



# St John's Catholic

Comprehensive School



OPTIONS EVENING 2020/2021

CURRENT YEAR 8 STUDENTS

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| Course Code | Course Name          | Subject Leader | Page |
|-------------|----------------------|----------------|------|
| C1          | English Language     | Mrs Giles      | 7    |
| C2          | English Literature   | Mrs Giles      | 8    |
| C3          | Mathematics          | Mr Connell     | 9    |
| C4          | Science              | Mrs Elia       | 10   |
| C5          | Religious Studies    | Miss Hodgins   | 11   |
| C6          | Physical Education   | Mr Kyle        | 12   |
| C7          | Personal Development | Mr Kyle        | 13   |

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

GCSE examinations will take place in the majority of these subjects at the end of Year 11 – see pages 4 and 5 for more details

| Course Code           | Course Name    | Subject Leader | Page |
|-----------------------|----------------|----------------|------|
| <b>EBACC Subjects</b> |                |                |      |
| E1                    | GCSE Geography | Mr Thilthorpe  | 14   |
| E2                    | GCSE History   | Mr Murphy      | 15   |
| E3                    | GCSE Spanish   | Miss Sanchez   | 16   |

Students are required to study one EBACC subject (Geography, History or Spanish) in Years 9, 10 and 11.

GCSE examinations will take place in each student's chosen EBACC subject at the end of Year 11.

Students are required to study two Key Stage 3 Foundation courses in Year 9.

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

| Course Code                   | Course Name                                | Subject Leader | Page | Potential BTECs / GCSEs in Years 10 and Years 11   |
|-------------------------------|--|----------------|------|--|
| <b>KS3 Foundation Options</b> |  |                |      |  |
| F1                            | Art and Design                             | Mrs Stone      | 17   | <i>Art &amp; Design Arts Award, Art and Design GCSE Art &amp; Design</i>                 |
| F2                            | Child Studies                              | Miss Bond      | 18   | <i>BTEC Children's Play Learning and Development</i>                                     |
| F3                            | Computer Science*                          | Mr Parker      | 19   | <i>GCSE Computer Science, BTEC Interactive Media (ICT)</i>                               |
| F4                            | Creative Media Production                  | Mrs Stone      | 20   | <i>BTEC Creative Media Production</i>  |
| F5                            | Dance                                      | Mrs Gibbons    | 21   | <i>BTEC Performing Arts – Dance, GCSE Dance</i>  |
| F6                            | Dance GCSE Preparation                     | Mrs Gibbons    | 22   | <i>GCSE Dance</i>  |
| F7                            | Design and Technology                      | Mrs Kirby      | 23   | <i>DIY Skills, Motor Vehicle Studies, BTEC Engineering, GCSE Design &amp; Technology</i> |
| F8                            | Drama                                      | Miss Comiskey  | 24   | <i>BTEC Performing Arts - Acting Level 2, GCSE Drama</i>                                 |
| F9                            | Drama GCSE Preparation                     | Miss Comiskey  | 25   | <i>GCSE Drama</i>  |
| F10                           | Interactive Media Enrichment               | Mr Parker      | 26   | <i>BTEC Interactive Media (ICT)</i>  |
| F11                           | Enterprise                                 | Mr Karnovski   | 27   | <i>BTEC Enterprise Tech Award Level 1, BTEC Enterprise Tech Award Level 2</i>            |
| F12                           | Food and Nutrition                         | Miss Gosling   | 28   | <i>Home Cooking Skills</i>   |
| F13                           | Food Preparation and Nutrition Foundation* | Miss Gosling   | 29   | <i>GCSE Food Preparation and Nutrition</i>   |
| F14                           | Health and Social Care                     | Miss Bond      | 30   | <i>BTEC Health and Social Care Level 1, BTEC Health and Social Care Level 2</i>          |
| F15                           | Music                                      | Mr Farrelly    | 31   | <i>BTEC Music, GCSE Music</i>  |
| F16                           | PE Foundation*                             | Mr Kyle        | 32   | <i>Sports Leadership Award, BTEC Sport Activity and Fitness, GCSE PE</i>                 |
| F17                           | Photography                                | Mr Buggs       | 33   | <i>GCSE Photography</i>  |
| F18                           | Psychology*                                | Mrs Hayden     | 34   | <i>GCSE Psychology</i>   |
| F19                           | Sociology*                                 | Mrs Hayden     | 35   | <i>GCSE Sociology</i>  |
| F20                           | Textiles Design                            | Mrs Stone      | 36   | <i>Art &amp; Design Arts Award, GCSE Textiles Design</i>                                 |

\*Students must have met certain academic entrance requirements in order to study a courses indicated with an asterix. Each student will receive a personalised letter at the KS4 Options Evening detailing which courses they are eligible to

It is vital you consider which Key Stage 4 Enrichment, BTECs or GCSEs you wish to study in Years 10 and Years 11 when choosing your KS3 Foundation Options.

| Course Code  | Course Name                                       | Subject Leader | Page |
|--|---|----------------|------|
| <b>KS4 Enrichment / Level 1 Courses</b>                  |   |                |      |
| <b>E1</b>  | Art and Design Arts Award                         | Mrs Stone      | 37   |
| <b>E2</b>  | Children's Play, Learning and Development Level 1 | Miss Bond      | 38   |
| <b>E3</b>  | DIY Skills  | Mrs Kirby      | 39   |
| <b>E4</b>  | Enterprise Tech Award Level 1                     | Mr Karnovski   | 40   |
| <b>E5</b>  | Health and Social Care Level 1                    | Miss Bond      | 41   |
| <b>E6</b>  | Home Cooking Skills                               | Miss Gosling   | 42   |
| <b>E7</b>  | Motor Vehicle Studies Level 1                     | Mrs Kirby      | 43   |
| <b>E8</b>  | Sports Leadership Award                           | Mr Kyle        | 44   |
| <b>E9</b>  | St Johns Personal Achievement Award               | Mr Kyle        | 45   |
| <b>KS4 BTEC Level 2 Courses – Equivalent to One GCSE</b> |   |                |      |
| <b>B1</b>  | Children's Play Learning & Development            | M7ss Bond      | 46   |
| <b>B2</b>  | Creative Media Production                         | Mrs Stone      | 47   |
| <b>B3</b>  | Engineering                                       | Mrs Kirby      | 48   |
| <b>B4</b>  | Enterprise Tech Award                             | Mr Karnovski   | 49   |
| <b>B5</b>  | Health and Social Care                            | Miss Bond      | 50   |
| <b>B6</b>  | Interactive Media (ICT)                           | Mr Parker      | 51   |
| <b>B7</b>  | Music   | Mrs Farrelly   | 52   |
| <b>B8</b>  | Performing Arts – Acting                          | Miss Comiskey  | 53   |
| <b>B9</b>  | Performing Arts – Dance                           | Mrs Gibbons    | 54   |
| <b>B10</b>   | Sport, Activity and Fitness                       | Mr Kyle        | 55   |

| Course Code             | Course Name                            | Subject Leader | Page |
|-------------------------|--|----------------|------|
| <b>KS4 GCSE Courses</b> |  |                |      |
| <b>G1</b>               | Art and Design                         | Mrs Stone      | 56   |
| <b>G2</b>               | Citizenship Studies                    | Mr Murphy      | 57   |
| <b>G3</b>               | Computer Science                       | Mr Parker      | 58   |
| <b>G4</b>               | Dance                                  | Mrs Gibbons    | 59   |
| <b>G5</b>               | Design and Technology Graphic Products | Mrs Kirby      | 60   |
| <b>G6</b>               | Design and Technology Product Design   | Mrs Kirby      | 61   |
| <b>G7</b>               | Drama                                  | Miss Comiskey  | 62   |
| <b>G8</b>               | Food Preparation and Nutrition         | Miss Goslin    | 63   |
| <b>G9</b>               | Music                                  | Mr Farrelly    | 64   |
| <b>G10</b>              | Photography                            | Mr Buggs       | 65   |
| <b>G11</b>              | Physical Education                     | Mr Kyle        | 66   |
| <b>G12</b>              | Psychology                             | Mrs Hayden     | 67   |
| <b>G13</b>              | Sociology                              | Mrs Hayden     | 68   |
| <b>G14</b>              | Textiles Design                        | Mrs Stone      | 69   |

Students are required to select two of these Key Stage 4 (KS4) Option courses which they will then study across the entirety of Years 9 and 10.

External examinations in these courses will take place either during or at the end of Year 10.

Students will also have the opportunity to select two further KS4 Option courses at the end of Year 9. These two further courses will then be studied across the entirety of Years 10 and 11.

Students must have met certain academic entrance requirements in order to study the vast majority of KS4 Option courses. Each student will receive a personalised letter detailing which KS4 Option courses they are eligible to select.

A wider range of KS4 Option courses will be available for students to select from at the end of Year 9. Eligibility will be based upon academic performances in Milestone assessments throughout Year 8 and Year 9. This is to ascertain which courses we feel are most suitable to you at this stage in your education and to help ensure you select courses that you can achieve well in (please see page 4 for further details).

## Introduction

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

In Year 9, in addition to six Core (compulsory) subjects, you will have the opportunity to study one EBACC subject (either Geography, History or Spanish), two KS3 Foundation Options of your choosing and two KS4 Options of your choosing. 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

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

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

## EBACC Subjects

You will be required to select one EBACC subject (Geography, History or Spanish) that you will study in Year 9. You will continue studying your chosen EBACC subject throughout Years 10 and 11. GCSE examinations in your chosen EBACC subject will take place at the end of Year 11.

## KS3 Foundation Subjects

You will be required to select two KS3 Foundation courses that you will study in Year 9. There will be no external examinations in any of these courses in Year 9. These courses provide an excellent platform for KS4 Enrichment / BTEC or GCSE study in a variety of subject areas in Years 10 and 11. The bottom table on page one details the Key Stage 3 Foundation courses on offer and the KS4 Enrichment / BTEC or GCSE subjects they provide a platform for. It is vital that students select the Key Stage 3 Foundation courses that best prepare them for the BTEC / GCSE subjects they are hoping to study in a years time.

## KS4 Options Subjects

You will be required to select two Key Stage 4 Options that you will study in Year 9. You will continue studying these two courses through the entirety of Years 9 and 10. These two courses will be examined either during or at the end of Year 10 and you will cease studying these two courses at the end of Year 10.

In a year's time, at the end of Year 9, you will also be required to select two further Key Stage 4 Options which you will subsequently study across the entirety of Years 10 and 11. These two courses will be examined either during or at the end of Year 11 and you will cease studying these two courses at the end of Year 11.

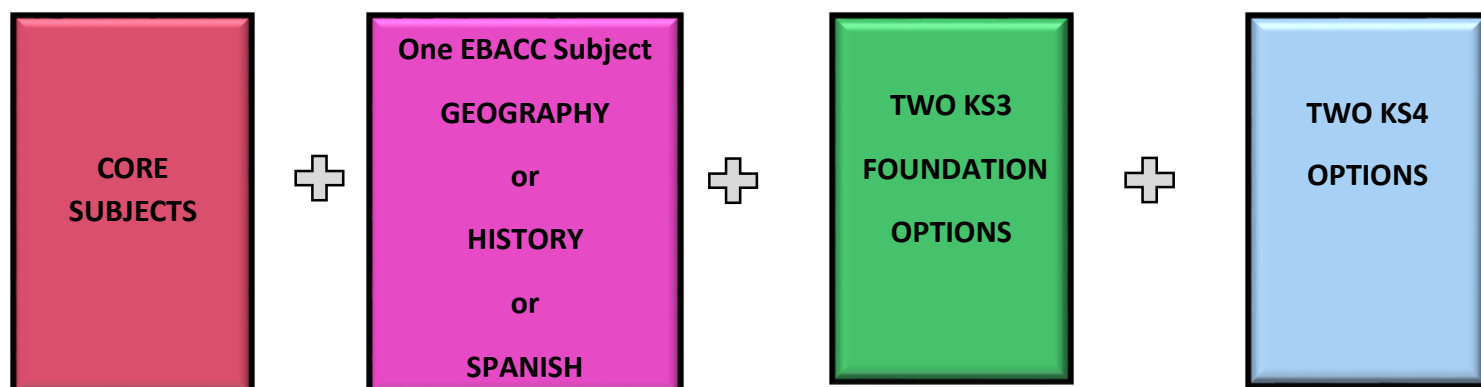
You are currently only required to select the two KS4 Option courses you wish to study across Years 9 and 10. You will be required to select the two KS4 Option courses you wish to study across Years 10 and 11 at the end of Year 9.

A wide variety of Key Stage 4 Option courses are on offer, and they have been carefully chosen to cater for differing abilities and interests. Your academic ability and performances in Milestone assessments have been carefully analysed to ascertain which courses we feel are most suitable to you at this stage in your education and to help ensure you select courses that you can achieve well in.

As you will be selecting two further Key Stage 4 Option courses in a year's time, there is an opportunity for you to demonstrate through forthcoming Year 8 and Year 9 Milestone assessments that you have the academic ability to access a wider range of Key Stage 4 Option courses in Years 10 and 11. As outlined in the section above it is vital that students select Key Stage 3 Foundation courses that best prepare them for the KS4 Enrichment / BTEC or GCSE courses they are hoping to study in a year's time.

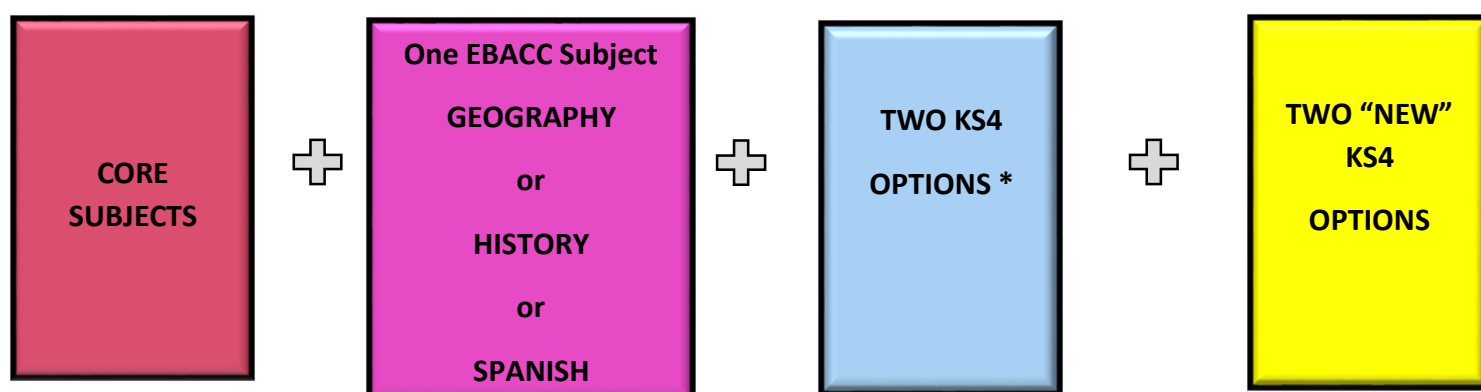
*Please see page 5 for the KS4 Curriculum Model.*

## Year 9



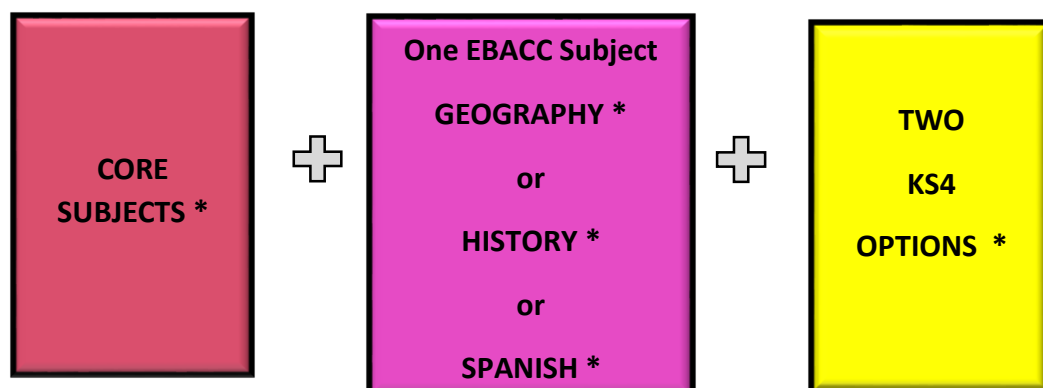
\* Indicates a course will be completed and externally examined in that academic year

## Year 10



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

## Year 11



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

## The Options Process

Over the next few weeks you are required to carefully consider which Options you wish to select. It is vital that you select Option courses that you 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.

You will be required to log in to the school's electronic Options Portal in order to submit your Option course selections. Details of the Options Portal, along with login information, will be to your parents via a letter.

When you log in to the school's electronic Options Portal you will be required to confirm

- your preferred EBACC Option (Geography, History or Spanish) to study in Year 9
- your two preferred Key Stage 3 Foundation Option choices to study in Year 9 along with one reserve choice.
- your two preferred Key Stage 4 Option choices to study in Year 9 along with one reserve choice.

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.

**Once you have logged into the school's electronic Options Portal and submitted your preferred and reserve courses you are committed to taking whichever of these courses you are allocated. Pupils will not be allowed to change their options after they have logged into the Program and submitted their preferred and reserve courses.**

The school will automatically allocate under-subscribed option courses to any student that does not submit their preferred and reserve courses by the **deadline date of Friday 7<sup>th</sup> May 2021.**

If you are unsuccessful in being allocated one of your preferred Key Stage 4 Option courses, we will endeavour to allocate this course to you at the end of Year 9, so that you can study the subject in Years 10 and 11, if you still wish to do so.

The Option process will be repeated next academic year, so you will have the opportunity to choose your two Key Stage 4 Option courses for Years 10 and 11 in twelve months' time.

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

D Walton



Associate Head Teacher

S Atkinson



Assistant Head Teacher – Key Stage 4





## 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  |
|---|--|
| What's assessed: <ul style="list-style-type: none"><li>• Reading: one literature fiction text</li><li>• Writing: descriptive or narrative writing</li></ul> | What's assessed: <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> |
| Written exam: 1 hour 45 minutes <ul style="list-style-type: none"><li>• 80 marks</li><li>• 50% of GCSE</li></ul>  | Written exam: 1 hour 45 minutes <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>



### 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 Strange 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 *DNA* by Dennis Kelly. 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:

| Paper 1: Shakespeare and the 19th-century novel  | Paper 2: Modern texts and poetry  |
|--|---|
| What's assessed <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> | What's assessed <ul style="list-style-type: none"><li><i>DNA</i></li><li>Poetry</li><li>Unseen poetry</li></ul> |
| Written exam: 1 hour 45 minutes <ul style="list-style-type: none"><li>64 marks</li><li>40% of GCSE</li></ul>   | Written exam: 2 hour 15 minutes <ul style="list-style-type: none"><li>96 marks</li><li>60% of GCSE</li></ul>    |

### 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: Mathematics

### Course Content:

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

### Method of Assessment:

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

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

Students will complete assessments 6 times throughout the year based on recent topics and previous topics taught.

### Expectations:

Students are expected to treat their Mathematics lessons with respect.

Students should come to ALL lessons with a Casio scientific calculator, geometry set and pen & pencil.

Homework forms part of their learning as it helps secure their understanding as well as giving spaced out practice to secure the knowledge in their long term memory and should be done with care and effort.

Given the breadth of topics covered it is important that students regularly recap topics taught - having a revision guide (CGP guides are available through parent pay) can be very useful as a checklist to keep returning to.

Calculators - Casio FX83 / FX85 / FX991 ranges are the most suitable – Please note Casio have recently released new versions of their calculators – Classwiz versions. Whilst there are some slight advantages to the new range there is no requirement for them to have them.



## **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**

Cells and organisation, Disease and bioenergetics, Homeostasis and response, Biological responses, Genetics and reproduction and Ecology.

#### **Chemistry**

Atomic structure, The periodic table, Structure and bonding, Chemical calculations, Chemical changes, Electrolysis, Energy changes, Rates and equilibrium, Crude oil and fuels, Chemical analysis, The Earth's atmosphere and The Earth's resources.

#### **Physics**

Conservation and dissipation of energy, Energy transfer by heating, Energy resources, Electric circuits, Electricity in the home, Molecules and matter, radioactivity, Forces in balance, Motion, Force and motion, wave properties, Electromagnetic waves and Electromagnetism.

### **Method of Assessment:**

There are six papers: two Biology, two Chemistry and two Physics papers. 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?**

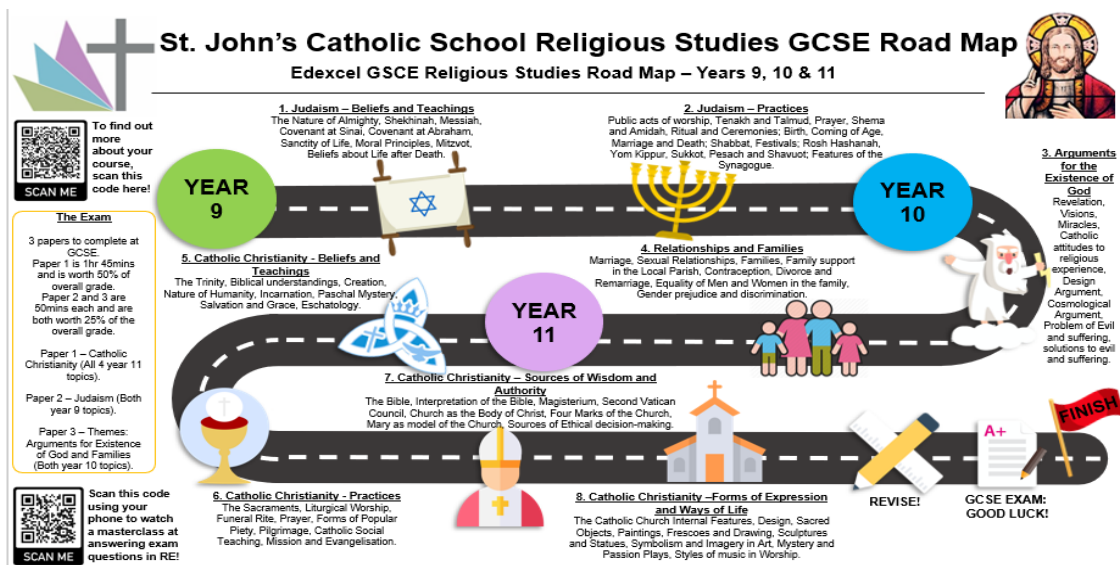
The course is equivalent to two GCSE's and will provide students with a broad understanding of the three sciences. There is an increased focus on student's practical understanding and skills. By focusing on the reasons for carrying out a particular practical, students will have the opportunity to understand 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: Religious Studies

### Course Content Year 9-Year 11:



### Method of Assessment:

Students are assessed once a term answering GCSE questions. Grading reflects grades 9-1. Our aim is to prepare student successfully to ensure confidence is built to ensure success in the GCSE in Year 11. The course is assessed through a 100% external examination which is sat at the end of Year 11.

### The GCSE sat in Year 11 is outlined below:

Students will have to take a separate examination for each area.

- **Paper One:** A one-hour and 45-minute paper on Catholic Christianity where students will have to answer one question from each of the four sections.
- **Paper Two:** A fifty-minute paper on Judaism where you will have to answer one question on each of the two sections.
- **Paper Three:** A fifty-minute paper on Themes where you will have to answer one question on each of the two sections.

### Expectations:

All work in books will be as neatly presented. Dates and headings will be underlined, and diagrams clearly labelled. In return, the Religious Studies teacher will mark the book and follow up any issues from this. Teachers will mark books using comments relating to Progress Made & Progress Further. Students will complete all tasks and complete further research at home.

Most homework tasks will be set weekly based on exam questions, further reading and revision on an on-going basis. Pupil progress will be tracked, and the teacher will discuss this with students including rewards when appropriate.

### 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 Edexcel accredited textbook for the course: <https://www.amazon.co.uk/Edexcel-Religious-Studies-GCSE-Specification/dp/1471866548>

**Revision Book:** Highly recommended: [https://www.amazon.co.uk/Revision-Notes-Edexcel-Religious-Studies/dp/1510404805/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1516207714&sr=1-1&keywords=edexcel+religious+studies+gcse+9-1+revision+book](https://www.amazon.co.uk/Revision-Notes-Edexcel-Religious-Studies/dp/1510404805/ref=sr_1_1?s=books&ie=UTF8&qid=1516207714&sr=1-1&keywords=edexcel+religious+studies+gcse+9-1+revision+book)



## Core Subject: Physical Education

### Course Content:

Students learning will be focused on the development of their personal, social, cognitive and physical skills through sporting situations. This will include, but is not limited to Football, Netball, Rugby, Climbing, Cross-Country, Trampolining, Hockey, Cricket, Rounders and Athletics. Opportunities to undertake the role of performer, coach and official will ensure all skillsets are provided for. Students will also participate in inter-house competitions throughout the year.

### Method of Assessment:

Students are assessed termly on their ability to demonstrate skills from the 4 areas of focus, in the activities listed above.

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

### Expectations:

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

## Core Subject: Personal Development

### Course Content:

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

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

### Method of Assessment:

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

### Expectations:

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

## Options Subject: GCSE Geography (AQA)

### Entry Requirements:

All students must select an EBACC subject to study, either GCSE Geography, GCSE History or GCSE French. Once selected students will continue to study their chosen EBACC subject through Year's 9, 10 and 11.

### Course Content:

Unit 1 – Physical environment – Tectonic hazards, Tropical storms, Extreme weather, Rivers, Coasts, Tropical Rainforests, Hot Deserts, Climate change and sustainability.

Unit 2 – Human interactions - Population, Development (including a detailed case study of Nigeria), Urban areas (comparing Rio de Janeiro to the UK), Resources in the UK, Global food and sustainability.

Unit 3 – Geographical skills and issues - Maps, graphs, 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?

This exciting and relevant course studies Geography with a balance between both human and physical themes. In geography students will travel the world from their classroom. They will explore case studies in the United Kingdom and gain a deeper understanding of our planet by considering how our country compares to other parts of the world. Some of the areas that students will explore are Nigeria, Brazil, Phillipines, Haiti, New Zealand, Pakistan and many others.

Some areas of study include climate change, poverty, deprivation, the impact of TNC's, sustainable use of the planet and natural hazards. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students will also develop a variety of skills including: reading maps, analysis of data and information, comparing and contrasting case studies, planning of fieldwork and the use of ICT.

There are many careers that Geography links to and these include: Surveying, Planning, Teaching, Transport, Travel and Tourism, Landscape Architecture, Environmental Science, Conservation work, Water Industry, Meteorology, Oceanography and numerous Government departments. Many other occupations will also make use of the skills that students will learn during this course.

### Expectations

**Attitude to learning:** Attitude to learning will be closely monitored for the students' performance from 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:** All students will be welcome to choose this option as it caters exceptionally well for students of all abilities. Students who are currently achieving a score of 1- are on track to achieve a grade 4 (pass grade) if they continue with the same level of progress until the end of year 11. However, students are advised that this is a step up from KS3 level, so the content is more advanced, and the material covered will be more detailed.

**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.



## Options Subject: GCSE History (Edexcel)

### Entry Requirements:

All students must select an EBACC subject to study, either GCSE French, GCSE Geography or GCSE History. Once selected students will continue to study their chosen EBACC subject through Year's 9, 10 and 11.

### Course Content:

You will study four units:

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

### Method of Assessment:

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

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

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

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

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

### What will I gain from the Course?

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

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

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

### Find out more here:

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

## EBACC Subject: GCSE Spanish (AQA)

### Entry Requirements:

All students will have to select their EBACC subject, either GCSE Spanish, GCSE Geography or GCSE History, and they will continue to study it until the end of Year 11.

### 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 relationships, social media, free-time activities and customs and festivals in Spanish-speaking countries.
- Local, national, international and global areas of interest, including description of your home, neighbourhood and region; social issues and travel and tourism.
- Current and future study and employment, including current studies, life at school, post-sixteen education, careers and future ambitions.

You are expected to learn a wide range of vocabulary and to speak Spanish 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 Spanish 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.

### Expectations

You will be expected and encouraged to use the target language, Spanish, as much as possible. It will be very important as well to have a positive attitude, to be curious about the subject and to be willing to complete all the homework set each week along with some independent work like the creation of vocabulary lists for each topic or the use of web links provided to practice your Spanish vocabulary, pronunciation and grammar.

### Find out more here:

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>



## Option 2: KS3 Art and Design

### Course Content:

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

### Method of Assessment:

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

### Expectations:

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

- Students will be expected to keep a Journal of their work and progress.
- Students will be expected to keep a sketchbook to record their ideas and use it as a “visual diary”.
- Students will be expected to be open-minded to a range of experimental processes.

Students will be expected to research the work of relevant artists and designers in an independent

## Option 2: KS3 Child Studies

### Course Content:

This course will help students gain the skills, knowledge and understanding needed to care for their children in the future or children in a voluntary capacity, for example, work experience or baby-sitting. Furthermore, this course offers students development in both knowledge and skills in the theoretical and practical side to caring for children.

Students will have the opportunity to explore the following topics:

- Pregnancy and the growth and development of babies through the three trimesters of pregnancy
- How children grow and develop in the main key areas of development from birth to five years.
- Milestones children reach in the key areas of development.
- Planning for the physical and emotional care needs of children.
- Communication: including make resources that aid communication.
- How play promotes development including reading skills in young children.

Students will establish how to respect and value children as individuals, how to tell stories, how to support communication and how children grow and develop to reach the expected milestones.

It is hoped this course will give many of the skills needed to undertake BTEC Level 1 or 2 in Children's Play, Learning and Development or BTEC Level 1 or 2 in Health and Social Care in the future.

### Method of Assessment:

Each unit will be assessed and levelled following the BTEC Level 1 assessment criteria of pass or fail. The areas assessed will be based on the topics above.

Evidence produced by students 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. Students will learn practical skills in relation to caring for babies such as changing a nappy, making a bottle and how to bath a baby.

### Expectations:

Students are expected to attend all lessons, present work neatly to the required standard and submit homework by the deadline set. In return, teachers will promptly mark work and will encourage progress through praise and feedback to students.

## Option 2: KS3 Computer Science

### Course Content:

Students will follow components of the mostly online 'Computer Science Principles' course provided by Code.org®, a nonprofit dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Code.org®, is supported by generous donors including Amazon, Facebook, Google and Microsoft.

### Areas of study:

- **The Internet** - exploring the technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices.
- **Digital Information** - exploring the ways that digital information is encoded, represented and manipulated. Being able to digitally manipulate, visualize and identify patterns, trends and possible meanings of data are important practical skills that computer scientists do every day.
- **Intro to Programming** - introducing the foundational concepts of computer programming, which unlocks the ability to make rich, interactive programs. This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools.
- **Big Data and Privacy** - introducing many complex questions related to public policy, law, ethics and societal impact. The goals of this unit are to develop a well-rounded and balanced view about data in the world, including the positive and negative effects of it, and to understand the basics of how and why modern encryption works.

### Method of Assessment:

Students will cover a broad range of Computer Science concepts in preparation for studying GCSE Computer Science in years 10 and 11

Students will undertake formative and summative tasks as they work through a mix of both teacher and self-directed learning via the online 'Computer Science Principles' course. End of unit assessments will serve to inform student Milestone grades. Work completed will be assessed in line with National Curriculum levels and using the whole school marking policy: Feedback on 'Progress Made', 'How To Progress Further' and Tasks to respond to teacher feedback and help to embed and enhance learning.

### Expectations:

Students are typically expected to be in Set 1 for maths or performing strongly in Set 2 and have a good overall attitude to learning. Students must attend all lessons, complete work to the best of their ability and hand in all homework by the deadline set. In return, teachers will promptly mark all work completed and will encourage progress by giving praise and feedback to students following the whole school marking policy



## Option 2: KS3 Creative Media Production

### Course Content:

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

### Method of Assessment:

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

### Expectations:

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

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

## Option 2: KS3 Dance

### Entry Requirements:

Current Year 8's: Pupils must also be prepared to attend extra-curricular rehearsals and perform to a live audience.

### Course Content:

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

### Method of Assessment:

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

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

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

### Expectations:

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



## Option 2: KS3 GCSE Dance Preparation

### Entry Requirements:

Current Year 8's: Pupils must also be prepared to attend extra-curricular rehearsals and perform to a live audience.

### Course Content:

- Choreographic skills
- Contemporary dance
- Analysis of professional works
- Performance skills
- Performance evaluations
- Research logs
- Live performance skills

### Method of Assessment:

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

They will be assessed in three main areas throughout the year, performance, choreography & dance appreciation.

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

### Expectations:

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

## Option 2: KS3 Design and Technology

### Course Content:

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

Throughout the year students will design and manufacture various projects.

Projects include:

- CAD/CAM – including using our 3D printers and laser cutter
- Resistant materials – hand skills and technical tools
- Packaging design and manufacture
- Material properties
- Technical drawing

### Method of Assessment:

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

Assessment procedures are:

- Design work completed in booklets
- Practical Outcomes

GCSE awareness taster projects are introduced throughout the year to raise student's awareness of Design & Technology as a GCSE option.

### Expectations:

Successful completion of this course provides a suitable foundation for further studies within the sector through progression onto other Technology Courses. Examples include GCSE Design & Technology – Graphics/Product Design or BTEC Level 2 Tech Award in Engineering.



## Option 2: KS3 Drama

### Entry Requirements:

Current Year 8's: Pupils must also be prepared to attend extra-curricular rehearsals and perform to a live audience.

### Course Content:

- Development of performance skills such as Character Development, Devising, Exploratory Techniques and voice/movement.
- Study of key theatre practitioners.
- Study of live theatre performances.
- Working with and performing scripted text.
- Performances to target audiences.

### Method of Assessment:

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

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

### Expectations:

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



## Option 2: KS3 GCSE Drama Preparation.

### Entry Requirements:

Current Year 8's: Pupils must also be prepared to attend extra-curricular rehearsals and perform to a live audience.

### Course Content:

- Development of performance skills such as Character Development, Devising, Exploratory Techniques and voice/movement.
- Study of key theatre practitioners.
- Study of live theatre performances.
- Drama log entries relations to GCSE Drama content.
- Working with and performing scripted text.
- Performances to target audiences.

### Method of Assessment:

Students will be assessed at each Milestone by GCSE levels. They will keep a working diary, take part in several performances (some to an externally invited audience) and complete research projects into key practitioners and theories. This will be linked to the AQA GCSE Drama criteria.

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

### Expectations:

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

## Option 2: KS3 Interactive Media Enrichment

### Course Content:

Students will learn to use a wide range of software and processes that are commonly used in the interactive media industry.

Students will learn the processes and techniques involved in planning and producing a Comptor Game  
This enrichment course will work on foundational skills that would lead into the pathway of the Level 2 Technical Award in Interactive Media course.

It would be advisory to either take this as a one year foundational course before picking the full Level 2 Technical Award in Interactive Media course or take this alongside the full course.

The units will be based on “Investigate Interactive Media Production” and “Game Making”. Students will  
Students will learning skills with different types of software also in this course such as Clickteam Fusion game creation software, video editing software, animation software, image manipulation software. As well as this, students will be learning how to complete design processes such as moodboards, wireframes and level maps.

### Method of Assessment:

Students will undertake termly milestone assessments. The Students will also be involved in assessment through peer and self-assessment of their work. All other work will be marked using the whole school marking policy – Progress Made, Progress Further and Tasks to respond to teacher marking.

### Expectations:

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

## Option 2: KS3 Enterprise



### Course Content:

This course is designed to equip young people with the right skills for the future and motivate young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need.

To tackle today's skills gap, students will work on developing five key skills: communication, resilience, problem-solving, creativity and teamwork. This will ensure that young people are ready for the challenge of work when they finish education.

Through hands on practical activities, the course explores themes such as personal skills and talents, career choices, recruitment, job interviews, salaries, earnings, tax and the cost of living, financial planning and budgeting. Interactive activities provide students with the opportunity to learn about the job and career opportunities available, and to consider how their personal strengths and preferences may fit with different career paths.

### Method of Assessment:

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

### Expectations:

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

## Option 2: KS3 Food and Nutrition

Food and Nutrition for Year 9 will be a continuation from the lessons in Year 8. We will be looking to expand students' knowledge and cooking skills through a range of design and make tasks. Practical lessons take place on a fortnightly basis and a repertoire of quick cook, sweet and savoury dishes will be developed by students. Please note that there will be an approximate cost of £40 per student for the school to purchase ingredients for the practical lessons. Some students may be entitled to help with this payment, please see Miss Gosling for more information.

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

- Kitchen basics: a variety of practical skills and the use of utensils and equipment
- Food safety and hygiene: including knife safety and safe storage of foods
- Seasonality: seasonal ingredients, dishes and food linked to celebrations throughout the year
- Food, Nutrition and Health: portion sizes, using less fat and sugar, dietary related disease, current nutritional guidance
- Food choice: influences of the food we choose to eat – religion, dietary requirements, vegetarianism
- Food Provenance: farming, processing and manufacture of foods

### Method of Assessment:

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

### What will I gain from the Course?

Studying this course will allow students to develop knowledge in nutrition, food safety, food choice and food provenance. A range of practical cookery skills will be gained, along side key skills such as communication, problem solving, organisation and team work. It is hoped this course will give students many of the skills needed to undertake BTEC Level 1 in Home Cooking Skills or GCSE Food Preparation and Nutrition in the future.

### Expectations:

Students should have a keen interest in food, nutrition and cookery. A good attitude to learning is essential. For practical lessons, students are expected to follow health, hygiene and safety guidelines whilst cooking. This course would be beneficial to any students considering the future study of BTEC Level 1 in Home Cooking Skills or GCSE Food Preparation and Nutrition.



## Option 2: KS3 Food Preparation and Nutrition Foundation

### Course Content:

This course is aimed at those who wish to study GCSE Food Preparation and Nutrition in Years 10 & 11. Students will gain a foundation of knowledge and key skills, preparing them for future study at GCSE level.

Lessons will consist of a range of activities including theory, practical demonstrations, food science experiments, tasting sessions and practical cookery. On average, practical lessons will take place fortnightly and will allow students to build a range of practical skills that can be applied to a repertoire of sweet and savoury dishes. Please note that there will be an approximate cost of £40 per student for the school to purchase ingredients for the practical lessons. Some students may be entitled to help with this payment, please see Miss Gosling for more information.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health – nutrients needed for good health, current healthy eating guidance, nutritional needs of individuals.
- Food science – the working characteristics and properties of ingredients when cooking, e.g. gelatinisation, gluten formation and raising agents.
- Food safety – food hygiene, food safety and preventing food spoilage.
- Food choice – influences of the food we choose to eat – religion, dietary requirements, vegetarianism
- Food provenance – seasonality and food processing

### Method of Assessment:

- Mini NEA (Non Exam Assessment) Practical Activities - Mock mini NEA to prepare pupils for the real NEA practicals in Year 10 & 11, these will include a research task.
- Advanced Cooking Skills Assessments
- Food Science experiment assessments.

### What will I gain from the Course?

Studying this course will allow students to develop knowledge in nutrition, food science, food safety, food choice and food provenance. A range of practical cookery skills will be gained, along side key skills such as communication, problem solving, organisation and team work. It is hoped this course will give students many of the skills needed to undertake GCSE Food Preparation and Nutrition in the future.

### Expectations:

Students should have a keen interest in food, nutrition and cookery. A good attitude to learning is essential. Students should have a potential interest in studying GCSE Food Preparation and Nutrition in Years 10 and 11, and be keen cooks who are looking to develop their practical skills. During practical lessons, students are expected to follow health, hygiene and safety guidelines whilst cooking.

Students should have an accompanying interest in Science; the GCSE has a rich focus on Food Science elements including the functions and properties of food during cooking.

## Option 2: KS3 Health and Social Care

### Course Content:

This course will help students gain the skills, knowledge and understanding needed to care and support vulnerable individuals in our society. Furthermore, this course offers students development in both knowledge and skills in the theoretical and practical side to communicating, caring, supporting and planning care for individuals in need.

Students will have the opportunity to explore the following topics:

- The physical, intellectual, emotional and social development of different groups of individuals.
- Communication skills needed to develop positive relationships
- Devising health promotion resources to educate people to make healthy changes.
- The care values used in all areas of health and social care work.

Students will establish how to respect and value the needs of different individuals, how to communicate effectively, how to educate individuals to make healthier choices as well as the skills needed to be a health or social care professional.

It is hoped this course will give many of the skills needed to undertake BTEC Level 1 or 2 in Health and Social Care in the future or BTEC Level 1 or 2 in Children's Play, Learning and Development.

### Method of Assessment:

Each unit will be assessed and levelled following the BTEC Level 1 assessment criteria of pass or fail. The areas assessed will be based on the topics above.

Evidence produced by students will consist of posters, leaflets, presentations and they will take part in practical activities such as designing and making health promotion resources to educate individuals about positive health changes.

### Expectations:

Students are expected to attend all lessons, present work neatly to the required standard and submit homework by the deadline set. In return, teachers will promptly mark work and will encourage progress through praise and feedback to students.

## Option 2: KS3 Music



### Course Content:

The KS3 option for Music allows students to develop their knowledge and skills in music performance and music theory. The course is designed for students that would like to extend their music education from years 7 and 8 and gain the skills needed to proceed to BTEC Music or GCSE the following year. The course gives students the opportunity to gain knowledge of some of the content covered in both the GCSE and BTEC courses. This gives them a foundation that allows them to get a head start with either the BTEC or GCSE option the following year.

### Method of Assessment:

Students are assessed on their ability to demonstrate skills in performance, composition, and music theory. All three of these aspects are essential for further study of music and will prepare the students for the BTEC and GCSE. Grades are awarded based on the new GCSE 1-9 grading.

### Expectations:

Before students choose the KS3 Music option, they must have a passion for the subject and be able to demonstrate this as an instrumentalist or singer. They must also be prepared to meet deadlines in terms of music theory coursework and homework. The most successful students on the course are those that choose the subject with the mindset to become an excellent musician.

## Option 2: KS3 PE Foundation Course

### Course Content:

All students wishing to study the full GCSE PE course in years 10 or 11 should 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 and 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 - 50% 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.

### Expectations:

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

## Option 2: KS3 Photography

### Course Content:

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

Students will gain a working knowledge of:

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

### Method of Assessment:

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

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

### What will I gain from the course?

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

### Expectations:

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

## Option 2: KS3 Psychology

### Course Content:

Topics you will study:

- Research methods
- Aggression
- Social influence
- Language, thought and communication
- Psychological problems

### Method of Assessment:

Termly milestone assessments.

### What will I gain from the course?

This introduction to Psychology will help you gain knowledge and understanding of key issues surrounding Psychology. It is an introduction to the 'study of the mind' as it helps us to understand people's behaviour and predict how they are likely to behave in different situations.

The job of a psychologist is to take ideas and test them scientifically. You will also find that people will sometimes do the opposite of what is predicted.

### Expectations:

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



## Option 2: KS3 Sociology

### Course Content:

#### Topics you will study:

- Relevant areas of social theory
- The sociology of crime and deviance
- The sociology of social inequality
- The sociology of mass media
- The sociology of power relationships

Students will be expected to undertake a piece of individual research on a topic of their choice (from a selected listed of research titles).

### Method of Assessment:

Termly milestone assessments.

### What will I gain from the course?

This introduction to Sociology will help you to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. You will develop your analytical, assimilation and communication skills by studying a variety of social issues and consequently constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, you will also develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

### Expectations:

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





## Option 2: KS3 Textile Design

### Course Content:

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

### Method of Assessment:

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

### Expectations:

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

## Options Subject: Art and Design Arts Award

### 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 Level 1 in Children's Play, Learning and Development (Pearson)

**Course Content:**

The BTEC Level 1 in Children's Play, Learning and Development offers an opportunity for successful students to further develop their understanding of the ways in which children develop. This course covers three units in total. The first unit is externally assessed (exam) and contributes to 25% of the final grade. The remaining two units make up the final 75% and are internally assessed by your teacher (consisting of assignments). Students must complete all units for a total of 120 GLH (guided learning hours). Throughout the course students will explore the ways that children develop, the key role that adults have in supporting this, why play is so important in supporting children's development and how the early years setting can impact and support a child's development.

| 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   |

**Method of Assessment:**

Each unit has specified learning outcomes and assessment criteria. To pass each unit, students must meet all the assessment criteria. All units are assessed as Level 1 Pass, Level 2 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 Pass or Unclassified. Students will need to pass this exam to pass the course.

Evidence produced by students will mainly consist of essay style writing but there will be other opportunities throughout the course to design leaflets and posters, give presentations and they will take part in practical activities such as role plays.

Visits to early years' settings and visiting speakers form an important part of the course.

**What will I gain from the Course?**

The Pearson BTEC Level 1 First Award in Children's Play, Learning and Development provides the knowledge, understanding and skills for students to progress to:

- Another level 2 vocational qualification including the BTEC Level 1/2 Tech Award in Health and Social Care.
- BTEC Level 3 vocational qualifications, such as the BTEC Level 3 Nationals in Children's Play, Learning and Development, BTEC Level 3 Nationals in Health and Social Care or other related academic qualifications
- Apprenticeships within the early years settings and health and social care sectors.
- 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, children's worker.

**Find out more here:** [https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Childrens-Play-Learning-and-Development/2013/Specification-and-sample-assessments/BTECFIRST\\_L12\\_AWD\\_CPLD.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Childrens-Play-Learning-and-Development/2013/Specification-and-sample-assessments/BTECFIRST_L12_AWD_CPLD.pdf)

## Options Subject: KS4 DIY Skills (Enrichment)

### 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 skills that are useful, current and in demand, at work or on a home project.

This course gives students a broad introduction to the practices and processes. It covers basic knowledge, understanding and skills that are relevant to a wide variety of careers which have a hands-on approach. The students will gain experience and understanding of a range of potential careers in the Engineering/Technology sectors that will help students make more informed decisions about their post-16 option– this will take place by an external charity - construction trust.

Throughout the course students will design and make various projects.  
Projects may include:

Health and safety

Tools and equipment training

Construction trust sessions

Bird house design and manufacture project

CAD/CAM project

Electronic circuits project

Recyclable/reusable project

### 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 or college.

## Options Subject: KS4 Enterprise (Pearson BTEC Tech Award Level 1)

**Course Content:**

| Component | Components                              | Assessment method   | GLH |
|-----------|---|---------------------|-----|
| 1         | Exploring Enterprises                   | Internal            | 36  |
| 2         | Planning for and Pitching an Enterprise | Internal            | 36  |
| 3         | Promotion and Finance for Enterprise    | External (Synoptic) | 48  |

**Method of Assessment:**

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the enterprise sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success;
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving;
- reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback.

Internal assessment is through assignments that are subject to external standards verification by the examination board.

Component 3: Promotion and Finance for Enterprise requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. The external assessment is based on a context that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

**What will I gain from the Course?**

You will become highly knowledgeable regarding what goes on in the world of enterprise and will grow in confidence regarding the concept of entrepreneurship. The underpinning knowledge and understanding, practical and vocational skills gained will also provide you with an excellent platform for entry on to a range of Level 3 courses in enterprise such as BTEC Level 3 or AS/A2 Applied Enterprise/Business. This qualification is a great starting point for future job opportunities in finance, human resource management, production, marketing, retail, customer services, sales or starting up your own enterprise! This qualification in enterprise will provide you with the fundamentals and skills needed for any job connected to enterprise/business and will also provide you with the key skills needed for your future career path within this sector of the economy.

**Find out more here:**

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC\\_L12\\_TechAwd\\_Enterprise\\_Spec\\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf)

## Options Subject: KS4 Health and Social Care (Pearson BTEC Tech Award Level 1)

### Course Content:

This BTEC Level 1 Tech Award in Health and Social Care covers three components, one component is externally assessed (exam) and the other two components are assessed your teacher (internal). Students must complete all components for a total of 120 GLH (guided learning hours).

This course will help students gain the skills, knowledge and understanding needed to progress into the health and social care sector. This qualification has been designed to help students understand the skills and knowledge needed to work in this sector and to develop practical skills in preparation for employment or progression within education. This course gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major lifechanging events like marriage or parenthood. You will learn how people adapt to these changes as well as the types of support available to help them. You will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will be able to demonstrate these care values practically. You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

| Unit | Unit Title                                 | glh |
|------|--|-----|
| 1    | Human Lifespan Development                 | 36  |
| 2    | Health and Social Care Services and Values | 36  |
| 3    | Health and Well-being                      | 48  |

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:

Each component has specified learning outcomes and assessment criteria. To pass each component, students must meet all the assessment criteria. All components are assessed as Level 1 Pass, Merit and Distinction, Level 2 Pass, Merit and Distinction.

Evidence produced by students will mainly consist of essay style writing but there will be other opportunities throughout the course to design leaflets and posters, give presentations and they will take part in practical activities such as role plays.

### What will I gain from the Course?

This course is designed to give students the opportunity to:

- Develop a range of skills and techniques, personal skills and attributes essential for working within the health and social care sector and successful performance in working life
- Provide a platform to develop the skills required in careers such as health visitor, registered nurse, healthcare assistant, residential care manager, midwife, nursery nurse, physiotherapist, radiographer
- Progress to the BTEC Level 2 Tech Award in Health and Social Care or BTEC Level 2 First Award in Children's Play, Learning and Development.

**Find out more here:** Further information about this qualification can also be accessed at:

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

## Options Subject: KS4 Home Cooking Skills (Pearson BTEC Level 1 Award)

### Course Content:

A large proportion of this course is practical and involves cooking. The course consists of many 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: correct storage, preparation, methods of cooking
- Nutrition: Healthy eating guidelines, understanding nutrition labels, key nutrients, and their functions

### Method of Assessment:

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

### What will I gain from the Course?

Successful completion of the course will provide students with the Pearson BTEC Level 1 Award in Home Cooking Skills and help prepare them for the GCSE Food Preparation and Nutrition course; should they wish to continue to study the subject at a higher level.

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 practical skills learnt to different recipes

Students will cook on a fortnightly basis; please note that there will be an approximate cost of £80 per student, for the school to purchase ingredients for the practical lessons. Some students may be entitled to help with this payment, please see Miss Gosling for more information.

### Find out more here:

<https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills.html>

## Options Subject: KS4 Motor Vehicle Studies Level 1

### Course Content:

This Level 1 Award in Automotive Studies has been developed to provide an introduction to the automotive sector. The structure and nature of the qualification provides the ideal route for learners to progress from the automotive studies course to a higher level of study and skills acquisition, such as automotive apprenticeships, as well as employment.

You will study the following 4 mandatory components in this qualification:

- Working in an automotive industry environment
- Using engineering materials and skills
- Remove and re-fit mechanical components
- Introduction to basic automotive electrical principles

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.

### Method of Assessment:

The content of the qualification will support you to develop and expand your automotive skills, knowledge and understanding, at level 1. You will produce a portfolio of evidence for example; observations, witness statements, group discussion observation sheets, case studies, reports/notes. This contributes 60% of the overall grade. The remaining 40% of the grade is achieved via an on-line Multiple-Choice Test which will synoptically assess the knowledge that you have developed during the course.

### What will I gain from the Course?

This qualification will provide the basic training required to begin employment within the automotive industry. The types of job this could lead to are:

- Service Technician
- Vehicle Fitter

The Level 1 Award in Automotive Studies will give learners a broad understanding of the automotive sector whilst developing the numeracy, literacy and science knowledge to the industry. This can be further enhanced by progressing onto the Level 2 and 3 automotive courses at college or within an apprenticeship.





## Options Subject: KS4 Sports Leadership Award – Level 1

### 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, and be assessed in your delivery and planning of a sports lesson

| 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.

This course gives you the opportunity to become

More employable

More active in your community

More confident in your abilities

More focused on your own development

More valuable to others

Someone who stands out from the crowd

### Find out more here:

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

## Options Subject: St John's Personal Achievement Award

### Course Content:

All students will complete the St John's Personal Achievement Award and which will consist of 4 sections – Volunteering, Skill, Physical and Team Building. Students need to complete a DIFFERENT activity for each section.

Through this course they will be assessed in these areas, and if successful each student will gain the Level 2 Qualification in *Assisting Lowland Expedition Leadership*

**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.

**Team Building** – requires students to participate and potentially lead in different team building activities that may include things such as building a tent, preparing for a camping expedition, cooking with a Trangia.

### Method of Assessment:

Students will be assessed throughout the course in relation to their attitude and progress in the 4 key elements listed above.

### What will I gain from the Course?

You will gain the nationally recognised LEL Level 2 qualification

Throughout this course you will enjoy many new experiences, discover talents you never thought you had, challenge yourself and develop your personal and social skills.

This course gives you the opportunity to become

More employable

More active in your community

More confident in your abilities

More focused on your own development

More valuable to others

Someone who stands out from the crowd

### Find out more here:

<https://www.sportsleaders.org/qualifications-programmes/expedition-leadership>

## Options Subject: BTEC Level 2 First Award in Children's Play, Learning and Development (Pearson)

### 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 of the ways in which children develop. This course covers three units in total. The first unit is externally assessed (exam) and contributes to 25% of the final grade. The remaining two units make up the final 75% and are internally assessed by your teacher (consisting of assignments). Students must complete all units for a total of 120 GLH (guided learning hours). Throughout the course students will explore the ways that children develop, the key role that adults have in supporting this, why play is so important in supporting children's development and how the early years setting can impact and support a child's development.

| 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   |

### Method of Assessment:

Each unit has specified learning outcomes and assessment criteria. To pass each unit, students must meet all the assessment criteria. All units are assessed as Level 1 Pass, Level 2 Pass, Merit or Distinction.

The external assessment for Unit 1- Patterns of Child Development– 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 Pass or Unclassified. Students must pass this exam in order to pass the entire course.

Evidence produced by students will mainly consist of essay style writing but there will be other opportunities throughout the course to design leaflets and posters, give presentations and they will take part in practical activities such as role plays.

Visits to early years' settings and visiting speakers form an important part of the course.

### What will I gain from the Course?

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

- Another level 2 vocational qualification including the BTEC Level 2 Tech Award in Health and Social Care.
- BTEC Level 3 vocational qualifications, such as the BTEC Level 3 Nationals in Children's Play, Learning and Development, BTEC Level 3 Nationals in Health and Social Care or other related academic qualifications.
- Apprenticeships within the early years settings and health and social care sectors.
- This course is a good starting point for students to progress into careers such as; paediatric nurse, child psychologist, midwife, health visitor, social worker, teacher, paediatrician, children's worker.

Find out more here: <https://qualifications.pearson.com/en/qualifications/btec-firsts/childrens-play-learning-development-2012-nqf.html>



## Options Subject: BTEC Level 2 Tech Award in Creative Digital Media Production (Pearson)

### Course Content:

Students will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry. As the BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, students can explore the sector while:

- Developing technical skills and techniques.
- Producing a digital media product in response to a brief.
- Reviewing and reflecting on the process and outcome.

The course has two internally assessed components, and one that's externally assessed:

| Component |   | GLH | Assessment |
|-----------|---|-----|------------|
| 1         | Exploring media products                      | 36  | Internal   |
| 2         | Developing digital media production skills    | 36  | Internal   |
| 3         | Create a media product in response to a brief | 48  | External   |

### Method of Assessment:

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

### What will I gain from the Course?

This BTEC Level 2 Tech 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 Pearson BTEC Level 3 National 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:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

## Options Subject: BTEC Level 2 Tech Award in Engineering (Pearson)

**Course Content:**

The BTEC Tech 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. It presents knowledge, skills and understanding in a meaningful work-related context, to allow students to understand theory and application. The Tech Award comprises of 3 components under-pinning the knowledge and skills that are valued in the engineering sector. One component focuses on essential knowledge, and the other components focus on applying essential vocational skills.

The BTEC Level 2 Tech Award is a work-related course. You will 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 Level 3 Engineering in Extended Certificate or Diploma.

Students will be given the opportunity to partake in a 3 day residential visit to Disneyland, Paris, to see how the rides are design, developed and maintained and why the park develops new technologies to support the environment. (Subject to Covid restrictions)

**Method of Assessment:**

This BTEC Tech Award, one component is externally assessed and the other two components are assessed by your teacher (internal). Students must complete all components for a total of 120 GLH (guided learning hours).

| Component | Core Components   |
|-----------|---|
| 1         | Exploring engineering sectors and design application<br><br>Students will explore the links between the various engineering sectors and the role of design in the production of engineered products.  |
| 2         | Investigating an engineering project<br><br>Students will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component. |
| 3         | Responding to an engineering brief – Set Task Exam (40%)<br><br>The set task is made up of two parts and will be completed in two hours for Part 1 and one and a half hours for Part 2.   |

**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 3 Extended Certificate or Diploma offered at St John's. You may wish to go into employment with an engineering company – apprenticeship, where you will be able to continue with training, perhaps on a day-release basis.

**Find out more here:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/engineering.html>

## Options Subject: BTEC Level 2 Tech Award in Enterprise (Pearson)

**Course Content:**

| Component | Components                              | Assessment method   | GLH |
|-----------|---|---------------------|-----|
| 1         | Exploring Enterprises                   | Internal            | 36  |
| 2         | Planning for and Pitching an Enterprise | Internal            | 36  |
| 3         | Promotion and Finance for Enterprise    | External (Synoptic) | 48  |

**Method of Assessment:**

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the enterprise sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success;
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving;
- reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback.

Internal assessment is through assignments that are subject to external standards verification by the examination board.

Component 3: Promotion and Finance for Enterprise requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. The external assessment is based on a context that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

**What will I gain from the Course?**

You will become highly knowledgeable regarding what goes on in the world of enterprise and will grow in confidence regarding the concept of entrepreneurship. The underpinning knowledge and understanding, practical and vocational skills gained will also provide you with an excellent platform for entry on to a range of Level 3 courses in enterprise such as BTEC Level 3 or AS/A2 Applied Enterprise/Business. This qualification is a great starting point for future job opportunities in finance, human resource management, production, marketing, retail, customer services, sales or starting up your own enterprise! This qualification in enterprise will provide you with the fundamentals and skills needed for any job connected to enterprise/business and will also provide you with the key skills needed for your future career path within this sector of the economy.

**Find out more here:**

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC\\_L12\\_TechAwd\\_Enterprise\\_Spec\\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf)

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

(Pearson)

**Course Content:**

This BTEC Level 2 Tech Award in Health and Social Care covers three components, one component is externally assessed (exam) and the other two components are assessed your teacher (internal). Students must complete all components for a total of 120 GLH (guided learning hours).

This course will help students gain the skills, knowledge and understanding needed to progress into the health and social care sector. This qualification has been designed to help students understand the skills and knowledge needed to work in this sector and to develop practical skills in preparation for employment or progression within education. This course gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major lifechanging events like marriage or parenthood. You will learn how people adapt to these changes as well as the types of support available to help them. You will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will be able to demonstrate these care values practically. You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

| Unit | Unit Title                                 | GLH |
|------|--|-----|
| 1    | Human Lifespan Development                 | 36  |
| 2    | Health and Social Care Services and Values | 36  |
| 3    | Health and Well-being                      | 48  |

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:**

Each unit has specified learning outcomes and assessment criteria. To pass each component, students must meet all the assessment criteria. All components are assessed as Level 2 Pass, Merit, Distinction and Level 1 Pass, Merit and Distinction.

Evidence produced by students will mainly consist of essay style writing but there will be other opportunities throughout the course to create and give presentations and they will take part in practical activities such as role plays.

**What will I gain from the Course?**

This course is designed to give students the opportunity to:

- Develop a range of skills and techniques, personal skills and attributes essential for working within the health and social care sector and successful performance in working life
- Provide a platform to develop the skills required in careers such as health visitor, registered nurse, healthcare assistant, residential care manager, midwife, nursery nurse, physiotherapist, radiographer
- Progress to the BTEC Level 2 First Award in Children's Play, Learning and Development.

**Find out more here:** Further information about this qualification can also be accessed at:

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>



## Options Subject: Technical Award in Interactive Media – Digital Applications (ICT) (NCFE)

### Course Content:

Students will cover a wide range of content and the impact of IT in the wider world. These detail the knowledge, skills and understanding that students are required to demonstrate. .

The following units are covered:

Unit 1 – Investigate interactive media production

Unit 2 - Plan and prepare for an interactive media product

Unit 3 - Development and production of an interactive media product

Unit 4 – Present and promote an interactive media product

External Unit - An external task set by NCFE to plan, create and evaluate an interactive media product.

To be awarded the Level 2 Technical Award in Interactive Media, learners are required to successfully complete 4 mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

This Level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in interactive media, and an understanding of how to apply their learning to the interactive media sector.

### Method of Assessment:

The internal units (Unit 1 – Unit 4) are internally assessed and externally moderated. As learners progress through the course, they use and build upon knowledge and skills learnt in previous units. Internal assessment tasks will test learners' ability to respond to a real life situation that they may face when they are in employment.

Throughout the units students will investigate, plan, create, evaluate, present and promote their final computer game idea. Students will undertake a creative process to create a computer game using specialist software such as Clickteam Fusion.

The external task a 15 hour task conducted in controlled conditions. The task is set by NCFE. Students will plan, create and evaluate an interactive media product they are to create from a specified brief.

The qualification is graded at Distinction\*, Distinction, Merit and Pass.

### What will I gain from the Course?

The NCFE Level 2 Technical Award in Interactive Media 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 learn to use different types of software also in this course such as Kompozer, HTML language, Clickteam Fusion or alternative game creation software. Students will also use Adobe products relevant to the brief.

### Find out more here:

<https://www.qualhub.co.uk/media/11502/q-pubs-arts-media-and-publishing-603-0852-7-603-0852-7-l2-interactive-media-qualification-specification-v72.pdf>



## Options Subject: BTEC Level 2 First Award in Music (Pearson)

### 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. The course is designed for students that would like to develop their knowledge of the Music Industry as well as becoming excellent musicians.

### Find out more here:

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



## Options Subject: BTEC Level 2 Tech Award in Performing Arts - Acting

### Course Content:

The Pearson BTEC Level 2 Tech Award in Performing Arts is for students who want to acquire technical knowledge and skills through a vocational study of drama. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

### Method of Assessment:

Components 1 and 2 are assessed through internal assessment, these components have been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice

There is one external assessment, Component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation

### What will I gain from the Course?

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles

### Find out more here:

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628\\_BTEC\\_L1L2\\_AWD\\_PA\\_SPEC.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf)



## Options Subject: BTEC Level 2 Tech Award in Performing Arts - Dance

### Course Content:

The Pearson BTEC Level 2 Tech Award in Performing Arts is for students who want to acquire technical knowledge and skills through a vocational study of dance. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

### Method of Assessment:

Components 1 and 2 are assessed through internal assessment, these components have been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice

There is one external assessment, Component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation

### What will I gain from the Course?

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles

### Find out more here:

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628\\_BTEC\\_L1L2\\_AWD\\_PA\\_SPEC.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf)

## Options Subject: BTEC Level 2 First Award in Sport, Activity and Fitness

**Course Content:**

The course comprises 4 units:

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

**Method of Assessment:**

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

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

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

**What will I gain from the Course?**

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

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

**Find out more here:**

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

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

### 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.

### 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 visual communication and personal creativity through Key Stage 4. The award enables students 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:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

## Options Subject: GCSE Citizenship Studies (Edexcel)

**Course Content:**

The course content is divided into five themes:

- A: Living together in the UK - population, migration, respect & understanding and identity, human rights, local and regional government
- B: Democracy at work in the UK – political parties & Parliament, law making and the Constitution
- C: Law and justice – law and order, criminal & civil law, courts & tribunals, crime & society, punishments
- D: Power and influence – rights & responsibilities, citizenship, role & influence of the media, Europe and the Rest of the World
- E: Taking citizenship action – putting citizenship into practicalities; project to be decided on by the group.

**Method of Assessment:**

2 [written] examination papers

Paper 1 - Assessment overview Section A Questions are focused on specification Theme A: Living together in the UK. Section B Questions are focused on specification Theme B: Democracy at work in the UK. Section C Questions are focused on specification Theme C: Law and justice. Section D Extended-response questions related to two or more of specification Themes A–C.

Paper 2 - Assessment overview Section A Questions relate to the students' own citizenship action, as specified in specification Theme E: Taking citizenship action. Section B Questions require students to comment on others' actions and relate to specification Theme D: Power and influence. Section C Questions are focused on specification Theme D: Power and influence. One question will also link to content in one of Themes A–C.

**What will I gain from the Course?**

The aims and objectives of this qualification are to enable students to

- know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and nondemocratic systems of government are different beyond the UK
- know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy
- know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales
- use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts
- use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others

**Find out more here:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

## Options Subject: GCSE Computer Science (Pearson)

## Course Content:

- **Topic 1: Computational thinking** – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- **Topic 2: Data** – understanding of binary, data representation, data storage and compression.
- **Topic 3: Computers** – understanding of hardware and software components of computer systems and characteristics of programming languages.
- **Topic 4: Networks** – understanding of computer networks and network security.
- **Topic 5: Issues and impact** – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- **Topic 6: Problem solving with programming** - understanding what algorithms are, what they are used for and how they work in relation to creating programs. understanding how to decompose and analyse problems. ability to read, write, refine and evaluate programs.

## Method of Assessment:

- **Paper 1: Principles of Computer Science**

Written examination: 1 hour and 30 minutes (75 marks / 50% of the qualification)

- **Paper 2: Application of Computational Thinking**

Onscreen examination: 2 hours (75 marks / 50% of the qualification)

## What will I gain from the Course?

Through the study of Computer Science, this course will help students to enhance and develop critical thinking, analysis and problem-solving skills. For many, studying Computer Science 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. However, this is not a course that suits every student, even if they ordinarily really enjoy using computer devices. Strong mathematical skills are essential, and the course content is aimed at students who are curious about how computer devices and networks 'work' as opposed to using them for creative, education, entertainment and other purposes. Students who are interested in developing their skills in using computers for the aforementioned purposes, should consider the BTEC Creative Media course

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:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE\\_L1\\_L2\\_Computer\\_Science\\_2020\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE_L1_L2_Computer_Science_2020_Specification.pdf)



## Options Subject: GCSE Dance (AQA)

### Course Content:

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

Students will:

- Set phrases through a solo performance
- Duet/trio performance
- Solo or group choreography – a solo or a group dance for two to five dancers (three to three and a half minutes)
- Develop knowledge and understanding of dance and technique.
- Study of set anthology of professional dance works

### Method of Assessment:

- Component 1: Performance & Choreography: Practical Exam: 60% of GCSE
- Component 2: Dance appreciation: Written Exam: 40% 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.PD>



## Options Subject: GCSE Design & Technology Graphic Products (AQA)

### 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 using a graphic media and new technologies to prepare them for the world of work. Computer Aided Design and Computer Aided Manufacture (CAD/CAM) also play an important role within Graphic Products and this will be encouraged throughout the course by using our 3D printers and laser cutter.

Graphic Product 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 design. It is mainly made from paper or card based graphic materials. Items made include, packaging designs, flat-pack and functional design, this 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.

Students will be given the opportunity to partake in a 3 day residential visit to Disneyland, Paris, to see how the rides are design, developed and maintained and why the park develops new technologies to support the environment. (Subject to Covid restrictions)

### Method of Assessment:

Theory – Written Examination, 50% of qualification

- Written exam: 2 hours
- 100 marks – 60 marks for specialism section/40 marks for core principles
- 50% of GCSE

Section A – Core technical principles, Section B – Specialist technical principles, Section C – Designing and making principles

Practical – Contextual challenge, 20-page portfolio and manufacture of a prototype, 50% of qualification

- Non-exam assessment (NEA)
- 100 marks
- 50% of GCSE

The portfolio and prototype will be assessed in 6 areas of design - identifying and investigating design possibilities, producing a design brief & specification, generating design ideas, developing design ideas, realising design ideas and analysing & evaluating.

### 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 A Level Design and Technology - Product Design. Employers value a GCSE Design & Technology qualification as it develops creative, technical and transferable skills. Possible career paths could include architect, graphic designer, theatre set designer or CAD technician.

### Find out more here:

[www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552](http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552)

## Options Subject: GCSE Design & Technology Product Design (AQA)

### Course Content:

This course 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, plastics & composite materials will be required, but other materials may be used in addition. The use of new technologies is also encouraged in this course.

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

Product Design 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 design. 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 Product Design and this will be encouraged throughout the course using our 3D printers and laser cutter.

Students will be given the opportunity to partake in a 3 day residential visit to Disneyland, Paris, to see how the rides are design, developed and maintained and why the park develops new technologies to support the environment. (Subject to Covid restrictions)

### Method of Assessment:

Theory – Written Examination, 50% of qualification

- Written exam: 2 hours
- 100 marks – 60 marks for specialism section/40 marks for core principles
- 50% of GCSE

Section A – Core technical principles, Section B – Specialist technical principles, Section C – Designing and making principles

Practical – Contextual challenge, 20-page portfolio and manufacture of a prototype, 50% of qualification

- Non-exam assessment (NEA)
- 100 marks
- 50% of GCSE

The portfolio and prototype will be assessed in 6 areas of design - identifying and investigating design possibilities, producing a design brief & specification, generating design ideas, developing design ideas, realising design ideas and analysing & evaluating.

### 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 Engineering (Extended Certificate/Diploma) or A Level Design and Technology - Product Design. Employers value a GCSE Design & Technology qualification as it develops creative, technical and transferable skills. Possible career paths could be architect, furniture, car, jewellery or CAD designer, product design with digital links, product development & design and exhibition designer, as well as specialist manufacturing careers.

### Find out more here:

[www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552](http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552)

## Options Subject: GCSE Drama (AQA)

### 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 to develop your own acting styles.
- Develop knowledge and understanding of Drama and Theatre through studying one set play and live theatre performances.
- Create and perform devised practical pieces whilst developing a devising log throughout the process.
- Perform two extracts from one play.

### Method of Assessment:

- Component 1: Understanding drama- Written exam: 1 hour and 45 minutes – 40% of Overall grade
- Component 2: Devising drama- Devising log, Devised performance- 40% of Overall grade.
- Component 3: Texts in practice- Performance of extract 1, Performance of extract 2- 20% of Overall grade

### What will I gain from the Course?

- An understanding of the formal elements of drama
- Knowledge and understanding key script writers and professional works
- How to refine an idea over an extended period of time to create and develop performances.
- Enjoy the satisfaction of creating quality outcomes
- Confidence when using a range of different styles and techniques developed through exciting and interesting workshops.

Find out more here:

<http://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

## Options Subject: GCSE Food Preparation and Nutrition

### Course Content:

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

This course ensures students' have the knowledge, understanding and skills required to cook and be able to apply the principles of food science, nutrition and healthy eating. Students will learn to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. There are 12 food preparation skills students need to master in the practical element of the course including knife skills, sauce making and use of different cooking methods.

Please note there will be a minimum cost of £120 spanning the two year course and will be paid in two instalments, one in the first year and one in the second year of the course for the school to purchase ingredients for the practical lessons. Some students may be entitled to help with this payment, please see Miss Gosling for more information.

### Method of Assessment:

The course is split into 50% written exam and two coursework tasks which total 50%. The written exam is one hour and 45 minutes long and covers the five main topics above. This is taken at the very end of the two year course.

The coursework is split into two tasks, the first is worth 15%. This is studied in the first term of the second year of the course. It is an investigation which examines the students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task. It will involve writing a 1,500-2000 word report on their investigation. This is a heavily scientific based element of the course and students need to be aware they need to have a good basic knowledge from their KS3 Science lessons.

The second piece of coursework is worth 35% and is studied in terms 2 and 3 of the second year of the course. This assesses the students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition, related to a chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. A supplementary portfolio of research, menu planning, dish evaluation and dish analysis will support the practical assessments for this element of coursework.

### What will I gain from the Course?

Studying this course will open opportunities to a world of career opportunities and giving you the confidence to cook with ingredients from across the globe. Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.

**Find out more here:** <https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF>

## Options Subject: GCSE Music

### Course Content:

#### Understanding Music

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for your students to work with when developing performance and composition skills. There are four areas of study: **1.** Western classical tradition 1650–1910 **2.** Popular music **3.** Traditional music **4.** Western classical tradition since 1910.

#### Performing Music

This area of the course allows students to perform music as an instrumentalist or a vocalist. **One** performance will be as a soloist and **one** piece will be as part of an ensemble lasting a combined minimum of four minutes. This will give the students an excellent opportunity to develop their performing skills.

#### Composing Music

Students will learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music through **two** compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2). This area of the course will not only allow the students to develop their knowledge of music theory, but also apply it creatively.

### Method of Assessment:

**Component 1 – Understanding Music** Component 1 is assessed through a 1½ hr exam paper with listening exercises and written questions using excerpts of music. This component is worth 40% of the course.

**Component 2 – Performing Music** Component 2 is assessed through two performances – one solo, and one ensemble. This component is 30% of the course.

**Component 3 – Composing Music** Component 3 is assessed through two compositions. Composition one will be in response to a brief, and composition two will be a free composition. This component is 30% of the course.

### What will I gain from the Course?

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. That's why we have chosen a relevant and contemporary GCSE qualification that offers the students the chance to study a wide range of musical genres, with more opportunities for practical learning. The GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before. The students will gain essential knowledge and skills needed for further study at Level 3 and also higher education courses at University.

### Find out more here:

To find out more about GCSE Music and to see the components in more depth, please follow the link below:

[aqa.org.uk/8271](https://www.aqa.org.uk/8271)

## Options Subject: GCSE Photography (AQA)

### 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.

### 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:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>



### Course Content:

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

Practical: All practical content is delivered on a Friday afterschool 3.20pm-4.30pm. Attendance is compulsory.

Practical activities will be studied and assessed throughout the year. The three highest-scoring activities, selected by the teacher, 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: Every timetabled lesson will be theoretical, and 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 Psychology (AQA)

### Course Content:

This Qualification introduces student to the fundamentals of Psychology, developing critical analysis, independent thinking and research skills.

#### Paper 1: Cognition and Behaviour

If you have ever wondered why you can remember some things and not others, or what the difference between perception and sensation is, or why and how we develop in the way in which we do they you will enjoy studying this paper. In paper 1 you study the following topics: Memory; Perception; Development; Research methods.

#### Paper 2: Social context and behaviour

Ever wonder why you could seem to be one person with a certain group of people (family) and then someone different with another group (friends)? Or how our brain develops and how we research the brain? In this paper you will find the answers to these questions as you will study the following topics: Social Influence; Language, thought & communication; Brain & neuropsychology; Psychological problems.

### Method of Assessment:

Two exams, both one hour and 45 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-8182>



## Options Subject: GCSE Sociology (AQA)

### Course Content:

Paper 1: The sociology of families and education: What you will study:

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Paper 2: The sociology of crime and deviance and social stratification: What you will study:

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

### Method of Assessment:

Both paper 1 and paper 2 are exactly the same i.e.

- The written exam is 1 hour 45 minutes
- Each paper is worth 100 marks
- Each paper is worth 50% of the total GCSE

Each exam paper questions are as follows:

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

### What will I gain from the Course?

GCSE Sociology will help you to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. You will develop your analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

### By studying sociology, you will also develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

### Find out more here:

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

## Options Subject: GCSE Textile Design (AQA)

### 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 Textile Design.

- You will be set a theme to respond to using a wide range of textiles techniques and processes
- You will learn a wide range of textiles 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.

### 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 Textiles 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 textiles materials and techniques

### Find out more here:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

