



# St John's Catholic

Comprehensive School



OPTIONS EVENING 2024/2025

CURRENT YEAR 9 STUDENTS

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Pupils study each of the Core subjects (C1 to C7) and one EBACC subject (E1, E2 or E3) in both Years 10 and 11.

GCSE examinations will take place in most of these subjects at the end of Year 11 (GCSE English Literature will be examined at the end of Year 10).

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The Key Stage 4 (KS4) Options detailed in this table are available in Years 10 and 11.

This table lists available KS4 Enrichment / Level 1 courses and BTEC Level 2 courses. Please note that all BTEC Level 2 course are equivalent to one GCSE. For GCSE Options please see the next page.

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The Key Stage 4 Options detailed in this table are available in Years 10 and 11.

This table lists available GCSE Option courses.

## Introduction

The aim of this prospectus is to give pupils and parents as much information as possible about the Core (compulsory) courses pupils will be studying in Year 10 and Year 11, as well as the options process and the option courses that are on offer to pupils. The information in this prospectus will support pupils in the decision-making process so that this next important stage in their education is challenging, rewarding and enjoyable.

## Core (Compulsory) Subjects

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

Subject	Qualification	Examination Date
English	GCSE English Literature GCSE English Language	GCSE Literature: Summer Year 10 GCSE Language: Summer Year 11
Mathematics	GCSE Mathematics	Summer Year 11
Science	GCSE Combined Science Trilogy	Summer Year 11
Religious Studies	GCSE Religious Studies	Summer Year 11
Physical Education	---	---
PSHE	---	---

## EBACC Subjects

Pupils will continue to study the EBACC subject (GCSE Geography, GCSE History or GCSE Spanish) they have been studying this academic year in both Years 10 and 11. This subject will be examined at the end of Year 11.

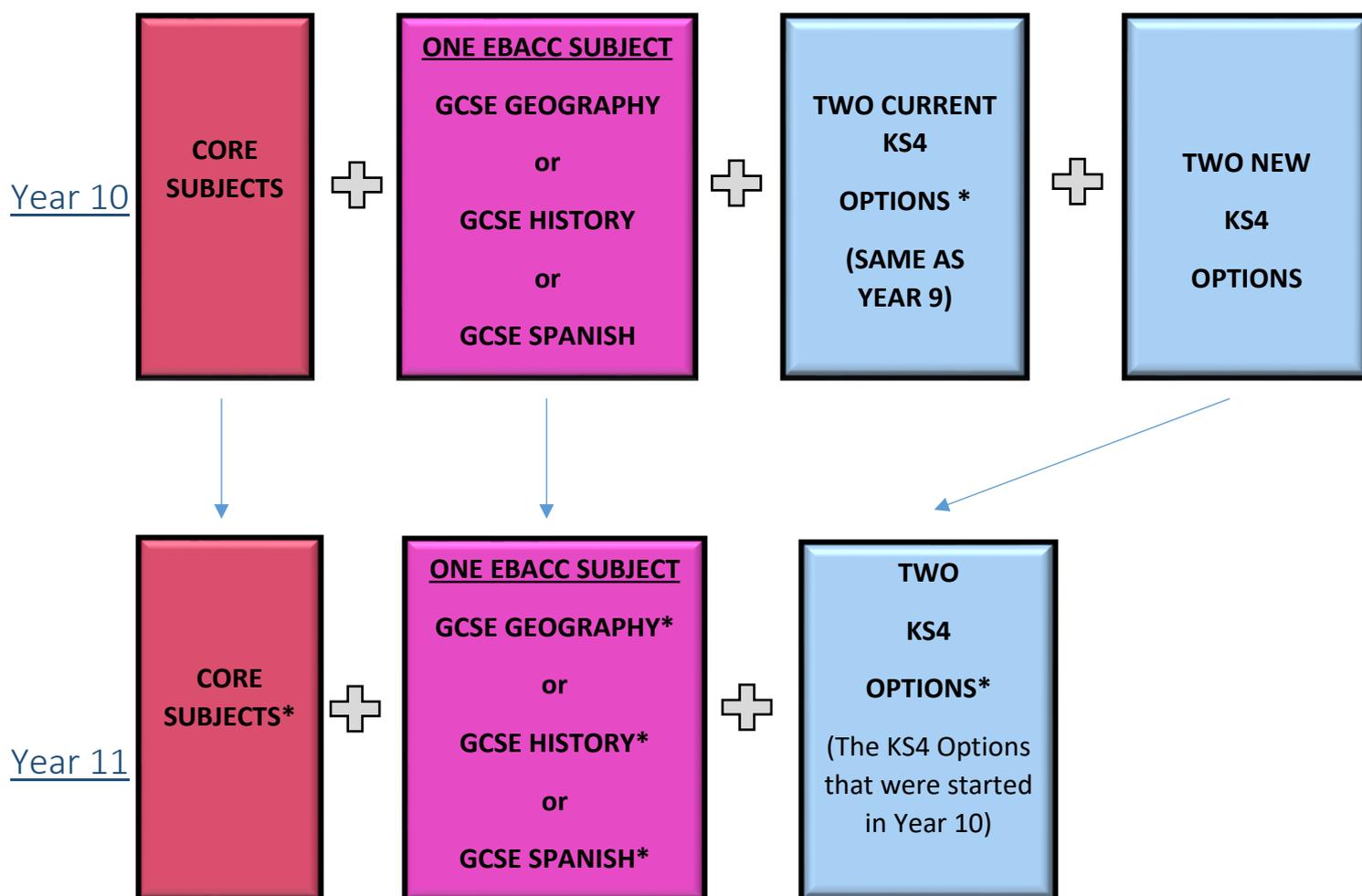
## Option Subjects

Pupils will continue to study their two current Key Stage 4 (KS4) Option subjects in Year 10. These subjects will be examined in Year 10 and pupils will cease studying these two subjects at the end of Year 10. This will ensure that pupils will have vital experience of undertaking BTEC Level 2 and/or GCSE examinations prior to Year 11 and that an increased amount of curriculum time can be allocated to Core subjects in Year 11.

Pupils will also study two new KS4 Option subjects in Year 10 and these subjects will be studied across the entirety of Years 10 and 11. Examinations in these subjects will take place in Year 11.

A wide variety of KS4 Option courses are on offer and these have been carefully chosen to cater for differing abilities and interests. Pupil's academic ability and their performance in Milestone assessments have been analysed to ascertain which courses we feel are most suitable to each pupil at this stage in their education and to help ensure each pupil select courses that they can achieve well in.

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



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

## The Options Process

Over the next few weeks pupils are required to carefully consider which two new KS4 Options they wish to select.

It is vital that pupils only select Option courses that they have a keen interest in. Form Tutors and the Head of Year 9 are available to support and guide pupils in the decision-making process and it is suggested pupils seek out the Subject Leader of any course they are interested in studying to find out further information about the course and their suitability.

Pupils will be required to login to the school's electronic Options Portal in order to submit their Option course selections. Details of the Options Portal, along with login information, will be issued to pupils via a letter.

When a pupil logs in to the school's electronic Options Portal they will be required to confirm the two new KS4 Option courses they would like to study along with a reserve course.

We will endeavour to allocate each pupil's 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, a pupil will be allocated their reserve course.

Once a pupil has logged into the school's electronic Options Portal and confirmed their preferred and reserve courses, they are committed to taking whichever of these courses they are allocated. **Pupils will not be allowed to change their Options after they have logged into the Portal and selected 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 Tuesday 16<sup>th</sup> April 2024.**



D Walton – Associate Head Teacher



S Atkinson – Assistant Head Teacher



## Core Subject: English Language (AQA)

### Course Content:

#### Explorations in creative reading and writing

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

#### Writers' viewpoints and perspectives

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

#### Spoken Language

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

### Method of Assessment:

<p>Paper 1: Explorations in Creative Reading and Writing</p> <p>What's assessed:</p> <ul style="list-style-type: none"><li>• Reading: one literature fiction text</li><li>• Writing: descriptive or narrative writing</li></ul> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"><li>• 80 marks</li><li>• 50% of GCSE</li></ul>	<p>Paper 2: Writers' Viewpoints and Perspectives</p> <p>What's assessed:</p> <ul style="list-style-type: none"><li>• Reading: one non-fiction text and one literary non-fiction text</li><li>• Writing: writing to present a viewpoint</li></ul> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"><li>• 80 marks</li></ul>
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### 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 either *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson or *A Christmas Carol* by Charles Dickens. 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 *An Inspector Calls* by J.B. Priestley. In the exam, students will answer one essay question from a choice of two questions.

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

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

**Method of Assessment:**

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

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

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

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

**Find out more here:**

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



## Core Subject: 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 FX83GT CW/ FX991 cw ranges are the most suitable.



## 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.

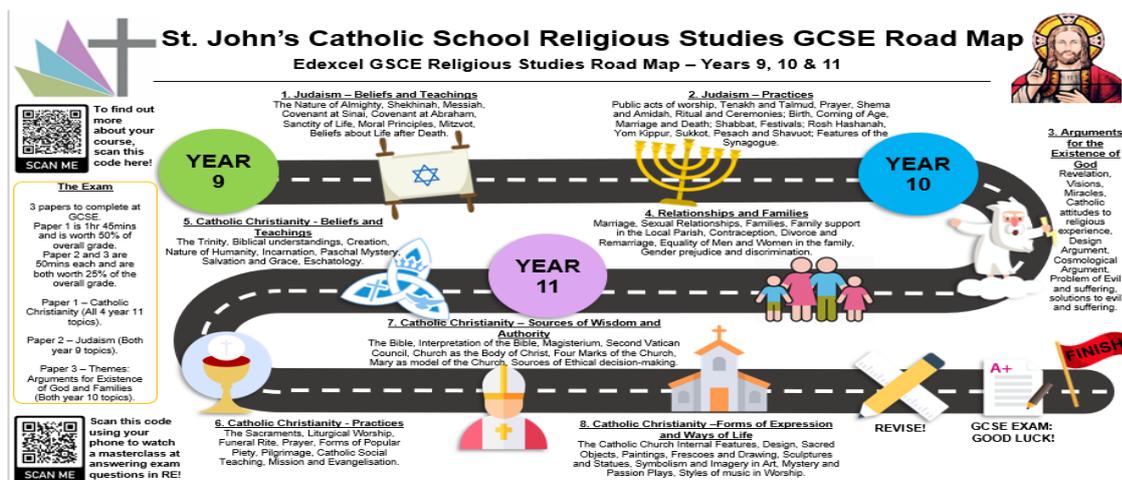
### Find out more here:

<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:

Edexcel Pearson GCSE Religious Studies Specification A: Catholic Christianity, Judaism and Themes.



### 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 build confidence which will help 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:

The examination will involve students sitting three papers which are broken down in this way:

- **Paper One:** A 1hr 45-minute paper on Catholic Christianity where students will have to answer questions which cover all four sections; beliefs, practices, sources of wisdom and authority and forms of expression/ways of life.
- **Paper Two:** A 50-minute paper on Judaism where you will have to answer questions covering the two areas; Judaism Beliefs and Judaism Practices
- **Paper Three:** A 50-minute paper on Themes where you will have to answer questions covering two areas; Philosophy & Relationships/Family Life in the 21<sup>st</sup> Century.

### Expectations:

We would love you to have a growth mind-set showing willingness to learn from success and difficulties in learning, an open mind to explore religious concepts and beliefs and, finally, expect your best effort to make every lesson count. All work in books will be as neatly presented. Students will complete all tasks and complete further research at home as required. Dates and headings will be underlined, and diagrams clearly labelled. The Religious Studies teacher will periodically review work in books, encourage peer and self-assessment and follow up any issues from this. Teachers will mark key assessment pieces using comments relating to Progress Made & Progress Further

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:

- [Edexcel GCSE Religious Studies A \(2016\) | Pearson qualifications](#) – shares the details of the course. We cover papers 1A, 2F and 3A.
- 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: [GCSE Religious Studies for Edexcel A: Catholic Christianity with Islam and Judaism Student Book: Amazon.co.uk: Lewis, Andy, Rowan, Paul, Hobday, Cathy, Wood, Cavan: 9780198370468: Books](#)

**Revision Book:** Highly recommended: [My Revision Notes Edexcel Religious Studies for GCSE \(9-1\): Catholic Christianity \(Specification A\): Faith and Practice in the 21st Century: Amazon.co.uk: Watton, Victor W.: 9781510404809: Books](#)



## 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: PHSE****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:

Students have already chosen which EBACC subject they would like to study and they must then continue to study either GCSE Geography, GCSE History or GCSE Spanish until the end of Year 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, Philippines, 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:

Students have already chosen which EBACC subject they would like to study and they must then continue to study either GCSE Geography, GCSE History or GCSE Spanish until the end of Year 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:

Students have already chosen which EBACC subject they would like to study and they must then continue to study either GCSE Geography, GCSE History or GCSE Spanish 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:

- People and lifestyle; Identity and relationships with others, Healthy living and lifestyle, and Education and work.
- Popular culture; Free-time activities, Customs, festivals and celebrations, and Celebrity culture.
- Communication and the world around us; Travel and tourism, including places of interest, Media and technology, and The environment and where people live.

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 - Speaking using clear and comprehensible language.
- **Paper 3: Reading** – 25% of GCSE - Understanding and responding to different texts.
- **Paper 4: Writing** - 25% of GCSE - Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli.

### 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-8692/specification-at-a-glance>



## 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 Child Development (Pearson BTEC Tech Award Level 1)

### Course Content:

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

This course gives you the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five years old, how children learn through play and how meeting the needs of individual children will support their development, play and learning. This course offers a practical learning environment where you will have the opportunity to develop applied knowledge in a range of areas, such as; the characteristics of children's development from birth up to five years, the importance of play and reasons why children may need support. This course uses a variety of case studies such as local early years settings and individual children to help you gain a more in- depth real-life understanding to the theoretical learning.

Unit	Unit Title	glh
1	Children's Growth and Development	36
2	Learning Through Play	36
3	Supporting Children to Play, Learn and Develop	48

Visits to early years settings, case studies, visiting speakers 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 early years sector and successful performance in working life
- Provide a platform to develop the skills required in careers such as health visitor, paediatric nurse, child psychologist, midwife, social worker, teacher, paediatrician, children's worker.
- Progress to the BTEC Level 2 Tech Award in Child Development and the BTEC Level 2 in Health and Social Care.

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

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development-2022.html>

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

### Course Content:

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

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

### Method of Assessment:

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

### What will I gain from the course?

This course is designed to give students the opportunity to:

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

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

<https://leadershipskillsfoundation.org/programmes/dance-leadership/>



## Options Subject: KS4 BTEC Level 1 TECH AWARD in Digital Information Technology

### Course Content:

- The digital sector is a major source of employment in the UK, with 90,000 jobs per week being advertised during 2020. Digital skills span all industries, and almost all jobs in the UK today require employees to have good digital literacy.
- This course has a hands-on approach that allows students to develop knowledge and technical skills in a practical learning environment. Students develop skills, such as user interface (UI) design and development and learn how to develop a project plan for their own UI designs.
- The course is made up of 3 units:

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques** - Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

**Component 2: Collecting, Presenting and Interpreting Data** – Students will understand the characteristics of data and information and how they help organisations in decision-making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Component 3: Effective Digital Working Practices** - Students will explore how organisations use digital systems and the wider implications associated with their use.

### Method of Assessment:

**Component 1 – Internal Assessment - 6 hours**

**Component 2 – Internal Assessment - 6 hours**

**Component 3 – External Exam - 1 hour 30 minutes written paper**

### What will I gain from the Course?

- Students will have developed a practical understanding of the digital sector. The course can lead students to progress onto a a Level 3 programme, such as A Levels, T Level or a BTEC national, either on its own or in combination with A Levels.

### Find out more here:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

## Options Subject: KS4 DIY Skills (Enrichment)

### Course Content:

This course is designed to engage and motivate students who are interested in learning about practical 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 – The 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
- Home development skills, eg wall papering

### 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)	28

### 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:

[BTEC Tech Awards Enterprise | Pearson qualifications](#)

## 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 by your teacher (internally assessed). 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 Tech Award in Child 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:

This course consists practical and theory lessons. The main vision of the course is that being able to cook is an essential life skill. Through termly themes, such as breakfast, quick cook meals and baking, learners will develop practical skills by cooking a range of sweet and savoury dishes. The theory lessons will link to the practical dishes made each term and cover a range of areas, for example:

- 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 1/2 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
- How to safely and hygienically organise a home kitchen
- Nutritional knowledge
- Knowledge of food provenance

Students will cook on a fortnightly basis; please note that there will be an approximate cost of £50 per student per year of study, 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 Tech Award in Child Development

(Pearson)

### Course Content:

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

This course gives you the opportunity to develop applied knowledge and understanding of how children grow and develop up to the age of five years old, looking at the different factors that may impact on children's development such as poverty and stress. Through your lessons you will gain a greater insight into how children learn through play, the different stages of how children play and the different ways that children can be supported in their play to support their different, for example, considering a variety of play opportunities and how children can learn from these. For the last component, you will start to think about how meeting the needs of individual children will support their development, play and learning. You will explore how each child is unique, have differing needs and how these can be supported in order for them to thrive in a safe environment. You will also gain knowledge of the important measures that can be put in place to keep children safe when in an early years setting. This course offers a practical learning environment where you will have the opportunity to develop applied knowledge in a range of areas.

Unit	Unit Title	GLH
1	Children's Growth and Development	36
2	Learning Through Play	36
3	Supporting Children to Play, Learn and Develop	48

Visits to early years settings, case studies, visiting speakers 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 early years sector and successful performance in working life
- Provide a platform to develop the skills required in careers such as health visitor, paediatric nurse, child psychologist, midwife, social worker, teacher, paediatrician, children's worker.
- Progress to the BTEC Level 2 Tech Award in Health and Social Care.

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

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development-2022.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:

- The development of core knowledge and understanding, including the range of different types of media products, production processes and techniques
- The development and application of skills such as research skills and stylistic and practical skills
- Reflective practice through the refinement of learners’ own media products that allows them to respond to feedback and identify areas for improvement.

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

Component		GLH	Assessment
1	Exploring media products	36	Internal Assessment with 2 tasks. Externally moderated.
2	Developing digital media production skills	36	Internal Assessment with 2 tasks. Externally moderated.
3	Create a media product in response to a brief	48	External synoptic task. Externally marked.

**Method of Assessment:**

Components 1 and 2 are assessed through non-exam internal assessment. The non exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Component 3 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-2022.html>

## Options Subject: BTEC Level 2 Tech Award in Digital Information Technology (Technical Award)

### Course Content:

- The digital sector is a major source of employment in the UK, with 90,000 jobs per week being advertised during 2020. Digital skills span all industries, and almost all jobs in the UK today require employees to have good digital literacy.
- This course has a hands-on approach that allows students to develop knowledge and technical skills in a practical learning environment. Students develop skills, such as user interface (UI) design and development and learn how to develop a project plan for their own UI designs.
- The course is made up of 3 units:

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques** - Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

**Component 2: Collecting, Presenting and Interpreting Data** – Students will understand the characteristics of data and information and how they help organisations in decision-making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Component 3: Effective Digital Working Practices** - Students will explore how organisations use digital systems and the wider implications associated with their use.

### Method of Assessment:

**Component 1 – Internal Assessment - 6 hours**

**Component 2 – Internal Assessment - 6 hours**

**Component 3 – External Exam - 1 hour 30 minutes written paper**

### What will I gain from the Course?

- Students will have developed a practical understanding of the digital sector. The course can lead students to progress onto a Level 3 programme, such as A Levels, T Level or a BTEC national, either on its own or in combination with A Levels.

### Find out more here:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

## Options Subject: WJEC Level 2 Tech Award in Engineering

### Course Content:

Our Technical Award in Engineering will develop students' knowledge and understanding of the engineering sector and provide them with opportunities to develop associated practical skills. It covers manufacturing engineering products, designing engineering products and solving engineering problems which focuses on how modern engineering has had an impact on modern day life at home, work and in society in general.

The Level 2 Technical 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/Diploma or apprenticeship.

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.

### Method of Assessment:

Unit	Core Components
1	<b>Manufacturing Engineering Products – Coursework / Controlled Assessment -40% of qualification:</b> Students will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, students will acquire knowledge of a range of engineered processes that are fit for purpose for manufacturing a product. Students will learn how to test their product against the information given in the technical information to ensure that they have met the given standards of the assigned brief.
2	<b>Designing Engineering Products - Coursework / Controlled Assessment - 20% of qualification:</b> This allows students to experience and gain understanding of how an engineered product is adapted and improved over time. The unit is linked to the engineered product manufactured during Unit 1. It will require the students to work to a given brief to adapt an existing component, element or part of the engineering outcome that they manufactured.
3	<b>Solving Engineering Problems - Written examination - 40% of qualification:</b> This introduces students to how engineering design is impacted by a range of external considerations such as the properties of materials, both traditional and smart developing materials, as well as methods of manufacturing in both the traditional and new and emerging technologies. Also gives the students the opportunity to explore how engineering achievements have had an impact on modern day life at home, work and in society in general. Finally, the unit allows students to develop an understanding of skills which can assist them in the solving of engineering problems.

### 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 or A Level Product Design. You may wish to go into employment with an engineering company – apprenticeship, where you will be able to continue with training, potentially on a day-release basis.

### Find out more here:

[https://www.edugas.co.uk/qualifications/level-1-2-vocational-award-in-engineering/#tab\\_keydocuments](https://www.edugas.co.uk/qualifications/level-1-2-vocational-award-in-engineering/#tab_keydocuments)

## 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/2022/specification-and-sample-assessments/60370634-btec-tech-award-enterprise-2022-spec.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 by your teacher (internally assessed). 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 Tech Award in Child 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: BTEC Level 2 Tech Award in Music Practice (Pearson)

### Course Content:

#### Component 1: Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of various musical styles. This component involves a combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of genres is performed, allowing them to perform and create their own music in different styles.

#### Component 2: Music Skills Development

Learners will have the opportunity to engage in practical tasks, while documenting their progress and planning for further improvement. Through practical lessons, students will learn professional skills for the music industry based on music performance, music production, and creating original music.

#### Component 3: Responding to a Music Brief

Learners will be given the opportunity to develop and present music in response to a given musical brief. This component consists of performing stylistically accurate cover versions of existing songs, creating original music using existing stylistic traits, and using music software, such as GarageBand, to produce an original piece from a given starting point.

The Pearson BTEC Level 2 Tech Award in Music Practice is for students who want to develop their instrumental knowledge, creativity, and skills through a vocational study of music.

### Method of Assessment:

Components 1 and 2 – Students will create a portfolio consisting of a range of practical and written tasks showing their knowledge of different musical styles.

Component 3 – Students are given 10 pieces of music studied in Component 1 and asked to choose one for their assessment. They will complete a project based on this piece of music as a music creator and performer.

### What will I gain from the Course?

- Development of key skills that prove your aptitude in music, such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production, and performance to respond to a musical brief
- Attitudes that are considered most important in the music sector, including personal management and communication
- Knowledge that underpins effective use of skills, processes, and attitudes in the sector, such as musical skills and styles

### Find out more here:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.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/2022/specification-and-sample-assessments/btec-tech-award-performing-arts-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/2022/specification-and-sample-assessments/btec-tech-award-performing-arts-spec.pdf>



Options Subject: BTEC Sport Tech Award

**Course Content:**

The course comprises 3 components:

Component	Title		Assessment Method
1	Preparing Participants to Take Part in Sport and Physical Activity	Mandatory	Internal
2	Taking Part and Improving Other Participants Sporting Performance	Mandatory	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Mandatory	External

**Method of Assessment:**

Components 1 and 2 are both internally assessed and are made up of between 2 and 4 assignments evidenced via coursework. These are provided to in the form of Learning Aim asks, 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\* within each component and the course as a whole.

Component 3 is assessed externally, this is done in the form of a test out of 60 and marked by Pearson.

**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:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

## 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:

#### Theme A: Life in the UK

- What are the challenges to society, values and human rights in modern Britain?
- Why is diversity, mutual respect, identity, respect and tolerance important in modern society?

#### Theme B: Democracy

- Democracy, political ideas and parties;
- How government, politics and parliament work together in the UK to make laws?
- How the government collects tax and allocate budget and resource across the UK?

#### Theme C: Law and Justice

- How civil law and criminal law works in the UK, and the UK's criminal court system;
- What are crime rates like in the UK and how can we prevent it from rising?

#### Theme D: Power and Influence

- What influences the UK government's decision making process?
- How does the UK influence the rest of the world? How is the UK involved in world conflicts?

#### Theme E: Taking Citizenship Action

### Method of Assessment:

#### Exam:

- Paper 1: Themes A/B/C – 1 hour + 45 minutes [50% of the total GCSE]
- Paper 2: Themes D/E – 1 hour + 45 minutes [50% of the total GCSE]

Themes are transferrable and students can refer to different themes within parts of their exam.

Exam skills will be a mix of: multiple choice, reading comprehension, short and extended responses, case studies, and writing well-balanced debate essays;

### What will I gain from the Course?

GCSE Citizenship is a course that will engage you with current affairs that impacts modern Britain, preparing you for the next steps in today's global world. The aim of this course is for you to gain an appreciation and understanding of how the UK government works, how legislations in parliament respond to ongoing issues, and applying your knowledge to understand the 'big picture' in British society.

You will develop critical thinking and analytical skills in ongoing discussions, and contribute to debates, making persuasive and strong arguments, showing your understanding of different viewpoints, evaluate information, with the aim of improving society and contribute to democracy.

This course provides a good pathway to history, politics, law, criminology, economics, and sociology.

### Find out more here:

<https://www.gov.uk/government/publications/gcse-citizenship-studies>

## Options Subject: GCSE Computer Science (Pearson)

## Course Content:

- **Paper 1: Computer system:**
  - **Systems architecture** – exploring the CPU and the different computer systems.
  - **Memory and storage**- exploring the different types and need for primary and secondary storage. We explore the units and how different data is stored.
  - **Computer networks, connections and protocols**- exploring how computers are connected and the hardware necessary to achieve this.
  - **Network security** – exploring the threats to a computer system and measures to prevent and mitigate against these.
  - **Systems software**- exploring the role of the operating system and utility software in a computer system.
  - **Ethical, legal, cultural and environmental impacts of digital technology**- exploring the impacts of digital technology on wider society and relevant legislation.
  
- **Paper 2: Computational thinking, algorithms and programming**
  - **Algorithms**- exploring modes of designing writing and refining algorithms and the principles of computational thinking. We also look at common searching and sorting algorithms.
  - **Programming fundamentals**- Python is our programming language of choice and we develop skills to create solutions to a range of programming tasks.
  - **Producing robust programs**- exploring the need and methods of testing techniques and features of strong programs.
  - **Boolean logic**- exploring truth tables and logic diagrams
  - **Programming languages and integrated development environments**- exploring the features of high and low level languages and common tools in programming IDEs.

## Method of Assessment:

- **Paper 1: Computer Systems**

Written examination: 1 hour and 30 minutes (80 marks / 50% of the qualification)

- **Paper 2: Computational Thinking, algorithms and programming**

Written examination: 1 hour and 30 minutes (80 marks / 50% of the qualification)

## What will I gain from the Course?

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 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 interested in developing their skills 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:

[GCSE \(9-1\) Computer Science J277 Specification \(ocr.org.uk\)](https://www.ocr.org.uk)

## 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 Drama

### 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 Design & Technology Graphic Products (AQA)

### Course Content:

Graphic Products provides pupils with the opportunity to design and manufacture 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 manufacture 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 is a practical subject which 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 manufacture. Pupils will need to think of themselves as a professional 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.

### 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 manufacture 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.

### 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 Food Preparation and Nutrition

### Course Content:

GCSE Food Preparation and Nutrition is an exciting and creative course which combines the development of practical cooking skills alongside 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.

### 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 3 and 4 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 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.

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.

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

## Options Subject: GCSE Music

### Course Content:

#### Component 1 - Understanding Music

Students will study a range of musical styles throughout history. The four areas of study can also provide a rich source of material for students to work with when developing performance and composition skills: 1. Western classical tradition 1650–1910, 2. Popular music, 3. Traditional music, and 4. Western classical tradition since 1910. The 1½ - hour exam at the end of the second year of the course will consist of listening to different styles of music and answers questions on elements of that genre.

#### Component 2 - 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.

#### Component 3 - 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. 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:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html>

## 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.

Study Visit with Location Photoshoots – Students will experience a full day 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>

## Options Subject: GCSE Physical Education (AQA)

### 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>



## Core Subject: GCSE Triple Science (AQA)

### Course Content:

GCSE Triple Science offers students the opportunity

- ☑ To develop a firm foundation to go on to study Biology, Chemistry and Physics at A-level, BTECH and beyond.
- ☑ To provide a good background for other Sciences and Mathematics and Engineering.
- ☑ To obtain a GCSE in each of the three separate sciences (Biology, Chemistry and Physics).

In **Biology**, the subject is divided into 8 study topics: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance Variation and evolution, Ecology, Key ideas.

In **Chemistry**, the subject is divided into 10 study topics: Atomic structure and the periodic table, Bonding Structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

In **Physics**, the subject is divided into 8 study topics: Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism, Space physics.

### Method of Assessment:

**This qualification is linear. Linear means that students will sit all their exams at the end of the course.**

For each of the three separate sciences, there are two written papers taken at the end of the course. Each of the papers will assess knowledge and understanding from distinct topic areas.

- Each paper is 1hr 45mins, 100 marks and worth 50% of the 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 (required practicals). 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?

**This course covers the three separate sciences in the traditional fashion and each science is a single award, equivalent to one GCSE. The Triple award will enable students to attain a GCSE in each of the three separate sciences – Biology, Chemistry and Physics.** There is an increased focus on student's practical understanding and skills. By focusing on the reasons for carrying out a particular practical, students will understand the subject better, to develop the skills of a scientist and to master the manipulative skills required for further study or jobs in STEM subjects.

### Find out more here:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>