



# St John's Catholic

Comprehensive School



OPTIONS 2017/18

Year 9 into Year 10

Year 10 into Year 11

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Pupils study all of these Core subjects in both years 10 and 11.

GCSE examinations will take place in the majority of these subjects at the end of Year 11. (see page 2 for more details)

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Pupils are required to study one EBACC Course. (See pages 3 and 4 for details)

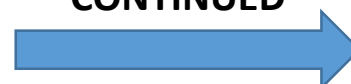
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Current Year 9 students will study two option courses in Year 10 and 11 in addition to the EBACC course chosen above.

Current Year 10 students will study one option course in Year 11 in addition to the EBACC course chosen above.

A wide variety of Enrichment, BTEC and GCSE courses are available to select from.

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## 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 10 and Year 11, as well as the options process and the option courses that are on offer to you. 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.

## Core (Compulsory) Subjects

Pupils will study six core subjects in Years 10 and 11. The majority of these subjects (all except Physical Education and Personal Development) lead to GCSE qualifications.

Subject	Qualification	Examination Date
English	GCSE English Language GCSE English Literature	Summer Year 10 Summer Year 11
Mathematics	GCSE Mathematics	Summer Year 11
Science (Current Year 9 students only)	GCSE Combined Science Trilogy	Summer Year 11
Religious Studies	GCSE Religious Studies	Summer Year 11
Physical Education	---	---
Personal Development	---	---

## Option Subjects

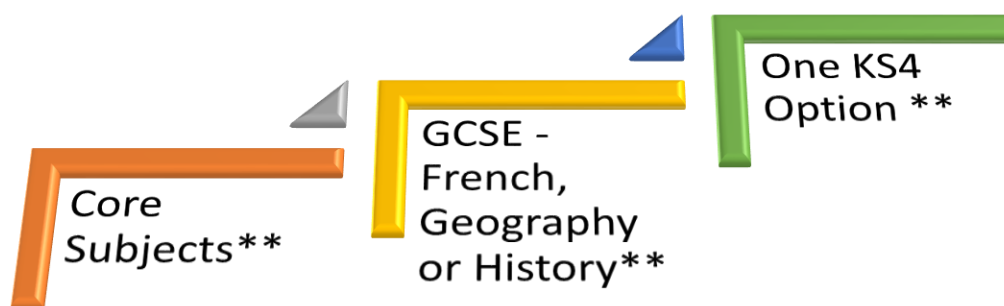
### Current Year 10 Students

Pupils will study two option subjects in Year 11. One of these two option subjects will be an EBACC Option subject (GCSE French, GCSE Geography or GCSE History). The other option subject can be chosen from the wide range of Enrichment; BTEC & GCSE courses on offer.

Double curriculum time is assigned to each EBACC Option Subject and each KS4 Option course to ensure that each of these courses can be studied and completed in one year.

A wide variety of Option courses are on offer, and they have been carefully chosen to cater for differing abilities and interests. 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.

### Year 11



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

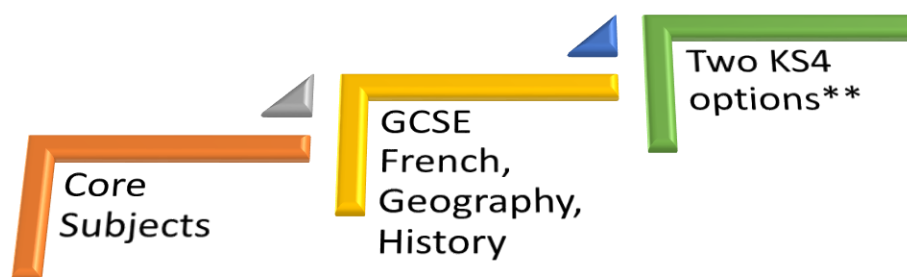
## Current Year 9 students

Pupils will study one EBACC subject (GCSE French, GCSE Geography or GCSE History) in Years 10 and 11. This subject will be studied across both Years 10 and 11 and will be examined at the end of Year 11.

You will also study two KS4 Option subjects in Year 10 (and a further one in Year 11 that you will select in 12 months' time). Double curriculum time will be assigned to each KS4 Option course to ensure that each of these courses can be studied and completed in one year. You are only required to select the Option courses you wish to study for next academic year at this present juncture.

A wide variety of Option courses are on offer, and they have been carefully chosen to cater for differing abilities and interests. 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, you are encouraged to give your all to your studies over the next twelve-month period as you will have another opportunity to meet the entrance requirements in a year's time and study that particular course in Year 11.

## 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

## The Options Process

Over the next few weeks, you are required to complete and return the Options form on page 56 (Year 9) or page 58 (Year 10) of this prospectus. It requires you to select:

Year 10 Students:

- Your EBACC Option choice, one preferred KS4 Option choice and one reserve KS4 Option choice.

Year 9 Students:

- Your EBACC Option choice, two preferred KS4 Option choices and one reserve KS4 Option choice.

It is vital you only select 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 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. If you are currently in Year 9 and unsuccessful in being allocated one of your preferred Option courses for Year 10, we will endeavour to allocate this course when you are in Year 11, if you still wish to study it.

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

The option process is repeated each academic year so current year nine pupils will have the opportunity to choose their final KS4 option course for Year 11 in twelve months' time.

We hope this information has been helpful and provided you with a variety of choice for your options.



D Walton – Associate Head Teacher



S Atkinson – Associate Assistant Head Teacher

## Core Subject: English Language (AQA)

### Course Content:

#### Explorations in creative reading and writing

- Reading of literature fiction texts to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
- Writing your own creative text, inspired by a topic to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

#### Writers' viewpoints and perspectives

- Reading of two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.
- Producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme.

#### Spoken Language

- Students will give a presentation in a formal context
- Students will respond appropriately to questions and feedback, asking questions themselves to elicit clarification
- Students will demonstrate the use of spoken Standard English.

### Method of Assessment:

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
<p>What's assessed:</p> <ul style="list-style-type: none"> <li>• Reading: one literature fiction text</li> <li>• Writing: descriptive or narrative writing</li> </ul> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<p>What's assessed:</p> <ul style="list-style-type: none"> <li>• Reading: one non-fiction text and one literary non-fiction text</li> <li>• Writing: writing to present a viewpoint</li> </ul> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> <li>• 80 marks</li> </ul>

### What will I gain from the Course?

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This course will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysis of texts.

### Find out more here:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

## Core Subject: English Literature (AQA)

### Course Content:

**Shakespeare:** Students will study *Macbeth* by William Shakespeare. In the exam, they will be required to write in detail about an extract from the play and then write about the play as a whole.

**The 19th-century novel:** Students will study *The Curious Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson. In the exam, they will be required to write in detail about an extract from the novel and then write about the novel as a whole.

**Modern texts:** Students will study *Animal Farm* by George Orwell. In the exam, students will answer one essay question from a choice of two questions.

**Poetry:** Students will study the AQA *Love and Relationships Anthology*. In the exam, students will answer one comparative question on one named poem printed on the paper and one other poem from the Anthology.

**Unseen Poetry:** Students will study analytical techniques. In the exam, students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### Method of Assessment:

<p><b>Paper 1: Shakespeare and the 19th-century novel</b></p> <p>What's assessed</p> <ul style="list-style-type: none"> <li>• Shakespeare - <i>Macbeth</i></li> <li>• The 19th-century novel – <i>Dr. Jekyll and Mr. Hyde</i></li> </ul> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> <li>• 64 marks</li> <li>• 40% of GCSE</li> </ul>	<p><b>Paper 2: Modern texts and poetry</b></p> <p>What's assessed</p> <ul style="list-style-type: none"> <li>• <i>Animal Farm</i></li> <li>• Poetry</li> <li>• Unseen poetry</li> </ul> <p>Written exam: 2 hour 15 minutes</p> <ul style="list-style-type: none"> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>
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### What will I gain from the Course?

The specification takes a skills-based approach to the study of English Literature that is consistent across the genres. The texts encourage students to explore inspirational literature and allow students of all abilities to achieve their best in every aspect of their exam.

A wide variety of texts means that there is something that will appeal to every student and inspire young readers.

**The course of study offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.**

### Find out more here:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>



## Core Subject: GCSE Mathematics (Edexcel)

### Course Content:



CORE

Mathematics is split into six core areas: The assessments will cover the following content headings:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

All students are following the Edexcel Linear GCSE Course. (1MA1 specification)

### Method of Assessment:

The external assessment by Edexcel takes place in the summer of Year 11, comprising of 3 written examinations.

- Paper 1 is a non-calculator assessment, and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The qualification will be graded and certificated on a nine-point scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

There is no coursework involved.

### What will I gain from the Course?

The course itself will form the bedrock of your education. Being numerate and analytical in today's society is paramount and necessary. We will teach you life skills that will, in turn, help you calculate your finances, manage your time and solve problems. A GCSE grade 5 in Mathematics is the first thing a large number of employers look for. It is also a requirement for many, if not all, higher levels of education.

Find out more here:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

## 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 subjects.

### Find out more here:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

## Core Subject: GCSE Religious Education (AQA)

### Course Content:

What's assessed Catholic beliefs, teachings, practices, sources of authority and forms of expression about six topics:

- Creation
- incarnation
- the Triune God
- redemption
- church
- eschatology

Judaism studied as a second religion and two religious, philosophical and ethical studies themes chosen from:

Theme A: Religion, relationships and families

Theme B: Religion, peace and conflict

Theme C: Religion, human rights and social justice.

### Method of Assessment:

The course is assessed through a 100% external examination sat at the end of the course in Year 11.

Questions:

- In each exam series, questions will be set on any four of the topics listed above.
- Students must answer all the questions.
- Each topic is marked out of 24 marks.
- There will be one five-part question per the topic of 1, 2, 4, 5 and 12 marks.
- The 12 mark questions will require extended writing and test analysis and evaluation.

### 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 subjects.

### Find out more here:

Purchasing a textbook would be an advantage as the content of the course is broad. The following link is for the AQA accredited textbook for the course: <https://www.bookdepository.com/basket>

AQA Course Content: [www.aqa.org.uk/resources/rs/specifications/AQA-8063-SP-2016.PDF](http://www.aqa.org.uk/resources/rs/specifications/AQA-8063-SP-2016.PDF)

## Core Subject: Physical Education

### Course Content:

Students will be streamed in years 10 and 11, and participate in a variety of sports. Students are expected to attend all lessons and be dressed in full St. John's PE kit every lesson where they will undertake the role of a performer, coach or official.

Sports include Football, Rugby, Climbing, Cross-Country, Basketball, Netball, Hockey, Trampoline, Rounder's, Cricket and Athletics.

Opportunities are also provided for students to represent their house in termly inter-house sporting competitions.

Students identified as "talented" in certain sports will be expected to be part of the school team for that sport, and attend weekly training and represent the school at fixtures.

### 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.

### What will I gain from the Course?

In addition to developing a healthy lifestyle, students will develop personal learning and thinking skills which are transferable to all other subjects and future education and employment.

## Core Subject: Personal Development

### Course Content:

Throughout the year, pupils will benefit from a range of experiences that reflect the “real world”. Talks are delivered via in-house staff and external speakers, to broaden pupils’ 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:

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

### Expectations:

Pupils are expected to participate fully in a variety of activities, where they are expected to develop their communication skills, be creative, broaden their knowledge and acknowledge various attitudes to topics to prepare themselves for making appropriate decisions about their life – current and the future.

## Options 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/subjects/languages/gcse/french-8658>

## Options 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/edexcel-gcses/history-2016.html>

## Options 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 pupils 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 pupils 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.

### Find out more here:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



## 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

Current Year 9's: An A2L score of 2 or higher in Art at the end of Year 8

Or an A2L score of 2 or higher in Art at Milestone 2

Current Year 10's: An A2L score of 2 or higher in Art at the end of Key Stage 3

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 (Edexcel BTEC Level 1)

### Entry Requirements:

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

Current Year 9's: An A2L score of 2 or higher in Technology at the end of Year 8

Or an A2L score of 2 or higher in Technology at Milestone 2

Current Year 10's: An A2L score of 2 or higher in Technology at the end of Key Stage 3

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.

<b>Unit</b>		<b>glh</b>
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-1.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

Current Year 9's: An A2L score of 2 or higher in Technology at the end of Year 8

Or an A2L score of 2 or higher in Technology at Milestone 2

Current Year 10's: An A2L score of 2 or higher in Technology at the end of Key Stage 3

### 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 subjects. Examples include: GCSE Electronic Products, GCSE Product Design, BTEC Level 2 Award in Engineering

## Options Subject: KS4 DIY Skills (Enrichment)

### Entry Requirements:

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

Current Year 9's: An A2L score of 2 or higher in Technology at the end of Year 8

Or an A2L score of 2 or higher in Technology at Milestone 2

Current Year 10's: An A2L score of 2 or higher in Technology at the end of Key Stage 3

### 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 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 subjects. 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

Current Year 9's: An A2L score of 2 or higher in Art at the end of Year 8

Or an A2L score of 2 or higher in Art or Art Skills at Milestone 2

Current Year 10's: An A2L score of 2 or higher in Art at the end of Key Stage 3 or an A2L score of 2 or higher in Art Skills 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

Current Year 9's: An A2L score of 2 or higher in ICT or English at Milestone 2

Current Year 10's: An A2L score of 2 or higher in ECDL 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.

And 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 (Edexcel BTEC Level 1)

### Entry Requirements:

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

Current Year 9's: An A2L score of 2 or higher in Technology at the end of Year 8

Or an A2L score of 2 or higher in Technology at Milestone 2

Current Year 10's: An A2L score of 2 or higher in Technology at the end of Key Stage 3

### 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 Edexcel 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.edexcel.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

Current Year 9'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: 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

Current Year 9'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: St John's Personal Achievement Award

### Entry Requirements:

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

Current Y9's and Y10'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

### 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

Current Year 9's: An A2L score of 2 or higher in PE at Milestones 1 and 2 and a grade 3 or higher in Science at Milestone 2

Current Year 10's: An A2L score of 2 or higher in PE in Milestones 1 and 2 and a grade 3 or higher in Science at Milestone 2

Pupils 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 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 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.

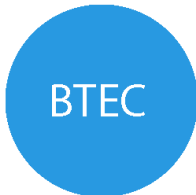
### What will I gain from the Course?

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](http://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
- Current Year 9s: Level 5a or higher in Art at Milestone 2
- Or Level 5a or higher in Art at the end of Year 8
- Alternatively a “Working Towards” in Arts Award at Milestone 2
- Current Year 10s: Level 6c or higher in Art at the end of Key Stage 3
- Or Grade D or higher in GCSE Art (short or long course) at Milestone 2.
- Alternatively, a “Working Towards” in Arts Award at Milestone 2

### Course Content:

This BTEC First Award involves three units of work that your teacher assesses internally (75%) and a unit that Edexcel 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:

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>

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?

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 Edexcel 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.edexcel.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

Current Year 9s: Level 5a or higher in Art at Milestone 2

Or Level 5a or higher in Art at the end of Year 8.

Alternatively a “Working Towards” in Arts Award at Milestone 2

Current Year 10s: Level 6c or higher in Art at the end of Key Stage 3

Or Grade D or higher in GCSE Art (short or long course) at Milestone 2

Alternatively, a “Working Towards” in Arts Award at 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 Photography Level 2 First Award (Edexcel)

### Entry Requirements:

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

Current Year 9's: 6c or higher in Photography at Milestone 2 and a Grade 3 or higher in English Literature at Milestone 2

Or Level 6c or higher in Art at the end of Year 8 and a Grade 3 or higher in English Literature at Milestone 2

Current Year 10's: 6c or higher in Photography at Milestone 2

Or Level 6c or higher in Art at the end of Key Stage 3 and a Grade 3 or higher in English Literature at Milestone 2

Or Merit or higher in BTEC Media at the end of Year 9

Or Grade D or higher in GCSE Art or GCSE Photography at Milestone 2 or the end of Year 9

### 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?

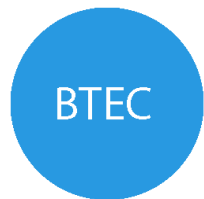
Students who successfully achieve a Merit in this subject will be accepted onto the GCSE Photography course which will help students become more independent and produce personal outcomes.

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.edexcel.com/quals/firsts10/art/Pages/default.aspx>



## Options Subject: BTEC Level 2 First Award in Business (Edexcel)

### Entry Requirements:

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

Current Year 9's: Grade 2 or higher in English Literature and Mathematics at Milestone 2

Current Year 10's: Grade 2 or higher in English Literature 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
	<b>Optional specialist units</b>		
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 (Edexcel). 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 (Edexcel). 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.edexcel.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  
 Current Year 9's: Grade 2 or higher in English Literature at Milestone 2  
 Or a Pass in Caring for Children at Milestone 2  
 Current Year 10's: Grade 2 or higher in English Literature at Milestone 2  
 Or a Pass in Caring for Children at the end of Year 9

### Course Content:

The BTEC Level 2 First Award in Children's Play, Learning and Development offers an opportunity for successful students to further develop their understanding 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

### 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 qualifications
- level 3 vocational qualifications, such as the BTEC Level 3 Nationals in Health and Social Care related academic qualifications
- Apprenticeships within the early years and health and social care sectors.

### Find out more here:

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

## Options Subject: BTEC Level 2 First Award in Creative Digital Media Production

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Level 5a or higher in Art or Media at Milestone 2 and Grade 3 or higher in English Literature at Milestone 2

Or Level 5b or higher in Art or Media at the end of Year 8 and a Grade 3 or higher in English Literature at Milestone 2

Current Year 10's: Level 5b or higher in Art at the end of Key Stage 3 and Grade 3 or higher in English Literature at Milestone 2.

### Course Content:

This course is aimed at all students who are interested in pursuing a future career in the creative media industry (film and TV production, radio and audio, website and publication design).

Within Unit 2 students will learn how to communicate and develop their ideas (verbally and written) through a planning portfolio, to produce a creative media product. This will then be realised through their production unit.

In the production unit, students will film in different locations and have access to green screen technology. The footage will be edited together to create an outcome.

Unit 1 explores audiences and different sectors within the media industry. This will be assessed via an external 1-hour paper based exam. A comprehensive revision guide will be available to students to help in preparation for the exam.

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

Unit		GLH	Assessment
1	Digital Media Sectors and Audiences (1-hour Assessment)	30	External
2	Planning and Pitching a Digital Media Product	30	Internal
3	*Specialist* Digital Moving Image Production	30	Internal
5	*Specialist* Digital Publishing Production	30	Internal

### Method of Assessment:

Students will be assessed on their detailed written planning for their production, communication skills, written evidence and final outcomes. Each unit has 4-5 assessment criteria. Each criterion will be awarded a Pass, Merit or Distinction dependant on the individual outcomes.

### What will I gain from the Course?

This BTEC Level 2 First Award in Creative Digital Media Production aims to provide education and training for those who are intending to work in the Digital Media industries. It gives opportunities for those who are intending to work in the Media sector to achieve nationally recognised Level 2 vocationally specific qualification or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Digital Media. It also aims to give students 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.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BF031438-BTEC-L1-2-Award-Business-spec-Issue2.pdf>



## Options Subject: BTEC Level 2 Engineering

### Entry Requirements:

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

Current Year 9's: Level 4a or higher in Technology at Milestone 2 and Grade 2 or higher in English at Milestone 2

Or a Pass in DIY Skills or Car Maintenance at Milestone 2

Current Year 10's: Level 5c or higher in Technology at the end of Key Stage 3 and Grade 2 or higher in English at Milestone 2

Or a Pass in DIY Skills or Car Maintenance 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 Edexcel 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.edexcel.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  
 Current Year 9's: Grade 2 or higher in English Literature at Milestone 2  
 Or a Pass in Jamie Oliver at Milestone 2  
 Current Year 10's: Grade 2 or higher in English Literature at Milestone 2  
 Or a Pass in Jamie Oliver at Milestone 2 or the end of Year 9

### 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?

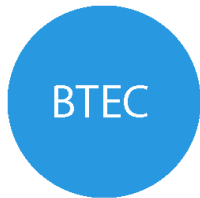
This qualification is designed for learners with interest in food and cookery. It is suitable for those studying a food related course for the first time at KS4 OR as a progression from BTEC Level 1 in Home Cooking Skills (Jamie Oliver) or the Year 9 Foundation Food and Nutrition course. It will provide 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 (Edexcel)

### Entry Requirements:

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

Current Year 9's: Grade 2 or higher in English Literature at Milestone 2

Current Year 10's: Grade 2 or higher in English Literature 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.edexcel.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

Current Year 9's: Grade 3 or higher in English or Mathematics at Milestone 2

Current Year 10's: Not available (students will have the opportunity to study an ICT course in the summer term)

### 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. Edexcel 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 assessment through 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 (Edexcel)

### Entry Requirements:

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

Current Year 9's: Level 5b or higher in Music at Milestone 2

Or Level 5c or higher in Music at the end of Year 8

Current Year 10's: Level 5b or higher in Music at the end of Key Stage 3

Pupils 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.

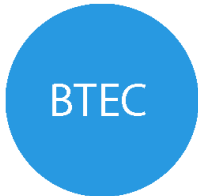
You will need to ensure that you have kept evidence throughout your studies. Assessment evidence includes tutor observations, practise and performance diaries, a sketchbook of planning for a concert, organisation and evaluation work on a production, rehearsal and live performance.

### 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 (Edexcel)

### Entry Requirements:

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

Current Year 9's: Level 5b or higher in Dance at the end of Year 8

Or Level 5a or higher in Dance at Milestone 2

Current Year 10's: Level 5b or higher in Dance at the end of Key Stage 3

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 Edexcel 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.edexcel.com/quals/firsts2012/performing-arts/Pages/default.aspx>



## Options Subject: BTEC Level 2 First Award in Drama (Edexcel)

### Entry Requirements:

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

Current Year 9's: Level 5a or higher in Drama at the end of Year 8

Or Level 5a or higher in Drama at Milestone 2

Current Year 10's: Level 5a or higher at the end of Key Stage 3

Pupils must be able to work independently as well as well in a team, sharing and developing their ideas and the ideas of others. Pupils 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.edexcel.com/quals/firsts2012/performing-arts/Pages/default.aspx>



## Options Subject: BTEC Level 2 First Award in Sport (Edexcel)

### 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

Current Year 9's: An A2L score of 2 or higher in PE at Milestone 1 and 2 and a Grade 2 or higher in English and Science at Milestone 2.

Current Year 10's: An A2L score of 2 or higher in PE at Milestone 1 and 2 and a Grade 2 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 Edexcel. Units 2, 5 and six are marked and verified internally by PE staff. Samples of students' work are moderated by Edexcel 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.edexcel.com/quals/firsts2012/sport/Pages/default.aspx>

## Options Subject: GCSE Art and Design (AQA)

### Entry Requirements:

Current Year 8s: Not available

Current Year 9s: Grade C or above for GCSE Art (short course), Merit or above for Level 2 BTEC Art or Photography or level 7A or above in year 9 for Art

Or Level 7A in Art at Milestone 2 or the end of Year 8

Current Year 10s: Grade C or above for GCSE Art (short course), Merit or higher in level 2 BTEC Art or Photography at Milestone 2 or the end of Year 9

### Course Content:

This is a very broad course which allows you to experiment with a wide range of materials and techniques within the discipline of Fine Art (Drawing, Painting, Printmaking and mixed-media)

- You will be set a theme to respond to using a wide range of techniques and processes
- You will learn a wide range of drawing skills
- You will be expected to keep a sketchbook where you will record the development of your ideas in response to the brief
- You will research artists and designers relevant to the brief.
- You will produce a portfolio of experimental work plus one sustained project leading to a high-quality outcome.

### The method of Assessment:

Portfolio of work (60%), externally set assignment set as a 10-hour examination (40%).

Four assessment objectives are each worth 25%:

- Develop ideas informed by research on relevant artists and designers
- Refine ideas by experimenting with materials and developing proficient technique
- Record ideas in visual form
- Present an outcome showing analytical and critical understanding

### 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:

- The ability to communicate via visual expression
- An understanding of the formal elements of Art and Design
- Knowledge about key artists and designers
- How to sustain and refine an idea over an extended period
- Enjoy the satisfaction of creating quality creative outcomes
- Confidence when using a wide range of different materials and techniques

### Find out more here:

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP.PDF>

## Options Subject: GCSE (9-1) Computer Science (OCR)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 4 or higher in Mathematics and English at Milestone 2

Current Year 10's: Grade 5 or higher in Mathematics and English at Milestone 2

### Course Content:

OCR's GCSE (9–1) in Computer Science will encourage

learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through the practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and wider society
- apply mathematical skills relevant to Computer Science.

### Method of Assessment:

Computer systems (40% of total GCSE)

80 marks - 1 hour and 30 minutes - Written paper

Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System Security • System software

Computational thinking, algorithms and programming (40% of total GCSE)

80 marks - 1 hour and 30 minutes - Written paper

Algorithms • Programming techniques • Producing robust programs • Computational Logic • Translators and facilities of languages • Data representation

Programming project (20% of total GCSE)

40 marks Totalling - 20 hours - Non-Exam Assessment

Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions

### What will I gain from the Course?

Through the study of computer programming, this course will help students develop critical thinking, analysis and problem-solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

As information technologies continue to have a growing importance, this means there will be a bigger demand for professionals who are qualified in this area. If students want to pursue further study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

### Find out more here:

<http://ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>

## Options Subject: GCSE DANCE (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Merit or higher at Milestone 2 in BTEC Dance

Current Year 10's: Merit or higher in BTEC Dance at Milestone 2 or the end of year 9

Or Level 6a or higher in Dance at the end of Key Stage 3 and Grade 2 or higher in English at Milestone 2

### Course Content:

This is a very broad course which allows you to work with a variety of styles and skills as well as choreograph, perform and analyse set professional works.

- You will learn a set work and look at the accuracy of action, timing and space.
- You will create and develop your choreography.
- You will be expected to keep a log book of your lessons.
- You will research eight professional works and complete an exam on these at the end of the term.
- You will work on performance skills which will be assessed through a live performance at various times throughout the course.

### Method of Assessment:

- Performance – Set phrase Solo & Duet/Trio Performance - 30%
- Choreography – Solo/Group - 30%
- Written exam – critical appreciation – 40%

### What will I gain from the Course?

- The ability to communicate via performance art
- An understanding of the formal elements of dance
- Knowledge about key choreographers and professional works.
- How to refine an idea over an extended period?
- Enjoy the satisfaction of creating quality outcomes
- Confidence when using a range of different styles and techniques

### Find out more here:

<http://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF>

## Options Subject: GCSE DRAMA (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Merit or higher at Milestone 2 in BTEC Drama

Or Level 6c or higher in Drama at the end of Year 8 and Grade 2 or higher in English Literature at Milestone 2

Or Level 6b or higher in Drama at Milestone 2 and Grade 2 or higher in English Literature at Milestone 2

Current Year 10's: Merit or higher at Milestone 2 in BTEC Drama or Pass or higher at the end of Year 9 in BTEC Drama

Or Level 6c or higher in Drama at the end of Key Stage 3 and Grade 2 or higher in English Literature at Milestone 2

### Course Content:

This course is a mix of practical and theoretical work which allows you to explore a variety of genres as well as devise, perform and evaluate your work.

Students will;

- Attend acting workshops, developing movement, use of voice, character and other acting skills.
- Study influential drama practitioners such as Brecht and Stanislavski
- Develop knowledge and understanding of drama and theatre.
- Study of set texts building analytical skills to successfully evaluate live theatre
- Perform two extracts from one play.
- Demonstrate physical features of performance such as movement, posture, gesture and facial expression.
- The process of creating devised theatre.
- Performing devised drama while analysing and evaluating your work.

### Method of Assessment:

- Component 1: Understanding Drama: Written Exam: 40% of GCSE
- Component 2: Devising drama: Devised performance with devising log: 40% of GCSE
- Component 3: Texts in practice: Performance of extract 1 and 2: 20% of GCSE

### What will I gain from the Course?

- The ability to communicate via performance art
- An understanding of the formal elements of dance
- Knowledge about key choreographers and professional works.
- How to refine an idea over an extended period?
- Enjoy the satisfaction of creating quality outcomes
- Confidence when using a range of different styles and techniques

### Find out more here:

<http://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF>

## Options Subject: GCSE Electronic Products (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 3 or higher in Mathematics at Milestone 2

Or a Merit or higher in BTEC Engineering at Milestone 2

Current Year 10's: Grade 3 or higher in Mathematics at Milestone 2

Or a Merit or higher in BTEC Engineering at Milestone 2.

Alternatively, a Pass or higher in BTEC Engineering at the end of Year 9

### Course Content:

Are you intrigued by how gadgets work? Do you like to take things apart? Do you enjoy making things? Do you like problem-solving? Would you like to learn how professional designers and engineers work? Would you like to use computers to help you in designing and making products? Are you interested in improving your practical manufacturing skills? Would you enjoy learning about the concepts that lie behind the way things work?

If you answer 'yes' to any or all of the above questions, this option could be for you.

This course uses a practical approach that encourages students to design and make quality electronic products with creativity, originality and flair using a wide range of electronic components, new technologies and modern electronic devices. The packaging of the electronic circuit can include individually designed cases made from a range of resistant materials using CAD/CAM.

The Electronic Products GCSE provides an engaging, robust, broad-based introduction to electronics. 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 students to understand theory and application.

### Method of Assessment:

Unit 1:

CONTROLLED ASSESSMENT TASK (60%) - The Controlled Assessment is worth 60% of the whole GCSE and comprises of a folder of work and a working electronic product. Students choose from a range of tasks supplied by the exam board.

Unit 2:

WRITTEN EXAM (40%) - Assessment is through a 2 hour written exam (taken in June 2018)

### What will I gain from the Course?

Achievement at GCSE provides a suitable foundation for further study within the sector through progression on to other A levels or level 3 vocational qualifications. Examples include BTEC Level 3 National Qualification in Electrical & Electronic Engineering (Subsidiary/Diploma/Extended Diploma) or A Level Design and Technology - Product Design.

Also, employers will value the GCSE Electronic Products qualification as it develops creative, technical and transferable skills.

### Find out more here:

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-electronic-products-4540>

## Options Subject: GCSE Graphic Products - AQA

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 3 or higher in English Literature at Milestone 2

Or a Pass or higher in BTEC Engineering at Milestone 2.

Alternatively, Level 5b in Technology at Milestone 2

Current Year 10's: Grade 3 or higher in English Literature at Milestone 2

Or a Pass or higher in BTEC Engineering at Milestone 2

Alternatively, a Pass 2 or higher in BTEC Engineering at the end of Year 9

### Course Content:

Graphic Products provides pupils with the opportunity to design and make products with creativity and originality, using a range of graphic and modelling materials. Pupils will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make a product(s) using a graphic media and new technologies to prepare them for the world of work.

A graphic product is something that shows people how a finished item may look. It is mainly made from paper or card based graphic materials. Items made include posters, flyers, packaging designs and include complicated shapes and mock-ups of almost anything that a manufacturer might be intending to make. Pupils will need to think of themselves as a professional graphic designer showing a client how a design may turn out.

The GCSE course will teach you about graphic design, an area of Design Technology which shows design ideas to other people using drawings and models or 'mock-ups'.

### Method of Assessment:

Unit 1:

CONTROLLED ASSESSMENT TASK (60%) - The Controlled Assessment is worth 60% of the whole GCSE and comprises of a folder of work a single design and make activity selected from a range of tasks supplied by the exam board.

Unit 2:

WRITTEN EXAM (40%) - Assessment is through a 2 hour written exam (taken in June 2018)

### What will I gain from the Course?

This course has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Pupils will be enthused and challenged by the range of practical activities possible. Achievement at GCSE provides a suitable foundation for further study within the sector through progression on to other A levels or level 3 vocational qualifications. Examples include A Level Design and Technology - Product Design.

### Find out more here:

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-graphic-products-4550>



## Options Subject: GCSE Music (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's and 10's: Merit or higher in BTEC Music at the end of Year 9

Or Merit or higher in BTEC Music at Milestone 2

Alternatively, successfully audition for the course demonstrating a sound knowledge of music theory and performance

### Course Content:

Students will complete four units of study:

#### Unit 1: Listening to and Appraising Music

For this unit, students will be studying the following five musical elements: Rhythm & Metre, Harmony & Tonality, Texture & Melody, Timbre & Dynamics, Structure & Form. These elements will be explored through three strands: The Western Classical Tradition, Popular Music of the 20th & 21st centuries, World Music

#### Unit 2: Composing and Appraising Music

Students are required to compose one piece of music and must choose two or more of the five musical elements. There must also be a link to one of the three strands, which will be announced annually by AQA. Students have up to 20 hours of supervised time in which to complete the composition.

#### Unit 3: Performing Music

Students will perform two different pieces:

- a) one for 'Individual Performance', lasting no more than five minutes, and
- b) one for 'Group Performance', lasting no more than five minutes.

#### Unit 4: Composing Music

Students will compose one piece of music, which explores two or more of the five musical elements. This may be in any style or genre. Students have up to 25 hours of Controlled Assessment in which to complete the composition. This must be undertaken as an individual exercise under informal supervision.

### Method of Assessment:

Unit 1 is externally assessed (Written exam) – 80 marks – 20%

Unit 2 is externally assessed – 40 marks – 20%

Unit 3 is a controlled assessment – 60 marks – 40%

Unit 4 is a controlled assessment – 30 marks – 20%

### What will I gain from the Course?

Most students choose music because they want to perform, and this course gives a greater weighting to performance. It provides the opportunity to perform individually and in groups of any size. Students will gain in their understanding of music through the written paper unit and an appraisal of one of their compositions. It provides a solid foundation for AS and A level as well as preparation for a music-related career.

### Find out more here:

<http://www.aqa.org.uk/subjects/music/gcse/music-4270>

## Options Subject: GCSE Photography (AQA)

### Entry Requirements:

GCSE Photography is recommended for study in year 11 after successfully completing BTEC Photography in Year 9/10. Current Year 8's: Not Available, Current Year 9's and 10's: BTEC Photography: Merit or higher, or...GCSE Art: C or higher, or... KS3 Photography: 7c or higher

Students are also required to have access to their cameras and SD Card to complete weekly photoshoots (unfortunately, mobile phone cameras are not compatible with the school system)

### Course Content:

Students will produce work journals showing their investigations and responses to set coursework and exam themes featuring a range of key photographers. The students will document and produce personal photoshoots for:

- Summer Project – Students will complete a minimum of 5 photoshoots over the summer break
- 2 x Study Visit with Location Photoshoots – Students will experience two full days of location photography related to the set themes
- Personal Project - Students will set themselves a project based on their area of interest in photography
- Alternative Photography Workshops: Students will respond creatively to workshops on traditional photographic methods such as darkroom photography and cyanotypes
- Studio Photography: Students will learn and document how to set up a photographic studio

### The method of Assessment:

Students will be assessed on the following two bodies of work:

- Portfolio of work (60%) consisting of personal responses, and research, to the summer project, study visits and personal project
- Externally set assignment (40%) consisting of personal responses, and research, to set themes and the second study visit

Both units are assessed by the students' responses to the four Assessment Objectives each worth 25%

- Develop ideas informed by research on relevant photographers
- Refine ideas by experimenting with materials and developing proficient photographic techniques
- Record ideas in visual form by frequent photo shoots
- Present an outcome showing analytical and critical understanding

### What will I gain from the Course?

Students who complete the GCSE photography course will be able to study photography at A-level. They will also gain a working knowledge of:

- Visual language of photography
- Digital workflow and image manipulation skills
- Studio Photography skills
- Alternative Processes skills
- Visual presentational skills
- Location photography skills

### Find out more here:

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP.PDF>

## Options Subject: GCSE Physical Education (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: An A2L score of 2 or higher in PE in Milestones 1 and 2 and Grade 3 or higher in English Literature and Grade 3 or higher in Science at Milestone 2. Or a Merit or higher in BTEC Sport at Milestone 2

Current Year 10's: An A2L score of 2 or higher in PE in Milestones 1 and 2 and Grade 3 or higher in English Literature and Grade 3 and above in Science at Milestone 2. Or a Merit or higher in BTEC Sport at Milestone 2  
Alternatively, a Pass or higher in BTEC Sport at the end of Year 9

Pupils also must be willing to participate in a wide variety of sports, demonstrating flair in at least four of these.

### Course Content:

This course comprises both theory (60%) and practical (40%) elements.

**Practical:** Some practical activities will be studied and assessed throughout the year. The three highest-scoring activities comprise the practical element. Students must perform one sport in a team activity, one in an individual activity and a third in either a team or individual activity. Some of these activities will be moderated externally, upon request by the examination board.

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

Applied anatomy and physiology, Movement Analysis, Physical Training, Use of data, Sports Psychology, Socio-cultural influences, Health, fitness and well-being

### Method of Assessment:

Theory (60%)- 2 Examination Papers

- Paper 1: The human body and movement in physical activity and sport - Written exam: 1 hour 15 minutes -30% of GCSE - Topics covered: applied anatomy & physiology, movement analysis, physical training & use of data.
- Paper 2: 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 (40%)- 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).

For each of their three activities:

- Students will be assessed in skills in progressive drills (10 marks per activity) and the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.
- Some sports will be externally moderated (sports moderated are chosen by AQA examination board)

### What will I gain from the Course?

GCSE Physical Education provides students with exciting opportunities to lead a healthy and active lifestyle by participating in a range of physical activities. The content of the course is designed to provide a route to study Level 3 awards and to higher education PE as well as related career opportunities.

Find out more here:

<http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

## Options Subject: GCSE Product Design (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 3 or higher in Mathematics at Milestone 2

Or a Merit or higher in BTEC Engineering at Milestone 2

Current Year 10's: Grade 3 or higher in Mathematics at Milestone 2

Or a Merit or higher in BTEC Engineering at Milestone 2.

Alternatively, a Pass or higher in BTEC Engineering at the end of Year 9

### Course Content:

Design and Technology – Product Design has been designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal, and advertising, points of sale, etc. can be used to supplement the making experience and help create products which can be evaluated for their commercial viability. Students will be enthused and challenged by the range of practical activities possible as the specification seeks to build upon the multimedia approach of the previous Product Design specification.

Product Design is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

Product Design Technology encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as manufacturing and engineering. It prepares students to make informed decisions about further learning opportunities and career choices.

Computer Aided Design and Computer Aided Manufacture (CAD/CAM) also play an important role in Product Design, and this will be encouraged throughout the course.

### Method of Assessment:

Unit 1:

CONTROLLED ASSESSMENT TASK (60%) - The Controlled Assessment is worth 60% of the whole GCSE and comprises of a folder of work and design and make activity. Students choose from a range of tasks supplied by the exam board.

Unit 2:

WRITTEN EXAM (40%) - Assessment is through a 2 hour written exam (taken in June 2018)

### What will I gain from the Course?

Achievement at GCSE provides a suitable foundation for further study within the sector through progression onto other A levels or level 3 vocational qualifications. Examples include A Level Design and Technology - Product Design or BTEC Level 3 National Qualification in Electrical & Electronic Engineering (Subsidiary/Diploma/Extended Diploma)

### Find out more here:

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555>

## Options Subject: GCSE Psychology (AQA)



GCSE

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 3 or higher in English, Mathematics and Science at Milestone 2

Current Year 10's: Grade 3 or higher in English, Mathematics and Science at Milestone 2

### Course Content:

Unit 1: Making sense of other people. If you have every wondered why you can remember some things and not others, or how you have developed the personality you have or what you say to others without saying a word then you will enjoy studying this unit. In unit 1 you will study the following topics: Memory; Non-verbal Communication; Development of personality; Stereotyping, prejudice and discrimination; Research methods.

Unit 2: Understanding other people. How do you (or your pet dog) learn anything? Ever wondered why you could seem to be one person with a certain group of people (family) and then someone very different with another group (friends)? Or why some people seem to be much more aggressive than others? In this unit, you will find some answers to these questions as you study the following topics: Learning; Social influence; Sex and Gender; Aggression and Further research methods.

### Method of Assessment:

Two exams, both one hour and 30 minutes. Both exams are sat in the summer exam period (May/June).

This course is 100% exam based with no coursework/controlled assessments.

You will be regularly assessed in class, but no class grade counts towards your end grade at GCSE.

### What will I gain from the Course?

The course will introduce you to a variety of factors which shape and influence human behaviour, how we develop and change (or not so) throughout life as well as looking at how our brains process and take in information. Much of what you learn in Psychology you can apply to yourself or those around you. Psychology is a fascinating subject with so many different and varied topics within; there is something for everyone. You will also develop skills in communication, maths and data analysis, work with others, problem-solving, evaluation and independent thinking skills.

### Find out more here:

<http://www.aqa.org.uk/subjects/psychology/gcse/psychology-4180>

## Options Subject: GCSE Resistant Materials (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 3 or higher in English Literature at Milestone 2

Or a Pass 2 or higher in BTEC Engineering at Milestone 2.

Alternatively, Level 5c in Technology at Milestone 2

Current Year 10's: Grade 3 or higher in English Literature at Milestone 2

Or a Pass 2 or higher in BTEC Engineering at Milestone 2.

Alternatively, a Pass 2 or higher in BTEC Engineering at the end of Year 9

### Course Content:

Design and Technology - Resistant Materials has been designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible. A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used also. The use of new technologies is encouraged in this course.

It is useful, but not a requirement, for students to have studied the national curriculum for design and technology at key stage 3. Resistant Materials provides an excellent route into GCE Product Design.

Resistant Materials is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

Resistant Materials Technology encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as manufacturing and engineering. It prepares students to make informed decisions about further learning opportunities and career choices.

Computer Aided Design and Computer Aided Manufacture (CAD/CAM) also play an important role within Resistant Materials, and this will be encouraged throughout the course.

### Method of Assessment:

Unit 1:

CONTROLLED ASSESSMENT TASK (60%) - The Controlled Assessment is worth 60% of the whole GCSE and comprises of a folder of work and design and make activity. Students choose from a range of tasks supplied by the exam board.

Unit 2:

WRITTEN EXAM (40%) - Assessment is through a 2 hour written exam (taken in June 2018).

### What will I gain from the Course?

Achievement at GCSE provides a suitable foundation for further study within the sector through progression onto other A levels or level 3 vocational qualifications. Examples include A Level Design and Technology - Product Design or BTEC Level 3 National Qualification in Electrical & Electronic Engineering (Subsidiary/Diploma/Extended Diploma)

### Find out more here:

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-resistant-materials-4560>

## Options Subject: GCSE Sociology (AQA)

### Entry Requirements:

Current Year 8's: Not available

Current Year 9's: Grade 3 or above in English at Milestone 3

Current Year 10's: Grade 3 or above in English at Milestone 3

### Course Content:

Sociology explores people and society. It examines our social institutions; our families; the state and social relationships like gender and ethnicity, to help make sense of how we both see and interpret our rapidly changing world.

Sociology examines how our behaviour both individually and as a society is influenced by social processes and what that means. In fact, once you start seeing things with a sociological perspective – things will never be the same.

Unit 1: Studying Society, Education & Families

Unit 2: Crime and Deviance, Mass Media, Power & Social Inequality

Unit 1: CONTROLLED ASSESSMENT TASK (60%) - The Controlled Assessment is worth 60% of the whole GCSE and comprises of a folder of work and design and make activity. Students choose from a range of tasks supplied by the exam board.

Unit 2: WRITTEN EXAM (40%) - Assessment is through a 2 hour written exam (taken in June 2018).

### Method of Assessment:

As well as ongoing teacher review students will be assessed in two examinations at the end of the year.

Each exam lasts for 1.5 hours and is worth 50% of the overall grade.

### What will I gain from the Course?

In addition to helping students acquire subject knowledge, studying sociology:

- Develops students' understanding of the interdependence between individuals, groups, institutions and societies.
- Encourages an understanding of the nature and significance of cooperation and conflict, and continuity and change, including individual and social differences in the students' own and other societies.
- Encourages students to analyse critically the nature and source of information and to base judgements and arguments on evidence.
- Encourages students to reflect their experience of the social world in which they live and to acquire knowledge and develop skills that enable them to play informed roles within the community.
- Provides a strong basis for progression to further studies, including A-level Sociology.
- Enhances the development of students' transferable study skills.

### Find out more here:

<http://www.aqa.org.uk/subjects/sociology/gcse/specification-4190>

Notes:



# KS4 Options Form – Year 9

Name  Tutor Group

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

**Circle one of these courses as appropriate**

FRENCH	GEOGRAPHY	HISTORY
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*\*\* Pupils will continue studying their chosen EBACC course in Year 11*

**Step 2** – Complete the section below choosing three Key Stage 4 Option Courses. Two preferences and one reserve. You will be allocated two 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	18
Choice 1		Choice 1	
Choice 2		Choice 2	
Reserve Choice		Reserve Choice	

**Step 3** – Ensure you and a parent sign this section. Return the form to your Form Tutor by Friday 24<sup>th</sup> February 2017

Student Signature

Parent Signature

**Step 4** – This section to be completed by the Form Tutor and forwarded to Year Leader.

**KS4 Entry Requirements Met**

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)

Choice 1	YES/NO
Choice 2	YES/NO
Reserve	YES/NO

**Step 4** - This section to be completed by form tutor. Signature.

**Step 5** - This section to be completed by Year Leader. Signature.

EBACC Subjects			
13	GCSE French	Mr Mooney	13
14	GCSE History	Mr Murphy	14
15	GCSE Geography	Miss Stankard	15

Course Code	Course Name	Subject Leader	Page
<b>Enrichment / Level 1 Courses</b>			
16	Art and Design Arts Award	Mrs Stone	16
17	Caring for Children	Mrs Mckay	17
18	Car Maintenance	Mr Ambrose	18
19	DIY Skills	Mr Ambrose	19
20	Fashion and Textiles Art Award	Mrs Stone	20
21	Introductory Certificate In IT	Mr Mooney	21
22	Jamie Oliver Home Cooking Skills	Mrs Foster	22
23	Sports Leadership Award	Mr Raye	23
24	Dance Leadership Award	Miss Hardy	24
25	St Johns Personal Achievement Award	Mr Smith	25
26	PE Foundation	Mr Raye	26
27	War Studies	Mr Murphy	27
<b>BTEC Level 2 Courses (First Awards) – Equivalent to One GCSE</b>			
28	Art and Design	Mrs Stone	28
29	Art and Design Fashion and Textiles	Mrs Stone	29
30	Art and Design Photography	Mr Buggs	30
31	Business	Mr Nugent	31
32	Children’s Play, Learning and Development	Mrs McKay	32
33	Creative Media Production	Mr Buggs	33
34	Engineering	Mr Ambrose	34
35	Food and Cookery	Mrs Foster	35
36	Health and Social Care	Mrs McKay	36
37	Information and Communication Technology	Mr Mooney	37
38	Music	Mr Farrelly	38
39	Performing Arts – Dance	Miss Hardy	39
40	Performing Arts – Drama	Miss Hardy	40
41	Sport	Mr Raye	41

Course Code	Course Name	Subject Leader	Page
<b>GCSE Courses</b>			
42	Art and Design	Mrs Stone	42
43	Computing	Mr Mooney	43
44	Dance	Miss Hardy	44
45	Drama	Miss Hardy	45
46	Electronic Products	Mr Ambrose	46
47	Graphic Products	Mr Ambrose	47
48	Music	Mr Farrelly	48
49	Photography	Mr Buggs	49
50	Physical Education	Mr Raye	50
51	Product Design	Mr Ambrose	51
52	Psychology	Mr Walsh	52
53	Resistant Materials	Mr Ambrose	53
54	Sociology	Mr Walsh	54

# KS4 Options Form – Year 10

Name  Tutor Group

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

*\*\*Double curriculum time is assigned to each EBACC subject to ensure that each of these courses can be studied and completed in one year.*

Circle one of these courses as appropriate

<b>FRENCH</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
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**Step 2 –** 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	<b>Car Maintenance</b>	Example	<b>18</b>
Choice 1		Choice 1	
Reserve Choice		Reserve Choice	

**Step 3 –** Ensure you and a parent sign this section. Return the form to your Form Tutor by Fri 24<sup>th</sup> February 2017

Student Signature

Parent Signature

**Step 4 –** This section to be completed by the Form Tutor and forwarded to Year Leader.

**KS4 Entry Requirements Met**

If either 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)

Choice 1	YES/NO
Reserve Choice	YES/NO

Step 4 - This section to be completed by form tutor. Signature.

Step 5 - This section to be completed by Year Leader. Signature.

EBACC Subjects			
13	GCSE French	Mr Mooney	13
14	GCSE History	Mr Murphy	14
15	GCSE Geography	Miss Stankard	15

Course Code	Course Name	Subject Leader	Page
<b>Enrichment / Level 1 Courses</b>			
16	Art and Design Arts Award	Mrs Stone	16
17	Caring for Children	Mrs Mckay	17
18	Car Maintenance	Mr Ambrose	18
19	DIY Skills	Mr Ambrose	19
20	Fashion and Textiles Art Award	Mrs Stone	20
21	Introductory Certificate In IT	Mr Mooney	21
22	Jamie Oliver Home Cooking Skills	Mrs Foster	22
23	Sports Leadership Award	Mr Raye	23
24	Dance Leadership Award	Miss Hardy	24
25	St Johns Personal Achievement Award	Mr Smith	25
26	PE Foundation	Mr Raye	26
27	War Studies	Mr Murphy	27
<b>BTEC Level 2 Courses (First Awards) – Equivalent to One GCSE</b>			
28	Art and Design	Mrs Stone	28
29	Art and Design Fashion and Textiles	Mrs Stone	29
30	Art and Design Photography	Mr Buggs	30
31	Business	Mr Nugent	31
32	Children’s Play, Learning and Development	Mrs McKay	32
33	Creative Media Production	Mr Buggs	33
34	Engineering	Mr Ambrose	34
35	Food and Cookery	Mrs Foster	35
36	Health and Social Care	Mrs McKay	36
37	Information and Communication Technology	Mr Mooney	37
38	Music	Mr Farrelly	38
39	Performing Arts – Dance	Miss Hardy	39
40	Performing Arts – Drama	Miss Hardy	40
41	Sport	Mr Raye	41

Course Code	Course Name	Subject Leader	Page
<b>GCSE Courses</b>			
42	Art and Design	Mrs Stone	42
43	Computing	Mr Mooney	43
44	Dance	Miss Hardy	44
45	Drama	Miss Hardy	45
46	Electronic Products	Mr Ambrose	46
47	Graphic Products	Mr Ambrose	47
48	Music	Mr Farrelly	48
49	Photography	Mr Buggs	49
50	Physical Education	Mr Raye	50
51	Product Design	Mr Ambrose	51
52	Psychology	Mr Walsh	52
53	Resistant Materials	Mr Ambrose	53
54	Sociology	Mr Walsh	54

## 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

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## 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