and 11.

Introduction

The aim of this prospectus is to give you and your parents as much information as possible about the core (compulsory) courses you will be studying in Year 9 (and subsequently in Years 10 and 11), as well as the options process and the option courses that are on offer to you each year.

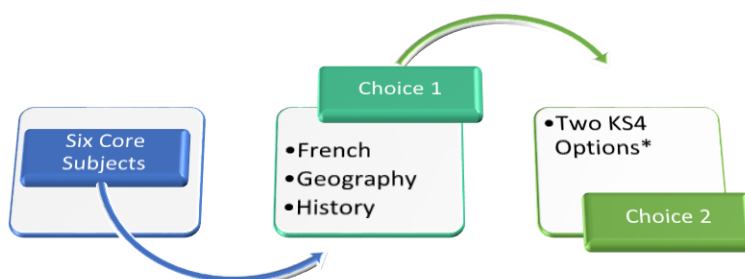
In Year 9, in addition to six core (compulsory) subjects, you will have the opportunity to study one EBACC subject (either French, Geography or History), two KS3 options of your choosing and one KS4 option of your choice. The information in this prospectus will support you in the decision-making process so that this next important stage in your education is challenging, rewarding and enjoyable.

Year 9



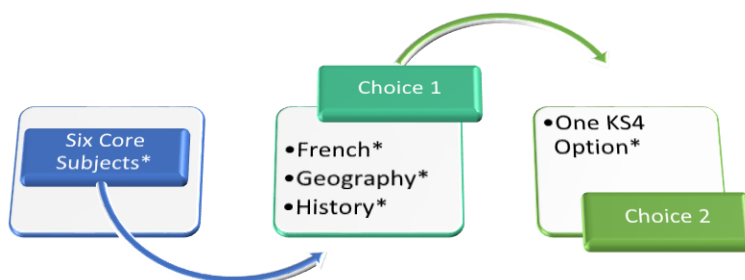
* Indicates a course will be completed and externally examined in that academic year

Year 10



* Indicates a course will be completed and externally examined in that academic year

Year 11



* Indicates a course will be completed and externally examined in that academic year

Core (Compulsory) Subjects

Students will study six core subjects in Years 9, 10 and 11. The majority of these subjects will be examined at the end of Year 11 and will lead to the award of either one or two GCSE qualifications respectively. The English Language is the only subject that will be examined at the end of Year 10, and Physical Education and Personal Development are not examined courses.

English	(Leads to GCSEs in both English Language and English Literature)
Mathematics	(Leads to a GCSE in Mathematics)
Science	(Leads to a Double GCSE in Combined Science)
Religious Studies	(Leads to a GCSE in Religious Studies)
Physical Education	
Personal Development	

KS3 Options Subjects

You will have the opportunity to select one EBACC subject (French, Geography or History) along with any two other KS3 Option Courses in Year 9. There will be no external examinations in any of these Courses in Year 9. These courses provide an excellent platform for GCSE study. Students will continue studying their chosen EBACC subject in Years 10 and 11 and will be able to select their other chosen KS3 Option Courses as KS4 BTEC or GCSE Option Courses in Years 10 and 11. If you wish to study for a BTEC or GCSE qualification in one of these Courses in either Year 10 or Year 11, it is vital you select the appropriate subject as a Key Stage 3 Option in Year 9.

KS4 Options Subjects

You will have the opportunity to study one Key Stage 4 Option in Year 9, two further Key Stage 4 Options in Year 10 and one final further Key Stage 4 Option in Year 11. You are only required to select the KS4 Option courses you wish to study in Year 9 at this present juncture. Double curriculum time is assigned to a Key Stage 4 Option course to ensure that it can be studied and completed in one year. By the end of Year 11, you will have had the opportunity to gain one EBACC subject qualification and four Key Stage 4 option subject qualifications. The number of Key Stage 4 Option courses on offer to you will increase in Years 10 and 11. Any Courses you choose as KS3 Option Courses to study in Year 9 will be available as BTEC or GCSE Key Stage 4 Option Courses in Years 10 and 11.

A wide variety of Key Stage 4 Option courses are on offer, and they have been carefully chosen to cater for differing abilities and interests. As Students have the opportunity to undertake one Key Stage 4 Option course in Year 9, two further Key Stage 4 Options in Year 10 and one final further Key Stage 4 Option in Year 11. Entry requirements have been put in place for each course to help give you an indication of which courses are most suitable for you at this stage in your education and to help ensure you choose courses that you can achieve well in. If you do not meet the entry requirements for a given course, make sure you give your all over the next twelve-month period as you will have another opportunity to meet the entrance requirements for a course in Years 10 and 11.

The Options Process

Over the next few weeks, you are required to complete and return the Options form on page 52 of this prospectus. It requires you to select

- whether you wish to study French, Geography or History in Year 9
- your other two preferred Key Stage 3 Option choices for Year 9 along with one reserve choice.
- your preferred Key Stage 4 Option choice for Year 9 along with one reserve choice.

It is vital you only select Key Stage 4 Option courses that you have met the entry requirements for and have a keen interest in. Your Form Tutor and Year Leader are available to support and guide you in the decision-making process, and it is suggested you seek out the Subject Leader of any course you are interested in studying to find out further information about the course and your suitability. Your Form Tutor will request that you choose an alternative Key Stage 4 Option course if you have selected one that you have not met the entry requirements for.

We will endeavour to allocate your preferred courses, but this is not always possible due to timetabling restrictions and the fact that all courses are offered subject to sufficient uptake. In such instances, you will be allocated your reserve course(s). If you are unsuccessful in being allocated your preferred Key Stage 4 Option course, we will endeavour to allocate this course when you are in Year 10, if you still wish to study it.

Once you have chosen your preferred courses and submitted your completed option form to your Form Tutor, you are committed to taking whichever courses you are allocated. You will not be allowed to change your options once the form has been submitted.

The option process will be repeated each academic year, so you will have the opportunity to choose your two Key Stage 4 Option courses for Year 10 in twelve months' time.

We hope that you are happy with the information provided and with the wide range of choices open to you.

D Walton



Associate Head Teacher

S Atkinson



Associate Assistant Head Teacher – Key Stage 4

Core Subject: English Language and English Literature

Course Content:

Students will study the following units of work throughout the year in preparation for their English Language examination at the end of Year 10 and their English Literature examination at the end of Year 11.

Creating Non-Fiction Texts – The aim is to engage students in a creative text and to inspire them to write themselves creatively by exposing various topics to students, ensuring that they are encouraged to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. This will be in preparation for their English Language examination in Year 10.

Shakespeare – Under the new specification guidelines, Shakespearian texts will be studied in great detail, therefore in Year 9 students will study the play of Macbeth over two terms, gaining a comprehensive overview of the historical context and also an in-depth analysis of language and characterisation in preparation for their examinations in English Literature in Year 11.

Responding to Non –Fiction Texts - Students' develop insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader. This will be in preparation for their English Language exam in Year 10.

Students will complete the remaining units of study for the English Language in Year 10 and English Literature in Year 11.

Method of Assessment:

Students are given numerical grades (1-9) twice termly as well as teacher comments through PM/PF/T.

Teachers also encourage students to peer assess each other's work as well as carrying out self-assessment to promote independent thinking and learning.

Students will complete Mock Exams three times throughout the year based on recent topics taught.

Expectations

Students are expected to:

- Provide their copy of each studied text.
- Bring the correct equipment with them to the lesson, e.g. a blue or black pen, a ruler, a highlighter pen, a dictionary and a thesaurus.
- Read every night for at least half an hour.
- Complete weekly home-works.
- Attend revision sessions provided and complete each mock examination.

Core Subject: Mathematics

Course Content:

All students follow the National Curriculum for KS3 and are embedding essential skills so that they can begin their GCSE study in the following year. The new NC has three aims, namely, 'Develop Fluency', 'Reason Mathematically' and 'Solve Problems'. Through this, the curriculum is split into six core topics, 'Number', 'Algebra', 'Ratio, Proportion and Rates of Change', 'Geometry and Measures', 'Probability' and 'Statistics'. Through their lessons and independent study, students will progress in all areas. Lessons will constitute a mixture of traditional teaching, group work, ICT and investigational problems.

Method of Assessment:

Students are given numerical grades (1-9) twice termly as well as teacher comments through PM/PF/T.

Teachers also encourage students to peer assess each other's work as well as carrying out self-assessment to promote independent thinking and learning.

Students will complete Mock Exams 3 times throughout the year based on recent topics taught.

Expectations:

Students are expected to treat their Mathematics lessons with respect. Students should come to ALL lessons with a scientific calculator (Casio FX83 range is most suitable), geometry set and pen & pencil. Homework forms part of their education and should be done with care and effort. To achieve highly at GCSE, students should be at a minimum of level 5A at the end of Year 9 to be in a position to do well in KS4.

Core Subject: GCSE Combined Science Trilogy (AQA)

Course Content:

The course covers the topics identified below, allowing students to have a broad understanding of science in all three subject areas. The topics covered are listed below:

Biology

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology

Chemistry

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative Chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic Chemistry, Chemical Analysis, Chemistry of the atmosphere and Using Resources

Physics

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter and Atomic structure

Method of Assessment:

There are six papers: two biologies, two chemistries and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

- Each paper is 1hr 15mins, 70 marks and worth 16.7% of GCSE.
- Question type: Multiple choice, structured, closed short answer, and open response.

Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

What will I gain from the Course?

The course is equivalent to two GCSE's and very similar to the 2015/16 core and additional science GCSEs. The course will provide the students with a broad understanding of the three sciences. There is an increased focus on student's practical understanding and skills. By focusing on the reasons for carrying out a particular practical, students will understand the subject better, to develop the skills of a scientist and to master the manipulative skills required for further study or jobs in STEM Courses.

Core Subject: Religious Studies

Course Content:

- Term 1 – Why are we here?
- Term 2 – Why is there evil and suffering?
- Term 3 – How are we a people of healing?
- Term 4 – What am I called to be?
- Term 5 – Introduction to GCSE units.
- Term 6 – Introduction to the GCSE course.

Introduction to GCSE course to prepare students for new GCSE course. Student Introduction to philosophical and ethical themes:

- Theme A: Relationships and Families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme D: Religion, peace, and conflict

Method of Assessment:

Students are assessed once a term through levelled tasks. Writing frames are available for the lower levels, sentence starters for the mid ability students and extensions for those working at a higher level. Students also have subject specifically levelled target language that they should try to include to secure their level.

Expectations:

Exercise books will be brought to every lesson. All work in them will be as neatly presented as Students can manage. Dates and headings will be underlined, and diagrams clearly labelled.

In return, the Religious Studies teacher will mark the book and follow up any issues from this. Teachers will mark books using comments relating to Progress Made & Progress Further. Students will complete all tasks and complete further research at home.

Most homework tasks will be extended learning projects to be completed over a two to three-week period. Pupil progress will be tracked, and the teacher will discuss this with students including rewards when appropriate

Core Subject: Physical Education

Course Content:

Students will be streamed in Year 9 and participate in a variety of sports. Students will have the opportunity to undertake the role of performer, coach and official. Sports include Football, Rugby, Climbing, Cross-Country, Basketball, Swimming, Netball, Hockey, Trampolining, Rounders, Cricket and Athletics. Opportunities are also provided for Students to represent their house in termly inter-house sporting competitions

Method of Assessment:

Students are assessed termly on their ability to demonstrate skills, both in isolation and in a competitive situation, in the activities listed above.

Students will be assessed in 3 roles: participant, coach, and official.

Expectations:

Students are expected to bring complete St. John's PE kit to every lesson, and participate fully in the lesson as a performer, coach or official.

Core Subject: Personal Development



CORE

Course Content:

Throughout the year, Students will benefit from a range of experiences that reflect the “real world”. Talks are delivered via in-house staff and external speakers, to broaden Students’ knowledge on current affairs and issues that may affect them at any stage of their life. Topics covered include:

- Relationships
- Healthy lifestyles
- Personal health and fitness
- Careers and option choices

Method of Assessment:

Students are not assessed in this core subject. However, full participation in lessons is expected from all Students. Content is delivered through discussions, guest speakers, video information, and work-packs

Expectations:

Students are expected to bring complete St. John’s PE kit to every lesson, and participate fully in the lesson as a performer, coach or official.

EBAC Subject: GCSE FRENCH (AQA)

Course Content:

You will work to develop your language skills of listening, speaking, reading and writing through studying the following topic areas:

- Identity and Culture; including social media, cinema and sport
- Local, National, International and Global Areas of Interest, including social issues and travel
- Current and Future Study and Employment, including post-sixteen educations, careers and ambitions

You are expected to learn a wide range of vocabulary and to speak French in lessons to give you the best possible chance of success in the exams. You must complete homework on a regular basis.

Method of Assessment:

Paper 1: Listening - 25% of GCSE - Understanding and responding to different types of spoken language

Paper 2: Speaking – 25% of GCSE - Communicating and interacting effectively in speech for a variety of purposes

Paper 3: Reading – 25% of GCSE - Understanding and responding to different types of written language

Paper 4: Writing - 25% of GCSE - Communicating effectively in writing for a variety of purposes

What will I gain from the Course?

This course will encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

There are many careers where a foreign language is a useful or even a necessary qualification; ranging from travel and tourism to business, IT and communications. A modern-language qualification has always been highly regarded and remains an obvious advantage when applying for university.

Find out more here:

<http://www.aqa.org.uk/Courses/languages/gcse/french-8658>



EBAC Subject: GCSE Geography (AQA)

Course Content:

Unit 1 – Physical environment - Tectonics, Tropical storms, Rivers, Coasts, Ecosystems

Unit 2 – Human interactions - Population, Development, Globalisation, Resources

Unit 3 – Geographical skills and issues - Maps, field trips, current issues

Method of Assessment:

(Paper 1) LIVING WITH THE PHYSICAL ENVIRONMENT - 1.5 hours, 35% of GCSE

(Paper 2) CHALLENGES IN THE HUMAN ENVIRONMENT - 1.5 hours, 35% of GCSE

(Paper 3) GEOGRAPHICAL APPLICATIONS - 1.15 hours, 30% of GCSE

(No paper) GEOGRAPHICAL SKILLS - sets out the geographical skills that the students are required to develop and demonstrate (assessed in all other papers)

What will I gain from the Course?

In Geography you will develop skills in areas such as using different maps including Ordnance Survey, analysis of photographs, making sketch maps, analysing satellite images, and planning fieldwork methods. You will also develop your skills in using ICT for presenting data, making presentations and researching topics. Geography develops many skills that students will make use of in life during and after school, at work and leisure. There are some careers which find Geography a useful and relevant subject including Surveying, Planning, Environmental Science, Conservation work, Water Industry, Meteorology, Oceanography, Teaching, Transport, Travel and Tourism, and Landscape Architecture. Many other occupations will make use of the skills learnt in the subject as well.

Expectations

Attitude to learning: Attitude to learning will be closely monitored for the students' performance in year 7 and 8. Students are expected to have an A2L of a 2 or higher to study Geography at KS4 (year 9) level.

Grades: Students who are achieving a band of 6 and higher would be encouraged to choose Geography at a KS4 level as students will already have been taught the basics of GCSE knowledge. However, students are advised that this is a step up from KS3 level, so the workload is tougher and material covered will be of a higher standard. We do not discourage students who are achieving a lower grade than a 6 to pick Geography, but we do advise of the standard that is ahead of them if they do choose to pick this subject. Current year 10's will have to complete the course in 1 year, so there will be a lot of independent studies required for Students to carry out as homework.

Books: Exercise books will be brought to every lesson. All work in them will be as neatly presented as students can manage. Dates and headings will be underlined, and diagrams clearly labelled. In return, the Geography teacher will mark the book and follow up any issues from this. If Students are to use laptops instead of writing, students are expected to print off work and glue neatly into books for teachers to be able to mark. Teachers will mark books using comments relating to Progress Made & Progress Further.

Homework: Homework will be set every week in some forms (not always written) and checked by the teacher. Student progress will be tracked, and the teacher will discuss this with students including rewards when appropriate.

EBAC Subject: GCSE History (AQA)

Course Content:

You will study four units:

1. **Thematic Study & Historical environment** - Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
2. **Period Study** – The American West, c1835–c1895
3. **British Depth Study** -Henry VIII and his ministers, 1509–40
4. **Modern depth study** – Weimar and Nazi Germany 1919–1939 covering aspects of life in Germany for different groups of people in this period.

Method of Assessment:

The full GCSE History course is assessed by three different exam papers.

Paper 1: Thematic Study & Historical Environment assesses Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Written examination: 1 hour and 15 minutes

30% of the qualification, 52 marks (16 for the historic environment, 36 for the thematic study).

Paper 2: Period Study and British depth study assesses The American West, c1835–c1895 and Henry VIII and his ministers, 1509–40. Written examination: 1 hour and 45 minutes, 40% of the qualification, 64 marks (32 for the period study and 32 for the British depth study).

Paper 3: Modern depth study assesses Weimar and Nazi Germany 1919–1939. Written examination: 1 hour and 20 minutes, 30%* of the qualification, 52 marks.

What will I gain from the Course?

History teaches you to think, to research and weigh evidence, to detect bias and to write and communicate your ideas clearly in an organised way. It helps you to understand more about the world in which you live and in which you will soon be working.

The skills required to do well in History make it a valuable qualification in the eyes of many employers, for careers as varied as the Law, Journalism, the Civil Service, Local Government and the Police Force. Also, many people choose to study history at GCSE because by doing so they can understand better the world in which they live. Every day we are bombarded with information about world events, both on television and in newspapers. Much of this is meaningless unless you know something about the historical background to what is happening.

This course also provides a solid learning base to progress to A Level History.

Find out more here:

<http://qualifications.pearson.com/en/qualifications/Pearson-gcses/history-2016.html>

Option 2: KS3 Art and Design

Course Content:

- You will explore a range of different processes and techniques including drawing, painting and printmaking.
- You will base your studies on the work of key artists and designers.
- You will learn how to address the key assessment objectives to prepare you for study at GCSE level. These are Develop, Refine, Record and Present.
- You will learn how to show a creative journey from initial idea through to outcome.
- You will learn how to research in an independent manner.

Method of Assessment:

An NC level will be awarded according to National Curricular criteria. At the end of the course, students achieving well will be eligible to study GCSE Art in year 10.

Expectations:

Students will be expected to match their curricular time (90 minutes) with independent work at home.

- Students will be expected to keep a Journal of their work and progress.
- Students will be expected to keep a sketchbook to record their ideas and use it as a “visual diary”.
- Students will be expected to be open-minded to a range of experimental processes.
- Students will be expected to research the work of relevant artists and designers in an independent manner.

Option 2: KS3 Creative Media Production

Course Content:

- You will explore a range of different techniques using a variety of different software, including Illustrator and Photoshop.
- You will learn how to plan and communicate your ideas (verbally and written).
- You will produce products such as posters, packaging, magazine spreads, animations and websites.
- You will base your work on projects that will be used within the school.
- You will learn how to work towards key areas within media at level 2; these are research, communication skills, presentation skills, developing ideas and creating final outcomes.
- You will learn how to combine image and text to create Media work, such as posters, adverts and magazine layouts.
- You will learn how to research in an independent manner.

Method of Assessment:

An NC level will be awarded according to National Curricular criteria. At the end of the course, students achieving well will be eligible to study Level 2 Creative Media Production.

Expectations:

Students will be expected to match their curricular time (90 minutes) with independent work at home.

- Students will be expected to keep a Journal of their work and progress.
- Students will be expected to be open-minded to a range of experimental processes.
- Students will be expected to research in an independent manner.
- Students will be expected to store, organise and back up their digital images on Microsoft OneDrive

Option 2: KS3 Dance

Course Content:

- Street dance
- Contemporary dance
- Analysis of professional works
- Lesson logs
- Research logs
- Live performance skills

Method of Assessment:

Students will be assessed each lesson on their ability to rehearse, choreograph and work as part of a team or as an individual.

They will be assessed on some performances throughout the year, both in the studio and to live audiences.

Students will also be assessed on logbooks and the quality of the work they produce in research and self-evaluation.

Expectations:

- Students have a passion/interest in dance
- Full kit to be worn at all times
- Safety rules adhered to no jewellery, hair up, correct footwear.
- A willingness to attend after school rehearsals when necessary
- All work to be completed by the deadlines set
- A focused and positive attitude is displayed at all times

Option 2: KS3 Design and Technology

Course Content:

The subject of design and technology enables students to develop a wide range of skills. These skills include problem-solving, creativity, independent learning, innovation, presentation, ICT and making skills. All these skills are an excellent preparation for the world of work and further study. Over the course of the year, all students undergo a range of projects which cover a range of designing and technological skills which fully prepare the students for GCSE Electronics, GCSE Graphic Products, GCSE Resistant Materials or BTEC Engineering in year 10/11.

Throughout the year students will design and make various projects.

Projects include:

- Remote Control Night Light
- CAD/CAM Project
- Graphics Project
- MP3 Amplifier

Method of Assessment:

All students are assessed through a variety of assessment procedures and given grade based on their completion of design work and a practical project

Assessment procedures are:

- Design work completed in booklets
- Practical Outcomes

GCSE awareness taster projects are introduced throughout the year to raise student's awareness of D&T as a GCSE option.

Expectations:

Successful completion of this course provides a suitable foundation for further study within the sector through progression onto other Technology Courses. Examples include GCSE Electronic Products, GCSE Graphic Products, GCSE Resistant Materials or BTEC Level 2 Award or Certificate in Engineering.

Option 2: KS3 Drama

Course Content:

- Development of performance skills such as Character Development, Devising, Exploratory Techniques and voice/movement.
- Study of key theatre practitioners
- Study of live theatre performances – students will visit the theatre to see professional actors at work.
- Working with and performing scripted text.
- Performances to target audiences.

Method of Assessment:

Students will be assessed each Milestone by the Arts Council levels. They will keep a working diary at all times, take part in several performances (some to an externally invited audience) and complete research projects into key practitioners and theories.

Theory and Practical work will be assessed on a half-termly basis providing “working at” grades in preparation for BTEC and GCSE.

Expectations:

A willingness to engage with new ideas

- Able to perform to an audience
- Ability to independently research and apply theories studied in class
- Ability to work as part of a team
- Punctual, reliable and committed to all tasks.

Option 2: KS3 Fashion and Textiles

Course Content:

- You will explore a range of different processes and techniques including hand and machine based embroidery, applique, fabric printing and drawing for fashion design
- You will base your studies on the work of key textiles and fashion designers.
- You will learn how to address the key assessment objectives to prepare you for study at level 2 BTEC and GCSE level. These are: Develop, Refine, Record and Present.
- You will learn how to show a creative journey from initial idea through to outcome. You will learn how to research in an independent manner.

Method of Assessment:

An NC level will be awarded according to National Curricular criteria. At the end of the course, students achieving well will be eligible to study level 2 BTEC/GCSE Fashion and Textiles in year 10.

Expectations:

- Students will be expected to match their curricular time (90 minutes) with independent work at home alongside set homework.
- Students will be expected to keep a sketchbook to record their ideas and use it as a “visual diary”.
- Students will be expected to be open-minded to a range of experimental processes.
- Students will be expected to research the work of relevant artists and designers in an independent manner.

Option 2: KS3 Food and Nutrition

Course Content:

Food and Nutrition for year nine will be a continuation from the lessons in Year 8. We will be looking to expand students' knowledge and cooking skills through a range of design and make tasks. We will aim to cook fortnightly a selection of quick cook sweet and savoury meals that are healthy and nutritious. Please note that there will be an approximate cost of £50 per student, paid in 2 instalments, for the school to purchase ingredients for the practical lessons. Some students may be entitled to help with this payment. Please see Miss Foster or Miss Gosling for more information.

Students will complete food-based research projects which will include some of the following topics:

- Kitchen basics: what equipment you need to work safely in a kitchen
- Food safety and hygiene: including knife safety and safe storage of cooked foods
- Ingredients: preparation, seasonal foods, storage and buying food economically
- Healthy eating: portion sizes, using less fat and sugar.

It is hoped this course will give many of the skills needed to undertake, BTEC Level 1 in Home Cooking Skills Jamie Oliver or NCFE Level 2 Certificate in Food and Cookery in the future.

Method of Assessment:

Each unit will be assessed and levelled against the School's Assessment for Technology that has been developed from the National Curriculum Assessment Guidelines. The areas assessed include Nutrition and Diet, Practical Skills, Characteristics of Ingredients and Evaluation.

Expectations:

Students are expected to attend all lessons, present work neatly, to the required high standard and hand in homework by the deadline set. In return, teachers will promptly mark all work completed and will encourage progress by giving praise and feedback to students following the whole school marking policy – Progress Made, To Progress Further and Tasks to respond to teacher marking.

Option 2: KS3 Graphic Design

Course Content:

Students will produce work journals showing investigations and responses to set coursework themes that explore an introduction to the formal elements of Graphics.

Students will gain an understanding and working knowledge of:

- Graphic techniques
- Formal elements of Graphics
- A range of art, craft and design processes

Students will need to:

1. Show an awareness of meaning, function, style and scale in relation to their chosen area(s) of Graphic Communication.
2. Make an appropriate use of colour, line, tone, shape and form in their work
3. Interpret a brief and working within its constraints, and/or responding to an idea, concept or issue
4. Display an appreciation of appropriate uses of typography (including hand lettering, calligraphy and graffiti), signs and symbols
5. Show an awareness of a variety of materials, techniques and genres within their chosen area(s) of Graphic Communication
6. Be aware of the intended audience or purpose of their chosen area(s) of Graphic Communication
7. Provide evidence of the use of safe working practices.

Method of Assessment:

A National Curriculum level will be awarded at the end of each term relating to how well the students have documented their ability to:

- Research relevant Graphic designers, Illustrators and Animators
- Record their own ideas
- Experiment with a range of Graphic techniques
- Quality of Graphics outcomes

Expectations:

- Students will be expected to keep a Graphics sketchbook
- Students will be expected to be open-minded to a range of experimental processes.
- Students will be expected to research the work of relevant designers and artists in an independent manner.

Option 2: KS3 ICT and Computing

Course Content:

ICT

Students will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

Computing

Students will be introduced to design, development and programming techniques.

Method of Assessment:

Students will undertake termly milestone assessments. Each assessment will be marked according to National Curriculum Levels. The Students, as students will also be involved in assessment through peer and self-assessment. All other work will be marked using the whole school marking policy – Progress Made, To Progress Further and Tasks to respond to teacher marking.

Expectations:

Students are expected to attend all lessons, complete work to the best of their ability and hand in all homework by the deadline set. In return, teachers will promptly mark all work completed and will encourage progress by giving praise and feedback to students following the whole school marking policy – Progress Made, To Progress Further and Tasks to respond to teacher marking.

Option 2: KS3 Music

Course Content:

Guitar

Students develop their technique and posture for playing the Guitar. They will learn the correct finger positions for a variety of more complex chord shapes. They will extend their ability to read chord diagrams that enable them to extend their learning outside of class. Students will experiment with a variety of complex strumming patterns and also finger picking while learning to play appropriate songs matched to their ability

Tuned Percussion

Students develop the correct technique and posture for playing a variety of Tuned Percussion instruments. They will continue to develop the correct stick hold and where to strike the notes to produce the best sound. They will reinforce their ability with simple notation by finding notes on the instruments while learning to play appropriate songs.

Music Theory

Students will study theoretical elements of Music. They will learn to recognise notes and musical symbols while analysing different styles of Music.

This course will provide a good foundation for further Musical study through the Music BTEC or GCSE.

Method of Assessment:

Students will work on learning six pieces of music in each year. They are assessed on their progress through these pieces in each lesson. They will rotate between learning the Guitar and Tuned Percussion so that they focus on each of these instruments for three terms in each year. They will be marked according to National Curriculum Levels. These are then used to track their progress on each instrument. The students will also be involved in assessment through peer marking and personal assessment.

Expectations:

The Music Department will provide quality instruments for all students to access during every music lesson and in return, students must treat these expensive resources with care and respect. Students must ensure that they bring their contact books and equipment to write with to every lesson. All students are welcome to participate in the extra-curricular activities provided by the department.

Option 2: KS3 Photography

Course Content:

Students will produce a range of creative photo shoots in response to set themes and learn how to use the functions on their cameras. They will also learn how to document their ideas, progress and outcomes within their journals.

Students will gain a working knowledge of:

- Camera settings and controls (e.g. Shutter Speeds, Depth of Field, etc.)
- The formal elements of photography (e.g. Composition, light, etc.)
- Digital workflow and image manipulation
- Visual presentation skills

Method of Assessment:

A national curriculum level will be awarded at the end of each term relating to how well the students have documented their ability to:

- Research relevant photographers
- Record their ideas
- Experiment with a range of photographic techniques
- Quality of photographic outcomes and presentation

What will I gain from the course?

Students who complete the course will be able to access the BTEC or GCSE Photography qualifications for study in year 10/11. Students will also gain confidence in using the functions on their cameras and learn how to produce high-quality photographic outcomes.

Expectations:

- Students are required to have access to their camera, SD cards and a USB Flash Drive to complete homework photo shoots set weekly. (Unfortunately, mobile phone cameras are not compatible with the school system)
- Students will be expected to keep a workbook to record their ideas and use it as a “photographic visual diary”.
- Students will be expected to be open-minded to a range of experimental processes.
- Students will be expected to research the work of relevant photographers and artists in an independent manner.
- Students will be expected to be organised, storing and backing up their digital images.

Options Subject: Art and Design Arts Award

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Art at Milestone 2

An interest in creating art in different ways, an interest in drawing and practical work plus a desire to learn about the work of artists and designers.

Course Content:

To achieve Bronze, a Level 1 National qualification, you must take part in an art activity, go to an arts event, research your art inspiration and share your skills with others.

Silver Arts Award, a Level 2 qualification, has two units – Unit 1: Art practice and Unit 2: arts leadership. Studying at Silver Level involves achieving an art challenge, reviewing arts events, researching artists and arts organisations, and delivering an arts leadership project with other people.

With either level, you must plan your work with your teacher, and keep a record by creating your own Arts Award portfolio. This portfolio might be a folder, sketchbook, video diary or a website.

Method of Assessment:

There are no examinations in Arts Award, and you will be assessed on the evidence you produce throughout the course by the Trinity Guildhall College Moderators.

What will I gain from the Course?

You will be given the opportunity to explore different types of art forms and to improve your artistic skills. You will also experiment with art processes and different materials. You will be required to produce and present your work, and this may take the form of a sketchbook. You will also take part in a visit to explore other artist's work.

Find out more here:

<http://www.artsaward.org.uk>



Options Subject: KS4 Caring for Children (Pearson BTEC Level 1)

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Technology at Milestone 2

An interest in gaining the skills, knowledge and understanding needed to care for children and a willingness to work hard to achieve your full potential.

Course Content:

This BTEC Level 1 Certificate covers four units that your teacher assesses (internal).

Learners must complete all units for a total of 120 GLH (guided learning hours).

This course will help learners gain the skills, knowledge and understanding needed to care for their children in the future or children in a voluntary capacity, e.g. baby-sitting. The learner will be able to develop their skills at the same time.

Unit		glh
8	<i>Planning for the Physical and Emotional Care Needs of Children</i>	30
9	<i>Encouraging Children to Eat Healthily</i>	30
4	<i>Communication between Children aged 0-3 years and Adults</i>	30
19	<i>Books, Stories, Poems and Rhymes for Children</i>	30

Students will establish how to respect and value children as individuals, how to tell stories, plan musical and creative experiences and promote a healthy lifestyle.

Visits to Child Care settings and visiting speakers form an important part of the course.

Method of Assessment:

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must meet all the assessment criteria. All units are assessed as Pass or Fail.

Evidence produced by learners will consist of posters, leaflets, presentations and they will take part in practical activities such as designing and making creative activities and educational books for children.

What will I gain from the Course?

This course is designed to give learners the opportunity to:

- Engage in learning which is relevant to them
- Develop a range of skills and techniques, personal skills and attributes essential for parenthood and successful performance in working life
- Progress to the BTEC Level 2 First Award in Health and Social Care or BTEC Level 2 First Award in Children's Play, Learning and Development

Find out more here:

<http://qualifications.pearson.com/en/qualifications/btec-entry-level-and-level-1/caring-for-children-11.html#tab-1>

Options Subject: KS4 Car Maintenance (Enrichment)

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Technology at Milestone 2

Course Content:

Why choose Car Maintenance?

This course is designed to engage and motivate students who are interested in learning about the maintenance of motor vehicles and the various roles that are available in the retail motor industry.

The practical content of the course includes basic servicing, replacement of service parts, fault diagnosis, M.O.T. preparation/inspection, and minor repairs.

The course will include;

Health and Safety Practices in Vehicle Maintenance, Tools, Equipment and Materials for Vehicle Maintenance, Basic Vehicle Valeting, Vehicle Braking Systems Components and Maintenance, Routine Vehicle Maintenance Processes and Procedures on Vehicles, Vehicle Wheels and Tyres Construction and Maintenance, Car Body Repairs and Spraying.

Method of Assessment:

This is a non-accredited course, there will be no formal assessment, but you will be advised of your progress throughout and given clear direction.

What will I gain from the Course?

Successful completion of this course provides a suitable foundation for further study within the sector through progression onto other Technology Courses. Examples include: GCSE Electronic Products, GCSE Product Design, BTEC Level 2 Award in Engineering

Options Subject: KS4 Dance Leadership Award – Level 1

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Dance at Milestone 1 and 2

Course Content:

The aim of this qualification is to give the leaders a breadth of knowledge to be able to be an effective leader. The qualification aims to teach them about the skills and abilities required to be a leader.

- Leadership skills for a dance leader
- Adapting dance sessions to be inclusive
- Safeguarding dance participants
- Plan, level and evaluate dance sessions
- Assist in organising and leading a dance event
- Use of movement & music in dance choreography
- Pathways in dance

Method of Assessment

- Observation.
- Questioning of underpinning knowledge - either verbal or written.
- Notes or planning work completed during the course.
- Performance of set tasks.
- Simulation.
- Video/photographic evidence.

What will I gain from the Course?

- The ability to communicate effectively with peers and younger students
- Adapt to different learning and teaching environments
- Learn to plan and evaluate you own and others delivery of dance sessions
- Skills in organising events and workshops
- Knowledge of further education and pathways within the creative arts post 18.

Find out more here:

<http://www.sportsleaders.org/courses/qualifications/qualifications/level-2-award-in-dance-leadership/>

Options Subject: KS4 DIY Skills (Enrichment)

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Technology at Milestone 2

Course Content:

This course is designed to engage and motivate students who are interested in learning about DIY skills. The course will enable students with little or no experience in construction and DIY to learn a comprehensive range of construction skills that are useful, current and in demand, at work or on a home project.

Covering the use of all essential tools, the course covers how to use hammers, nails, screws, screwdrivers, drills, saws, workbenches, chisels and many other everyday DIY tools that may be required around the home.

The course will cover painting & decorating, woodworking skills, bricklaying, plumbing, general maintenance, health & safety.

Method of Assessment:

This is a non-accredited course, there will be no formal assessment, but you will be advised of your progress throughout and given clear direction.

What will I gain from the Course?

Successful completion of this course provides a suitable foundation for further study within the sector through progression onto other Technology Courses. Examples include GCSE Electronic Products, GCSE Product Design, BTEC Level 2 Award in Engineering.

Options Subject: KS4 Fashion and Textiles Art Award

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Art at Milestone 2

An interest in Fashion and Textiles, a love of practical work and a desire to learn about the work of artists and designers in this field.

Course Content:

To achieve Bronze, a Level 1 National qualification, you must take part in an art activity, go to an arts event, research your art inspiration and share your skills with others.

Silver Arts Award, a Level 2 qualification, has two units – Unit 1: Art practice and Unit 2: arts leadership. Doing Silver involves achieving an art challenge, reviewing arts events, researching artists and arts organisations, and delivering an arts leadership project with other people.

With either level, you must plan your work with your teacher, and keep a record by creating your own Arts Award portfolio. This portfolio might be a folder, sketchbook, video diary or a website.

Method of Assessment:

There are no examinations in Arts Award, and you will be assessed on the evidence you produce throughout the course by the Trinity College Moderators What will I gain from the Course?

What will I gain from the Course?

You will be given the opportunity to explore fashion illustration and textile design. You will learn about key designers and how their careers have developed. You will also experiment with textiles processes and materials. You will be required to produce and present your work in the annual exhibition.

Find out more here:

<http://www.artsaward.org.uk>

Options Subject: Introductory Certificate in Information Technology (BTEC Level 1)

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in ICT or English at Milestone 2

Course Content:

Five units must be achieved, of which two must be taken from the Core Skills, and three from Sector Skills.

Unit A1 – Being Organised

Unit A2 - Developing a Personal Progression Plan

Unit IT5 - Developing Digital Information Using IT

Unit IT8 - Creating a Spreadsheet to Solve Problems

Unit IT11 - Developing a Digital Product

Method of Assessment:

Assessment is designed to fit the purpose and objective of the qualification, and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. Assessment will be marked internally and externally verified through Pearson.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

What will I gain from the Course?

The BTEC Level 1 in IT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context, transferable skills such as planning, research and analysis, working with others or communicating technical concepts.

This will allow learners the opportunity to continue their studies and undertake BTEC Level 2 in Information Technology.

Find out more here:

<https://qualifications.pearson.com/content/dam/pdf/btec-entry-level-and-level-1-introductory/it-users/2016/specification/Specification-Information-Technology-Introductory-Certificate-Diploma-2016.pdf>

Options Subject: KS4 Jamie Oliver Home Cooking Skills (Pearson BTEC Level 1)

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in Technology at Milestone 2

Course Content:

A large proportion of this course is practical and involves cooking. The course consists of over 80 recipes, all divided into manageable sections and covering key topics from eggs and baking to vegetables and quick-cook meals. This is all supported by a range of fact sheets dealing with other basics and essentials such as:

- Kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer
- Food safety and hygiene: knife safety, fridge management and rotation
- How to shop wisely: shopping lists, seasonal food, planning ahead
- Ingredients: preparation, How to understand confusing food labels?

Method of Assessment:

Students will be assessed internally both on their practical skills and on their understanding of course content through a series of assignments designed to meet the assessment criteria and develop knowledge and understanding of the course. To pass each unit, Students must meet all the assessment criteria, and each unit is assessed as Pass or Fail.

What will I gain from the Course?

Successful completion of the course will provide students with the Pearson BTEC Level 1 Award in Home Cooking Skills

The course has been designed to give students the opportunity to develop:

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- Ability to transfer skills learnt to different recipes
- Ability to inspire others by transferring that knowledge.

Students will cook on a weekly basis; please note that there will be an approximate cost of £75 per student, paid in 2 instalments, for school to purchase ingredients for the practical lessons. Some students may be entitled to help with this payment. Please see Miss Foster or Miss Gosling for more information.

Find out more here:

<http://www.jamieshomecookingskills.com/about.php>

<http://www.Pearson.com/quals/skills/home-cooking/Pages/default.aspx>



Options Subject: KS4 Sports Leadership Award – Level 1

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in PE at Milestone 1 and 2

A history of excellent participation in PE lessons is essential. You must be highly motivated, have excellent attendance, and willing to allocate personal time to the planning and delivery of sessions for students within the school environment.

Course Content:

This qualification teaches generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. It is a fun and practical qualification with no entrance requirements or final examinations to sit. All candidates must complete an hour leadership assessment within the school environment.

In this one-year course, you will be required to complete small written tasks within each unit and will then be assessed in practical situations using your newly-acquired skills. You will have both theory and practical lessons, with the practical lessons focusing on how to become an excellent leader. Please note that the practical lessons will not be based around playing the sport.

Method of Assessment:

You will study the following units:

Unit	Unit Title	Guided Learning Hours
1	Establishing leadership skills	10 hours
2	Plan, assist in leading and review sport/physical activity sessions	19 hours

What will I gain from the Course?

This course is suitable for those wishing to pursue a career in a coaching or sporting context. It is also highly suited for those wishing to enter further education in any subject, as it develops a variety of desirable qualities.

Find out more here:

<http://www.sportsleaders.org/new-courses/level-1/>



Options Subject: St John's Personal Achievement Award

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in PE at Milestone 2

An enjoyment of outdoor and physical activities and a willingness to try new things and broaden your horizons.

Course Content:

All students will complete the St John's Personal Achievement Award and also, will be given the opportunity to gain accreditation for the Bronze Duke of Edinburgh Award which consists of 4 sections – Volunteering, Skill, Physical and Expedition. Students need to complete a DIFFERENT activity for each section.

Volunteering – requires participants to help out an individual, their community or the environment. Examples include helping younger students or older people. Students could also complete a project to make other students aware of an issue such as conservation or protecting the environment. Students could help teachers to run an after school club.

Skill – requires participants to develop an existing skill or a new one. Examples include ideas such as to learn First Aid, learn ICT skills to make a short film, learn to play chess (board games) or complete an activity connected with journalism.

Physical – promotes the importance of physical fitness. Students will have the opportunity to try out team sports and individual sports. Ideas include activities such as orienteering, tag rugby, football, and circuit training.

Expedition – requires participants to plan, train for and complete an adventurous journey during which they are self-reliant, over two days with one overnight stay involving camping. This section gives students an opportunity to develop teamwork and leadership skills.

Method of Assessment:

- VOLUNTEERING, SKILL, PHYSICAL

One of the above sections must be undertaken for at least SIX months. The other two sections must be undertaken for at least THREE months.

Expedition:

The assessed expedition must have a clear aim/purpose for which students will gather information during the expedition. After the expedition, students will need to make a presentation showing how they met the aims/purpose.

What will I gain from the Course?

You'll enjoy many new experiences, discover talents you never thought you had, challenge yourself and develop your personal skills. Then there's all this...

...achieving an Award will give you skills, confidence and a view on life that everyone is looking for, from employers to colleges and universities.

...you're getting recognised for doing things you want to do (and may even be doing already).

...you'll make a difference to other people's lives and your community, be fitter and healthier, make new friends and have memories to last you a lifetime.

Find out more here:

<http://www.dofe.org/>

Options Subject: PE Foundation Course



ENRICH

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in PE at Milestones 1 and 2 and 4b in Science at Milestone 2

Students also must be willing to participate in a wide variety of sports, demonstrating flair in at least three of these

Course Content:

All students wishing to study the full GCSE PE course in years 10 or 11 must complete the PE Foundation course. This course will provide students with a foundation understanding of theory content and the opportunity to develop practical sports for assessment during the full GCSE PE course.

This course comprises both theory (50%) and practical (50%) elements.

Practical: Some practical activities will be studied and assessed throughout the year. Students must demonstrate the ability to perform one sport in a team activity, one in an individual activity and a third in either a team or individual activity by the end of the course.

Theory: throughout the year, the following topics are studied:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Method of Assessment:

Students will complete a combination of theory (examination papers) and practical (internal moderation of three practical sports) assessments.

Theory- Examination Paper (50%)

- Socio-cultural influences and well-being in physical activity and sport- Written exam: 1 hour 15 minutes - 30% of GCSE - Topics covered- sports psychology, socio-cultural influences, health, fitness and well-being and use of data.

Practical (50%)- Practical performances in physical activity and sport - three sports are entered (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

- Students will be assessed in skills in progressive drills (10 marks per activity) and the full context (15 marks per activity).

Students will be required to achieve an acceptable attainment level (in both theory and practical assessments) for progression to the full GCSE PE course in years 10 or 11.

What will I gain from the Course?

Physical Education provides students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of activities in which to perform in.

The content of the course is designed to provide the foundation knowledge required to progress to the full GCSE PE course. This in turn could lead to students completing Level 3 awards, and to higher education PE as well as related career opportunities.

Options Subject: Applied History - War Studies Level 1 and 2 Certificate (OCR)

Entry Requirements:

An interest in exploring the history of our local community through hands-on experiences both inside and outside of the classroom; the focus being on World War 1.

Course Content:

A study of Gravesham and the Medway Towns with a particular focus on the 20th century, the two World Wars and the Cold War. Students will visit the TownCentric, George V Park and the Cold War Bunker and the 'Prom' in Gravesend, Cobham and Shorne and the Tourist Centre in Rochester as well as the Royal Engineers and the Dockyard in Chatham. The staff from the TownCentric and Rochester Tourist Centre will visit the group in school to give relevant talks, and support Veterans will also visit the group in school to talk about their experiences and be interviewed. There will also be visits to France and Belgium.

The Certificate in Applied History comprises of 4 units, which can be chosen to suit the abilities and interests of the group as a whole. The aim is to develop a sense of personal identity through engaging with stimulating and controversial issues (please follow the link to the specification below).

The information collected by the students will be processed and edited; a History magazine will be published and will be a collective effort by the group. Great War Memorials in the Borough will be studied, and biographies created by Gravesham soldiers will be published in book format. This will involve the use of the IT facilities and outside providers to ensure the publication is of a suitable quality. The interviews will be collated, edited and compiled into a book; again this will be to a professional standard.

Method of Assessment:

Students will produce

- A termly magazine of Historically related material including a book of memoirs
- A book or books depending on the number of biographies created.
- Internal and external assessment for the Applied History Certificate all of which are fully prepared for in advance with support from your teacher.

Entry into various competitions, regional and national.

What will I gain from the Course?

The course is designed to improve the student's self-esteem and confidence as well as improving skills in language, history, geography, RE, citizenship, business, basic numeracy and IT and developing key and life skills.

- Communication
- Application of number
- ICT (information and communications technology)
- Working with others
- Improving own learning and performance
- Problem Solving

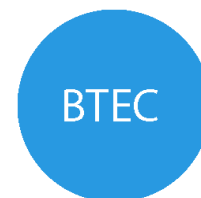
Find out more here:

<http://www.ocr.org.uk/images/81883-specification.pdf>

<http://www.schoolshistoryproject.org.uk/AboutSHP/influence.htm>

www.gravesend14-18.com

Options Subject: BTEC Level 2 First Award in Art and Design



Entry Requirements:

Current Year 8s: Level 5b or higher in Art for Milestone 2

Course Content:

This BTEC First Award involves three units of work that your teacher assesses internally (75%) and a unit that Pearson sets and marks externally which is worth 25% of the qualification.

Learners must complete both core units plus two further units for a total of 120 GLH.

This qualification provides learners with an understanding of how organisations in the art and design industry operate; the key skills required to work in the industry and key concepts and principles related to the world of art and design.

Method of Assessment:

The external assessment is a timed exam for the unit 'Creative Project'.

The externally assessed unit has the same grades as the internally assessed units; Pass, Merit, Distinction.

An overall grade for the qualification is awarded based on performance on all four units. A combination of Distinctions and Merits can lead to an overall Distinction* grade.

What will I gain from the Course?

Method of Assessment		
<i>The external assessment is a timed exam for the unit 'Creative Project'.</i>		
<i>The externally assessed unit has the same grades as the internally assessed units; Pass, Merit, Distinction.</i>		
<i>An overall grade for the qualification is awarded based on performance on all 4 units. A combination of Distinctions and Merits can lead to an overall Distinction* grade.</i>		
<i>Core units (mandatory)</i>	<i>Assessment</i>	<i>Hours</i>
<i>Creative Project</i>	<i>External</i>	<i>30</i>
<i>Introduction to Specialist Pathways in Art and Design</i>	<i>Internal</i>	<i>30</i>
<i>Optional specialist</i>		
<i>Communicating Ideas in 2D</i>	<i>Internal</i>	<i>30</i>
<i>Communicating Ideas in 3D</i>	<i>Internal</i>	<i>30</i>
<i>Developing an Art and Design Portfolio</i>	<i>Internal</i>	<i>30</i>
<i>Investigation Contextual Reference in Art and Design</i>	<i>Internal</i>	<i>30</i>

This BTEC Level 2 First Award in Art and Design aims to provide education and training for those who are intending to work in the art and design industries. It gives opportunities for those who are intending to work in the art and design sector to achieve nationally recognised Level 2 vocationally specific qualification or to progress to vocational qualifications such as the Pearson BTEC Level 3 Nationals in Art and Design. A pass at Distinction or above enables students to study at GCSE level. It also aims to give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Find out more here:

<http://www.Pearson.com/quals/firsts2012/art-and-design/Pages/default.aspx>

Options Subject: KS4 Fashion and Textiles Art Award

Entry Requirements:

Current Year 8s: Level 5b or higher in Art for Milestone 2

Course Content:

To achieve Bronze, a Level 1 National qualification, you must take part in an art activity, go to an arts event, research your art inspiration and share your skills with others.

Silver Arts Award, a Level 2 qualification, has two units – Unit 1: Art practice and Unit 2: arts leadership. Doing Silver involves achieving an art challenge, reviewing arts events, researching artists and arts organisations, and delivering an arts leadership project with other people.

With either level, you must plan your work with your teacher, and keep a record by creating your own Arts Award portfolio. This portfolio might be a folder, sketchbook, video diary or a website.

Method of Assessment:

There are no examinations in Arts Award, and you will be assessed on the evidence you produce throughout the course by the Trinity College Moderators What will I gain from the Course?

What will I gain from the Course?

You will be given the opportunity to explore fashion illustration and textile design. You will learn about key designers and how their careers have developed. You will also experiment with textiles processes and materials. You will be required to produce and present your work in the annual exhibition.

Find out more here:

<http://www.artsaward.org.uk>

Options Subject: BTEC Level 2 First Award in Art and Design Photography

Entry Requirements:

Current Year 8's: Level 6c or higher in Art at Milestone 2

Course Content:

Students will produce work journals showing investigations and personal responses to five vocational assignments featuring key photographers and photographic techniques. The student's final outcomes from each project will be displayed at the end of year Exhibition. The five projects are:

1. **Summer Project – The Formal Elements of Photography** (minimum of 5 photoshoots completed over the summer break)
2. **Abstract Photography Exhibition** (Study visit to the Tate Modern with location photoshoots)
3. **Promotion of an Exhibition** (Graphic design and digital manipulations)
4. **Digital Portfolio** (Web design)
5. **Creative Project Exam** (externally set project which includes a second study visit for location photography)

Method of Assessment:

Students will document their ideas, research and progress in work journals, which will be assessed for each project. Each assignment has its assessment criteria which include:

- Experimenting with a wide range of materials, techniques and processes
- Production of personal outcomes
- Compiling their portfolio

What will I gain from the Course?

Students who successfully achieve a Merit in this subject will be accepted onto the GCSE Photography course which will help students become more independent and produce personal outcomes.

Students will also gain a working understanding of:

- A wide range of photographic techniques
- Graphic design (including web design and typography)
- Studio Photography
- Traditional chemical photography
- Organisational skills

Find out more here:

<http://www.Pearson.com/quals/firsts10/art/Pages/default.aspx>

Options Subject: BTEC Level 2 First Award in Business

Entry Requirements:

Current Year 8's: Level 5c or higher in English and Mathematics at Milestone 2

- A genuine interest in the ever changing 'world of business' and programmes such as 'Dragons Den';
- Ability to produce extended pieces of writing;
- Ability to work as part of a team and communicate research findings coherently;

Ability to meet important deadlines and undertake research independently.

Course Content:

Unit	Core units	Assessment method	GLH
1	Enterprise in the Business World	Internal	30
2	Finance for Business	External	30
	Optional specialist units		
3	Promoting a brand	Internal	30
4	Principles of Customer Service	Internal	30
5	Sales and personal Selling	Internal	30
6	Introducing Retail Business	Internal	30
7	Providing Business Support	Internal	30
8	Recruitment, Selection and Employment	Internal	30

Method of Assessment:

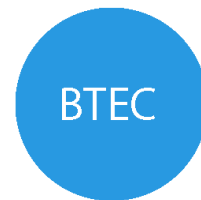
The NQF BTEC First Award in Business consists of four units of work in total over a one-year period. Three of these units are assessed internally at school and moderated externally by the examining board (Pearson). This particular business qualification is made up of 75% of 'internal' assessment. This means that if you work hard with your coursework, you can maximise your marks on the 'internal' components of the qualification. However, you will also have to prepare for and sit one examination unit which is written and assessed by the examining board (Pearson). The examination element is worth 25% of the overall marks for this qualification. All learners must complete two core units, and a choice of optional units to reach a total of 120 Guided Learning Hours in total. The examination unit is compulsory as it unit 1.

What will I gain from the Course?

You will become highly knowledgeable regarding what goes on in the world of business and will grow in confidence regarding setting up a business of your own. The underpinning knowledge and understanding, practical and vocational skills gained will also provide you with an excellent platform for entry into a range of Level 3 courses in Business such as BTEC Level 3 or AS/A2 Applied Business. This First Award (NCF) BTEC is a great starting point for future job opportunities in Finance, Human Resource Management, Production, Marketing, Retail, Customer Services or Sales. This BTEC Award in Business will provide you with the fundamental foundations and skills needed for any job connected to business and will also provide you with the key skills needed for any job connected to business.

Find out more here:

<http://www.Pearson.com/migrationdocuments/BTEC%20Firsts%20from%202012/BF031438-BTEC-L1-2-Award-Business-spec-Issue2.pdf>



Options Subject: BTEC Level 2 First Award in Children’s Play, Learning and Development

Entry Requirements:

Current Year 8’s: Level 5c or higher in English at Milestone 2

Course Content:

The BTEC Level 2 First Award in Children’s Play, Learning and Development offers an opportunity for successful students to develop their understanding further if they achieved grade P in the BTEC Level 1 Certificate in Caring for Children. Alternatively, those students who have not studied BTEC Level 1 in Caring for Children can opt for this Level 2 course directly if entry requirements have been successfully achieved.

This BTEC Level 2 Award covers three units in total. The first unit is externally assessed and contributes to 25% of the final grade. The remaining two units are internally assessed by your teacher. Students must complete all units for a total of 120 GLH (guided learning hours).

Unit		GLH	Assessment
1	Patterns of Child Development	30	External
2	Promoting Children’s Development Through Play	30	Internal
3	The Principles of Early Years Practice	60	Internal

This course is a good starting point for students to progress into careers such as; Paediatric Nurse, Child Psychologist, Midwife, Health Visitor, Neo-Natal Nurse, Social Worker, Teacher, Paediatrician, etc. Visits to Child Care settings and visiting speakers form an important part of the course.

Method of Assessment:

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must meet all the assessment criteria. All units are assessed as Pass, Merit or Distinction.

The external assessment is for Unit 1- Patterns of Child Development– this will be a one hour written exam taken in January.

The externally assessed unit has the same grades as the internally assessed units:
Level 2 - Pass, Merit or Distinction, Level 1, Unclassified

An overall grade for the qualification is awarded based on performance on each of the three units. A combination of Distinctions and Merits can lead to an overall Distinction* grade.

What will I gain from the Course?

The Pearson BTEC Level 2 First Award in Children’s Play, Learning and Development provides the knowledge, understanding and skills for students to progress to:

- Another level 2 vocational qualification
- level 3 vocational qualifications, such as the BTEC Level 3 Nationals in Health and Social Care related academic qualifications

Find out more here:

<http://www.Pearson.com/migrationdocuments/BTEC%20Firsts%20from%202012/BF031438-BTEC-L1-2-Award-Business-spec-Issue2.pdf>

Options Subject: BTEC Level 2 First Award in Engineering

Entry Requirements:

Current Year 8's: Level 5c or higher in English and Technology at Milestone 2

Course Content:

The BTEC Award in Engineering provides an engaging, robust, broad-based introduction to engineering. It provides underpinning knowledge, understanding and practical skills, which reflect the needs of employers, higher and further education professionals. It presents knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application. The Award comprises of core units that underpin the knowledge and skills that are valued in the engineering sector. One core unit focuses on essential knowledge, and the other core unit focuses on applying essential vocational skills. There are also optional units to choose from that underpin essential life skills and complement specific learning in engineering.

The BTEC Level 2 Award is a one-year practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. It introduces you to the employment area you have chosen and provides a good basis to go on to a more advanced work-related qualification such as the Extended Certificate or Diploma.

Method of Assessment:

This BTEC First Award has units that your teacher assesses (internal) and a unit that Pearson sets as an online test and marks (external) that are 25% of the qualification.

Learners must complete both core units plus a further optional unit(s) for a total of 120 GLH (Guided Learning Hours).

Unit	Core units (mandatory)	Assessment	GLH
1	The Engineered World	External	30
2	Investigating an Engineering Product	Internal	30
Unit	Optional specialist units		
8	Electronic Circuit Design and Construction	Internal	60

What will I gain from the Course?

There are a variety of routes you can take when you complete this course. If you wish to further your studies the course provides an excellent platform for the BTEC Level 2 Extended Certificate or Diploma offered at St John's. You may wish to go into employment with an engineering company, where you may be able to continue with some training, perhaps on a day-release basis.

Find out more here:

<http://www.Pearson.com/quals/firsts2012/engineering/Pages/default.aspx>

Options Subject: NCFE Level 2 Certificate in Food and Cookery (V.Cert)

Entry Requirements:

Current Year 8's: Level 5c or higher in English at Milestone 2

Course Content:

This Level 2 Certificate has units that your teacher assesses (internal) and an exam that NCFE sets and marks (external). Learners must complete all four core units for a total of 120 GLH (guided learning hours)

Unit	Core units (mandatory)	Assessment	glh
1	Preparing to cook	Internal	30
2	Understanding food	Internal	30
3	Exploring balanced diets	External Exam	30
4	Plan and produce dishes in response to a brief	Internal	30

Please note that there will be an approximate cost of £60 per learner, paid in 2 instalments, for the school to purchase ingredients for the practical lessons. Some learners may be entitled to help with this payment. Please see Miss Foster or Miss Gosling for more information.

Method of Assessment:

Each unit of this qualification is graded using a structure of - Not Yet Achieved, Pass, Merit and Distinction.

The external assessment is for Unit 3 – Exploring Balanced Diets - this will be a two hour written exam taken in June and is worth 25% of the overall assessment.

An overall grade for the qualification is awarded based on learner's performance in each of the four units. Four Distinction units lead to an overall Distinction* grade.

What will I gain from the Course?

This qualification is designed for learners with interest in food and cookery. It is suitable for those studying a food related course for the first time at KS4 OR as a progression from BTEC Level 1 in Home Cooking Skills (Jamie Oliver) or the Year 9 Foundation Food and Nutrition course. It will provide learners with the experience of using different cooking techniques and methods and enable them to develop these within further education or apprenticeships. This course will give a sound understanding of the skills required for a career in food (Catering, Hospitality or Food Technology).

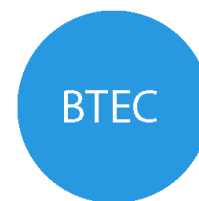
The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.

Find out more here:

<http://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-food-and-cookery-2019.aspx>

Options Subject: BTEC Level 2 First Award in Health and Social Care



Entry Requirements:

Current Year 8's: Level 5c or higher in English at Milestone 2

Course Content:

This BTEC First Award has units that your teacher assesses (internal) and a unit that Pearson sets and marks (external) that is 25% of the qualification.

Learners must complete both core units plus two further units for a total of 120 GLH (guided learning hours)

Unit	Core units (mandatory)	Assessment	glh
1	Human Lifespan Development	External	30
2	Health and Social Care Values	Internal	30
Unit	Optional specialist		
3	Effective Communication in Health and Social Care	Internal	30
5	Promoting Health and Wellbeing	Internal	30

Visits to Health and Social care settings, work placements, visiting speakers and groups of service users form an important part of the course.

Method of Assessment:

The external assessment is for Unit 1- Human Lifespan Development – this will be a one hour written exam taken in January.

The externally assessed unit has the same grades as the internally assessed units:

Level 2 - Pass, Merit, Distinction, Level 1, Unclassified

An overall grade for the qualification is awarded based on performance on each of the four units. A combination of Distinctions and Merits can lead to an overall Distinction* grade.

What will I gain from the Course?

Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to the BTEC Level 3 Nationals in Health and Social Care. The underpinning knowledge and understanding, practical and vocational skills learnt will also enhance and support the progression of a relevant competency-based course, e.g., Level 3 Diploma in Health and Social Care or you may also consider general qualifications at Level 3, such as the GCE in Health and Social Care. This BTEC course is a good starting point for jobs in the health and care services such as Health Visitor; Registered Nurse; Healthcare Assistant; Residential Care Manager; Midwife; Nursery Nurse; Physiotherapist; Radiographer etc.

Find out more here:

<http://www.Pearson.com/quals/firsts2012/health-and-social-care/Pages/default.aspx>

Options Subject: BTEC Level 2 First Award in Information and Creative Technology

Entry Requirements:

Current Year 8's: Level 4c or higher in ICT and English at Milestone 2

Course Content:

Students will cover a wide range of content and the impact of IT in the wider world. Students will also be afforded the opportunity of learning a range of software on this course.

Students will complete the following units:

Unit 1 – The Online World

Unit 3 - A Digital Portfolio

Unit 4 – Creating Digital Animation

Unit 5 – Creating Digital Audio

Method of Assessment:

Unit 1 The Online World - This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The assessment must be taken by the learner under examination conditions. This equates to 25% of the course.

The other students are assessed on assignment basis. Assessment is designed to fit the purpose and objective of the qualification, and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. Assessment will be marked internally and externally verified by Pearson.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified.

What will I gain from the Course?

The BTEC Level 1/Level 2 First Award in Information and Creative Technology in IT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context, transferable skills such as planning, research and analysis, working with others or communicating technical concepts.

Students will be learning to use different types of software also in this course such as CoffeeCup – HTML Editor, Website and Web Design software. Animation software such as Flash & Blender. Also the likes of Audacity and Adobe Audition.

Find out more here:

<https://qualifications.pearson.com/content/dam/pdf/btec-entry-level-and-level-1-introductory/it-users/2016/specification/Specification-Information-Technology-Introductory-Certificate-Diploma-2016.pdf>

Options Subject: BTEC Level 2 First Award in Music

Entry Requirements:

Current Year 8's: Level 5c or higher in Music at Milestone 2

Students must also be prepared to attend extra-curricular rehearsals and perform to a live audience.

Course Content:

Core Units: (Learners will study two core units):

Unit 1: The Music Industry – This unit provides an overview of the music industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

Unit 2: Managing a Music Product – This unit looks at the development of a music product. It introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product.

Optional Units (Learners will complete two optional units):

Unit 4: Introducing Music Composition – This unit will require you to develop a portfolio of composition ideas, some of which will be developed, and one of which will be completed.

Unit 5: Introducing Music Performance – This unit enables learners to develop their technique and reflective skills as performers.

Method of Assessment:

The external assessment is for Unit 1- The Music Industry – Students will complete a 1-hour exam on aspects of the music industry such as job roles, organisations, and how individuals work together.

The externally assessed unit has the same grades as the internally assessed units: Level 2 - Pass, Merit, Distinction

An overall grade for the qualification is awarded based on performance on each of the four units. A combination of Distinctions and Merits can lead to an overall Distinction grade.

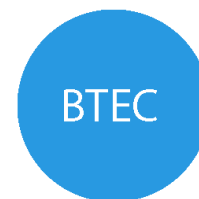
You will need to ensure that you have kept evidence throughout your studies. Assessment evidence includes tutor observations, practise and performance diaries, a sketchbook of planning for a concert, organisation and evaluation work on a production, rehearsal and live performance.

What will I gain from the Course?

The BTEC Music option offers a wide range of skills such as playing and writing music, using notation, chord symbols, drum music, and other forms of notation. You also develop the ability to perform in front of an audience by taking part in a range of performances. You develop knowledge of the music industry, including how it works and the key people involved.

Find out more here:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>



Options Subject: BTEC Level 2 First Award in Dance

Entry Requirements:

Current Year 8's: Level 4c+ or higher in Dance at Milestone 2

Students must also be prepared to attend extra-curricular rehearsals and perform to a live audience.

Course Content:

This BTEC First Award has units that your teacher assesses (internal) and a unit that Pearson sets and marks (external) that is 25% of the qualification.

Learners must complete both core units plus a further optional specialist unit for a total of 120 GLH (guided learning hours)

Unit	Core units (mandatory)	Assessment	glh
1	Individual Showcase	External	30
2	Preparation, Performance and Production	Internal	30
Unit	Optional specialist		
4	Dance Skills	Internal	60

Method of Assessment:

The external assessment is for Unit 1- Individual Showcase – Students will complete a letter of application and a presentation/audition in response to a selected progression opportunity.

The externally assessed unit has the same grades as the internally assessed units:

Level 2 - Pass, Merit, Distinction

An overall grade for the qualification is awarded based on performance on each of the three units. A combination of Distinctions and Merits can lead to an overall Distinction* grade.

You will need to ensure that you have kept evidence throughout your studies. Assessment evidence includes tutor observation, choreographic and performance log, a sketch book of planning, organisation and evaluation work on a production, rehearsal and live performance.

What will I gain from the Course?

Skills such as practical dance skills – timing, rhythm, stamina, flexibility, creativity, strength, extension, balance, coordination.

Life skills – teamwork, communication, confidence, presentation, positive attitude, commitment, social skills, application of knowledge, literacy, health and safety, budgeting, organisation, planning, evaluation.

Find out more here:

<http://www.Pearson.com/quals/firsts2012/performing-arts/Pages/default.aspx>

Options Subject: BTEC Level 2 First Award in Drama

Entry Requirements:

Current Year 8's: Level 5c+ or higher in Drama at Milestone 2

Students must be able to work independently as well as well in a team, sharing and developing their ideas and the ideas of others. Students must also be able to work to deadlines, be a creative thinker, and be willing to perform to an audience.

Course Content:

The BTEC level 2 Acting course is primarily a practical, vocational course, and as such you will be actively involved in the creation of different drama performances. You will support your work with the creation of a written actor's log and portfolio to provide evidence that you have met the required criteria of the course and to evaluate the strengths and weaknesses of your individual and group work.

You will be working independently to create contrasting monologues to fit a theme set by BTEC. You will use a variety of acting skills developed throughout workshops to create individual performances.

You will also be working on scripted plays as well as devising your plays, and you will be expected to attend a wide range of acting workshops to develop your acting technique. You will also need to support your performances by undertaking the organisation and planning required for them.

Method of Assessment:

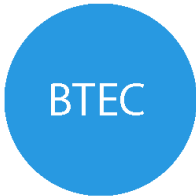
BTEC is primarily assessed through practical course work. You will be assessed on your use of rehearsal time, your acting skills, your performances and your creative approach to developing character, etc. Your portfolio will be assessed and used to provide evidence for your work across the units. Around 20%-25% of the course will be externally examined via an application to a progression opportunity (part written exam/part filmed performance).

What will I gain from the Course?

You will gain the BTEC Level 2 First Award in Performing Arts which is equivalent to 1 GCSE. You will gain confidence, teamwork skills, and performance skills. The course also provides an excellent platform for the Level 3 BTEC Performing Arts Acting course we offer in year 12 at St John's.

Find out more here:

<http://www.Pearson.com/quals/firsts2012/performing-arts/Pages/default.aspx>



Options Subject: BTEC Level 2 First Award in Sport

Entry Requirements:

Current Year 8's: An A2L score of 2 or higher in PE at Milestone 1 and 2 and Level 4a or higher in English and Science at Milestone 2

Course Content:

The course comprises 4 units:

Unit	Title		Assessment Method
1	Health and Fitness for Sport and Exercise	Core (Mandatory)	External
2	Practical Sports Performance	Core (Mandatory)	Internal
5	Training for Personal Fitness	Optional Specialist	Internal
6	Leading Sports Activities	Optional Specialist	Internal

Method of Assessment:

Unit 1 is assessed externally using an onscreen test – this is set and marked by Pearson. Units 2, 5 and six are marked and verified internally by PE staff. Samples of students' work are moderated by Pearson upon their request.

Each internally-assessed unit contains between 2 and four assignments. The information to complete each assignment is provided. However, the method by which each assignment is required will vary in form (e.g. a poster, a leaflet, a written report or log or a practical performance).

It is essential that deadlines are met to achieve a Pass, Merit, Distinction or Distinction* in this course.

What will I gain from the Course?

This course builds on learning from Key Stage 3, allowing students to explore a vocational route through Key Stage 4. The award enables learners to:

- Develop personally through practical participation and performance in a range of sports and exercise activities
- Gain a wider understanding and appreciation of health-related fitness, sports and exercise
- Develop their people, communication, planning and team-working skills
- Develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

Find out more here:

<http://www.Pearson.com/quals/firsts2012/sport/Pages/default.aspx>

Course Code	Course Name	Subject Leader	Page
EBACC Courses			
12	GCSE French	Mr Mooney	12
13	GCSE Geography	Miss Stankard	13
14	GCSE History	Mr Murphy	14

Course Code	Course Name	Subject Leader	Page
KS3 Options			
15	Art and Design	Mrs Stone	15
16	Creative Media Production	Mrs Stone	16
17	Dance	Miss Hardy	17
18	Design and Technology	Mr Ambrose	18
19	Drama	Miss Hardy	19
20	Fashion and Textiles	Mrs Stone	20
21	Food and Nutrition	Mrs Foster	21
22	Graphic Design	Mrs Stone	22
23	ICT and Computing	Mr Mooney	23
24	Music	Mr Farrelly	24
25	Photography	Mr Buggs	25

Course Code	Course Name	Subject Leader	Page
Enrichment / Level 1 Courses			
26	Art and Design Arts Award	Mrs Stone	26
27	Caring for Children	Mrs McKay	27
28	Car Maintenance	Mr Ambrose	28
29	Dance Leadership Award	Miss Hardy	29
30	DIY Skills	Mr Ambrose	30
31	Fashion and Textiles Art Award	Mrs Stone	31
32	Introductory Certificate In IT	Mr Mooney	32
33	Jamie Oliver Home Cooking Skills	Mrs Foster	33
34	Sports Leadership Award	Mr Raye	34
35	St Johns Personal Achievement Award	Mr Smith	35
36	PE Foundation	Mr Raye	36
37	War Studies	Mr Murphy	37
BTEC Level 2 Courses (First Awards) – Equivalent to One GCSE			
38	Art and Design	Mrs Stone	38
39	Art and Design Fashion and Textiles	Mrs Stone	39
40	Art and Design Photography	Mr Buggs	40
41	Business	Mr Nugent	41
42	Children’s Play, Learning and Development	Mrs McKay	42
43	Engineering	Mr Ambrose	43
44	Food and Cookery	Mrs Foster	44
45	Health and Social Care	Mrs McKay	45
46	Information and Communication Technology	Mr Mooney	46
47	Music	Mr Farrelly	47
48	Performing Arts – Dance	Miss Hardy	48
49	Performing Arts – Drama	Miss Hardy	49
50	Sport	Mr Raye	50

KS4 Options Form – Year 8 into 9

Name

Tutor Group

Step 1 – EBACC choice: Complete the section below choosing either French, Geography or History. You will be allocated one of these courses.

Circle one of these courses as appropriate

FRENCH	GEOGRAPHY	HISTORY
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*** Students will continue studying their chosen EBACC course in Year 10 and 11.*

Step 2 – Complete the section below choosing three Key Stage 3 Option Courses. Two preferences and one reserve. You will be allocated two of these courses.

***There will be no external examinations in any of these Courses in Year 9. These courses provide an excellent platform for GCSE and BTEC Study in Years 10 and 11.*

Example	Car Maintenance	Example	28
Choice 1		Choice 1	
Choice 2		Choice 2	
Reserve Choice		Reserve Choice	

Step 3 – Complete the section below choosing two Key Stage 4 Option Courses. One preference and one reserve. You will be allocated one of these courses.

***Double curriculum time is assigned to all Key Stage 4 Option courses, this ensures that each of these courses can be studied and completed in one year.*

Example	Car Maintenance	Example	28
Choice 1		Choice 1	
Reserve Choice		Reserve Choice	

Step 4 – Ensure you and a parent sign this section. Return the form to your Form Tutor by Friday 3rd March 2017

Student Signature

Parent Signature

Step 5 – This section to be completed by the Form Tutor and forwarded to Year Leader.

KS4 Entry Requirements Met

Choice 1	YES/NO
Reserve	YES/NO

If any choice has a NO please guide the student in choosing an alternative subject (Unless a pupil presents you with a supplementary form signed by the appropriate Subject Leader – If so, please attach it to this form)

Form Tutor Signature.

Step 6 – This section to be completed by form tutor. Signature.

Course Code	Course Name	Subject Leader	Page
EBACC Courses			
12	GCSE French	Mr Mooney	12
13	GCSE Geography	Miss Stankard	13
14	GCSE History	Mr Murphy	14

Course Code	Course Name	Subject Leader	Page
KS3 Options			
15	Art and Design	Mrs Stone	15
16	Creative Media Production	Mrs Stone	16
17	Dance	Miss Hardy	17
18	Design and Technology	Mr Ambrose	18
19	Drama	Miss Hardy	19
20	Fashion and Textiles	Mrs Stone	20
21	Food and Nutrition	Mrs Foster	21
22	Graphic Design	Mrs Stone	22
23	ICT and Computing	Mr Mooney	23
24	Music	Mr Farrelly	24
25	Photography	Mr Buggs	25

Course Code	Course Name	Subject Leader	Page
Enrichment / Level 1 Courses			
26	Art and Design Arts Award	Mrs Stone	26
27	Caring for Children	Mrs McKay	27
28	Car Maintenance	Mr Ambrose	28
29	Dance Leadership Award	Miss Hardy	29
30	DIY Skills	Mr Ambrose	30
31	Fashion and Textiles Art Award	Mrs Stone	31
32	Introductory Certificate In IT	Mr Mooney	32
33	Jamie Oliver Home Cooking Skills	Mrs Foster	33
34	Sports Leadership Award	Mr Raye	34
35	St Johns Personal Achievement Award	Mr Smith	35
36	PE Foundation	Mr Raye	36
37	War Studies	Mr Murphy	37
BTEC Level 2 Courses (First Awards) – Equivalent to One GCSE			
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39	Art and Design Fashion and Textiles	Mrs Stone	39
40	Art and Design Photography	Mr Buggs	40
41	Business	Mr Nugent	41
42	Children’s Play, Learning and Development	Mrs McKay	42
43	Engineering	Mr Ambrose	43
44	Food and Cookery	Mrs Foster	44
45	Health and Social Care	Mrs McKay	45
46	Information and Communication Technology	Mr Mooney	46
47	Music	Mr Farrelly	47
48	Performing Arts – Dance	Miss Hardy	48
49	Performing Arts – Drama	Miss Hardy	49
50	Sport	Mr Raye	50

KS4 Options Form – Supplementary Form

You only need to use this form if you do not meet the entry requirements for a course

Name Tutor Group

The above pupil has not met the required entry requirements for

Course

I do however deem the pupil well suited to the course and believe he/she would be successful and achieve well. I permit them to choose the course as one of their options despite not meeting the entry requirements.

Subject Leader Signature

KS4 Options Form – Supplementary Form

You only need to use this form if you do not meet the entry requirements for a course

Name Tutor Group

The above pupil has not met the required entry requirements for

Course

I do however deem the pupil well suited to the course and believe he/she would be successful and achieve well. I permit them to choose the course as one of their options despite not meeting the entry requirements.

Subject Leader Signature