



Holy Family Catholic  
High School

**Year 8**  
**Options Booklet**

**Key Stage 4**  
**2020 – 2023**



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## **Introduction**

Welcome to the Year 8 options process.

The aim of this booklet is to give parents/carers and students a clear understanding of the curriculum that is on offer to our Year 9 students from September 2020.

Pupils are now at the stage of their secondary education where they are able to shape their own timetable by choosing a number of optional subjects to study alongside our core offer of English, mathematics, science, religious education and physical education that must be followed by all pupils.

The aim of our balanced curriculum is to develop, in a context of Christian understanding, the knowledge, skills, values, confidence and motivation each pupil needs to become a competent and valued member of society. To support this, we provide a stimulating learning environment in which enthusiasm, commitment and enjoyment are paramount.

Holy Family offers a range of optional courses at Key Stage 4 which are delivered by well qualified and experienced staff. We offer a dynamic, innovative and motivational curriculum which seeks to both engage pupils and support them to be the best they can be, thereby ensuring that they are well placed to take up progression opportunities post-16.

As part of the options programme, pupils are able to study both GCSE and vocational courses (Technical Awards). For pupils who sit their final examinations in 2023 this must include English language, English Literature, mathematics, sciences and religious education. The GCSE Science course offered provides three distinct qualifications in Biology, Chemistry and Physics or a combined dual science award.

So what does this mean for your option choices at Holy Family Catholic High School?

## **Our Core Curriculum**

Pupils will study GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Triple Science, GCSE Combined Science, GCSE Religious Education and non-examined courses in physical education and personal social health and citizenship education.

## **Option Choice Subjects**

Pupils may choose three subjects from the following:

Art and Design;  
ASDAN;  
Computer Science;  
Engineering Design;  
Enterprise and Marketing;  
French;  
Geography;  
Health and Social Care;  
History;  
Hospitality and Catering;  
Information Technologies;  
Music Performance;  
Performing Arts and  
Sports Science or GCSE Physical Education\*

**\*Dependent upon the cohort choosing these options**

## English Baccalaureate

Pupils wishing to achieve the English Baccalaureate should ensure that they opt for French and either Geography or History.

## Restrictions

We cannot guarantee that all pupils will be able to take the subjects they choose, as some courses may be over-subscribed. Courses which are under-subscribed may have to be withdrawn.

Because of the very demanding nature of Computer Science, it is a requirement that a pupil has a target grade 7, as a minimum, in mathematics at GCSE. Please see your mathematics teacher to establish your GCSE target grade.

## Personal Choice

It is very important that you choose your option subjects based on **YOUR** needs and interests.

**DO** choose a subject because you are good at it or have a talent or flair for it and because you think that you will enjoy it.

**DO NOT** choose a subject simply because it is what your friends are doing or you like the teacher; they may not teach you for the next three years!

To help you make the right choice we are running taster sessions during careers week, commencing Monday 2 March 2020, for all option subjects. You will have the opportunity to experience each Key Stage 4 course and ask any questions you may have. Parents and pupils will have the opportunity to discuss choices and subject requirements at the year 8 parents' consultation evening on Wednesday 11<sup>th</sup> March 2020. During the course of this evening there will be an options presentation at 3.30pm, 4.30pm and 5.30pm outlining the curriculum for 2020-2023 and some key information about the process. Janis Wilson, the school's careers advisor, will also be available during the course of the evening, to give information and guidance to year 8 pupils.

The deadline for option returns is Thursday 2nd April 2020. Following this, I shall be analysing the option choices and the feasibility of group sizes. Parents/carers and pupils will be informed of the outcome of this process during May 2020.

I am confident that our Key Stage 4 curriculum offer supports each and every student to be the best that they can be whilst ensuring that they are well placed and prepared to progress post-16 within their chosen career path.

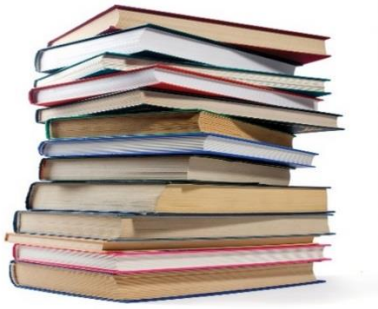
If students require any further information about subjects which are offered in the options process, I urge you to speak to the subject teacher, who will be able to answer any questions you may have.

If parents/carers have any questions about the process, please do not hesitate to contact me at school.

James Walter

Assistant Headteacher  
Curriculum and Standards

14 February 2020



# CORE GCSE English Language



## What does the course involve?

GCSE in English Language is a three-year course covering three compulsory units:

- Explorations in creative reading and writing;
- Writers' viewpoints and perspectives; and
- Non-exam assessment: Spoken Language.

## The range of learning activities

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 specification 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 analysing texts.

## How students will be assessed?

English Language will be assessed by examination only.

### Paper 1: Explorations in Creative Reading and Writing

**Section A: Reading** - one literature fiction text

**Section B: Writing** - descriptive or narrative writing

**Assessment Method:** Written exam: 1 hour 45 minutes (50% of the GCSE).

### Paper 2: Writers' Viewpoints and Perspectives

**Section A: Reading** - one non-fiction text and one literary non-fiction text

**Section B: Writing** - writing to present a viewpoint

**Assessment Method:** Written exam: 1 hour 45 minutes (50% of GCSE)

Studying English Language and English Literature is compulsory at Key Stage 4. English is a flexible and adaptable subject that opens up a wide range of career choices. English helps students to develop skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. English courses offer the opportunity to study the literature of many people and places as well as English language and creative writing. The subjects, cultures, periods and authors, which you will encounter in English are wide ranging. You will develop an understanding of the many strands that make up Britain's plural culture and the influences that shape its literature and language.

## Preparation for beginning the course

Reading a range of novels, magazines and newspapers will help students to widen their vocabulary and prepare for the Language aspects of the course. Use the BBC Bitesize website to further understanding of the key skills and text.



# CORE GCSE English Literature



## What does the course involve?

GCSE in English Literature is a three-year course covering two units:

### Unit 1: Shakespeare and the 19th-century novel

#### What's assessed:

- Shakespeare plays: *Macbeth* or *Romeo and Juliet*; and
- The 19th-century novel: *Lord of the Flies* or *A Christmas Carol* or *Jekyll and Hyde*.

**How students will be assessed?** Written exam: 1 hour 45 minutes (40% of the GCSE).

#### Questions

**Section A Shakespeare:** Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### Unit 2: Modern texts and poetry

#### What's assessed

- Modern prose or drama texts: *An Inspector Calls*;
- The poetry anthology: *Conflict Poetry*; and
- Unseen poetry.

#### How students will be assessed?

Written exam: 2 hour 15 minutes (60% of the GCSE).

#### Questions

**Section A Modern text:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

## **Unit 1: Shakespeare and the 19th-century novel**

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

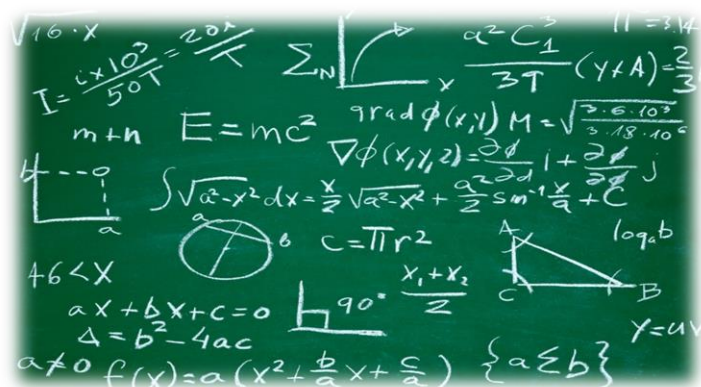
### **The range of learning activities:**

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level. Studying English Language and English Literature is compulsory at Key Stage 4.

English is a flexible and adaptable subject that opens up a wide range of career choices. English helps students to develop skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. English courses offer the opportunity to study the literature of many people and places as well as English language and creative writing. The subjects, cultures, periods and authors, which you will encounter in English are wide ranging.





# CORE GCSE Mathematics



## What does the course involve?

Mathematics is a key subject that provides you with life skills that you will carry forward when you leave school. Mathematics will help you to develop mathematical thinking, which is essential in the workplace, business and finance; and for personal decision-making. It is cross-curricular and you will find that you use some aspects of mathematics in many other subjects that you opt for.

Mathematics is particularly necessary for understanding science, engineering, technology and economics. You will develop functionality in mathematics and be able to apply mathematics to real-life situations. We also deal with financial capability so that you leave school as prepared as possible for the challenges that may lie ahead.

Mathematics will ensure that you are able to think independently and can reason and solve problems. The language of mathematics is international. As students you will develop a series of skills not restricted to mathematics, that you will not consciously realise you are employing. These skills will allow you to process information, enquire and reason, be creative and finally, evaluate the information that you are presented with. These skills will be developed through a variety of learning activities.

## The range of learning activities

- You will develop mathematical communication by solving problems using mathematical methods, posing questions, and producing reasoned arguments;
- You will represent problems using appropriate variables, symbols, diagrams and models;
- You will be given the opportunity to do investigations thus developing creative thinking;
- You will experience a wide range of learning styles from enthusiastic specialist teachers that incorporate both individual and group activities. You will be encouraged to work independently towards specific learning targets; and
- You will learn how to effectively work as a member of a team, helping one another and giving constructive advice and feedback.

## How will students be assessed?

You will follow a GCSE linear course examined at the end of year 11 taking the tier of entry appropriate to your ability. The foundation tier covers GCSE grades 1 - 5 and higher tier covers GCSE grades 4 - 9.

Each tier will consist of 3 papers:

- Paper 1 => 1 ½ hours non-calculator paper
- Paper 2 => 1 ½ hours calculator paper
- Paper 3 => 1 ½ hours calculator paper



# CORE GCSE Religious Studies



## Outline of the course

### Component 1: Catholic Christianity.

This component covers Catholic teachings, practices, sources of authority and forms of expression in relation to six units:

Creation, Incarnation, The Triune God, Redemption, Church and Eschatology.

### Component 2: Perspectives on faith.

This component covers the teachings of Judaism in relation to two philosophical and ethical units:

- Theme A: Religion, relationships and families; and
- Theme B: Religion, peace and conflict.

## How students will be assessed

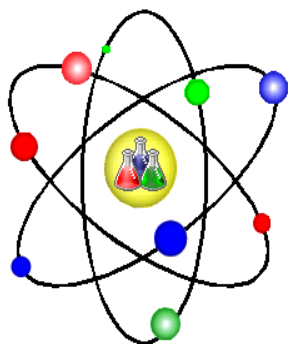
There will be continuous assessments throughout the course and a formative assessment every half term. The final exam will be taken at the end of the course and there will be two exams each lasting one hour and 45 minutes.

The exam includes questions that allow students to demonstrate their ability to:

- Apply knowledge and understanding of two religions;
- Apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith;
- Understand the influence of religion on individuals, communities and societies;
- Understand significant common and divergent views between an/or within religion and beliefs;
- Apply knowledge and understanding to analyse questions related to religious beliefs and values; and
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

## The importance of Religious Studies

This GCSE allows students to focus in depth on Catholic Christianity and broaden their understanding of religion by studying the beliefs and practices of Judaism. Religious Studies will help students to understand theological concepts and religious doctrines, whilst promoting and equipping students with valuable skills for their future development, such as analytical and critical thinking, the ability to work with abstract ideas, leadership and research skills.



# CORE GCSE Science



There are two routes that students can take with their science studies at Holy Family Catholic High School:

## 1) Double Award Science.

It is compulsory for students to take at least GCSE Double Science. This is delivered over 9 hours per fortnight and the course content contains approximately equal amounts of Biology, Chemistry and Physics.

### How students will be assessed

The course is assessed by six 1¼ hour examinations in the summer of Year 11. Students are awarded two GCSEs in science. All topics covered in the Triple Science course (below), with the exception of Space, are covered in the Combined Science course.

## 2) Triple Science

It is anticipated that, subject to ability, a large number of students will study Triple Science at Key Stage 4. Triple Science allows students to extend and develop their scientific knowledge and expertise through further study in the three science disciplines of Biology, Chemistry and Physics. The course is particularly appropriate for those students who have an interest in the sciences, or who wish to pursue science courses at an Advanced Level post 16.

Students explore the topics they encounter in Combined Science in more depth. Students need to be able to demonstrate their mathematical skills throughout the course.

### How students will be assessed?

The course is assessed by six 1¾ hour examinations in the summer of Year 11. Students are awarded three separate GCSEs, one each for Biology, Chemistry and Physics.

### Outline of the course

Biology	Chemistry	Physics
Cells and organisation; Disease and Bioenergetics; Biological Responses; Genetics and Reproduction; and Ecology.	Atoms, Bonding and Moles; Chemical Reactions; Energy Changes; Rates, Equilibrium; Organic Chemistry Chemical Analysis; and The Earth's Resources.	Energy and Energy Resources; Particles at Work; Forces in Action; Waves; Electromagnetism; and Space



## Why study History?

The study of history provides a student with skills which are not confined to the subject. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skill set for a student but it also keeps career options open. In order to make sense of current affairs it is important to study the past, in this way, history is explicitly relevant to us.

## How students will be assessed

The department follows the Edexcel syllabus at GCSE. This is a 100% terminal exam and students sit three papers.

### **Paper 1: 30% 1hr 15minutes**

- Medicine in Britain c1250-present, surgery on the Western Front; and
- Visit to Thackray Medical Museum Leeds, is beneficial.

### **Paper 2: 40% 1hr 45 minutes**

- Anglo Norman England 1060-88;
- Super Power Relations and the Cold War 1941-1991.

### **Paper 3: 30% 1hr 20minutes**

- Weimar and Nazi Germany 1918-1939.

This is a good option if students have an interest in history. They will need to continue to develop skills in the following areas:

- Source analysis/source evaluation- the ability to describe sources, use content of sources to support their answer and analyse the importance of sources;
- Write extended answers; and
- Evaluate interpretations.



## **Why study Geography?**

Studying geography gives pupils the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Pupils will also develop academic and life skills from writing, teamwork and communication to analytical skills.

## **What will you learn?**

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will explore case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## **How students will be assessed**

Pupils will sit 3 exams at the end of the course. Fieldwork will not be submitted but issues and fieldwork techniques will be examined. A breakdown of each is below:

### **Paper 1: Living with the physical environment written exam worth 35%**

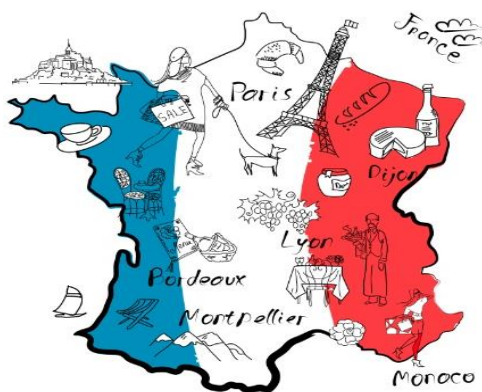
The challenge of natural hazards, Physical landscapes in the UK, The living world and Geographical skills.

### **Paper 2: Challenges in the human environment worth 35%**

Through case studies of major cities in an LICs (Low Income Countries) or NEEs (Newly Emerging Economies) as well as in the UK; Urban issues and challenges, The changing economic world, The challenge of resource management (Water, Food and Energy) and Geographical skills. Written exam: 1 hour 30 minutes worth 88 marks (including 3 marks for spelling and grammar).

### **Paper 3: Geographical applications written exam worth 30%**

Issue evaluation, Fieldwork and Geographical skills. Pupils will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Fieldwork will not be submitted but issues and fieldwork techniques will be examined.



## **Outline of the course**

The new MFL GCSE offers an in-depth, academic approach to learning a foreign language which deals with relevant and topical subject matter, increasing pupils' knowledge and understanding of the world around them.

This course enables pupils to learn more about how a language works and develops the language learning of KS3 to broaden pupils' vocabulary, allowing them to express themselves and their opinions more effectively across three themes: Identity and culture; Local, national, international and global areas of interest and Current and future study and employment.

## **The range of learning activities**

Pupils will learn how to listen to, speak, read and write in French through a variety of learning activities including interactive whiteboard activities, paired and team games, role-plays, competitions and individual tasks. All pupils studying French GCSE would greatly benefit from taking part in the trips to France run within the school, as these are an excellent opportunity to consolidate the learning within the classroom and use it in a real-life context.

## **How students will be assessed**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

## **Why should students consider studying this subject?**

Languages will prepare you for life in an ever changing, increasingly global society. If you are considering applying to university, you should consider studying this GCSE, as some universities are now making a GCSE in MFL an entry requirement, because it demonstrates a certain level of academic ability. Equally, if you are considering becoming a primary school teacher, all primary schools are required to teach a foreign language to their pupils, and in a competitive field you will have a distinct advantage if you have a GCSE in MFL.

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are the main requirement. For other jobs a combination of languages and other qualifications may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.

Multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills.



# GCSE Computer Science



## Why study Computer Science?

Computer Science will encourage you to understand and apply fundamental principles and concepts specific to the subject, including abstraction, decomposition, logic, algorithms, and data representation. It will also develop transferrable skills such as problem analysis through practical experience of designing, writing and debugging programs to enable you to think creatively, innovatively, analytically, logically and critically about real world problems that can be solved using this computing.

You will also be build an understanding of the components that make up digital systems, and how they communicate with one another and with other systems, whilst understanding the impact of digital technology to the individual and to wider society. A great deal of the subject requires you to apply mathematical skills relevant to Computer Science and it is therefore seen as a great way to demonstrate both theoretical mathematics and to combine this with the ability to apply it in practical manner.

## What will you learn?

Computer Systems	Computational Thinking, Algorithms and Programming	Programming project
Systems Architecture; Memory; Storage; Wired and wireless networks; Network topologies, protocols and layers; System security; System software; and Ethical, legal, cultural and environmental concerns.	Algorithms; Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages; and Data representation.	Programming techniques; Analysis; Design; Development; Testing and evaluation; and Conclusions

## How will students be assessed?

There are three components, two externally examined components, 40% each and a non-exam assessment, worth 20% that is assessed within school and externally moderated. Each examined component consists of a 1 hour 30 minutes exam paper. The non-exam assessment is a piece of controlled coursework with a duration totalling 20 hours and assessing students independent programming skills, although this has been withdrawn and replaced within the examined components in the most recent assessment series.

## Progression Pathways

GCSE Computer Science is excellent preparation for A level courses in computing and university degrees in all aspects of computer programming and computer science. Career opportunities are considerable with many jobs in the areas of computer programming, technology and science in very high demand.



# GCSE Physical Education



## Why study GCSE Physical Education?

Studying Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport.

<b>Paper 1: The human body and movement in physical activity and sport</b>	<b>Paper 2: Socio-Cultural influences and well-being in physical activity and sport</b>	<b>Non-exam assessment: Practical performance in physical activity and sport</b>
<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology;</li> <li>• Movement analysis;</li> <li>• Physical training; and</li> <li>• Use of data.</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Sports psychology;</li> <li>• Socio-cultural influences;</li> <li>• Health, fitness and well-being; and</li> <li>• Use of data.</li> </ul>	<b>What is assessed?</b> <p>A practical performance in three different physical activities. Analysis and evaluation of performance to bring about improvement in one activity.</p>
<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Written exam: 75 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Written exam: 75 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 100 marks</li> <li>• 40% of GCSE</li> </ul>

## Is this course right for me?

This course is aimed at students who enjoy all types of Sport/Physical activities and is a strong performer in at least 3 sports with at least 1 team sport and 1 individual sport. Students should also want to improve their own and others' performance. There must be an interest in human biology (muscles and bones) as well as health and fitness, diet, how to train, socio-cultural influences on sport and sports injuries. You must be keen to study the theory side of PE as well as take part in the practical lessons.

## Progression Pathways

<b>Course progression</b>	<b>Career opportunities</b>
AS & A-Level PE Sport Science Degree Sport Studies Degree Sports Coaching Sports Degree Physiotherapy	PE Teacher or Sport Lecturing, Sports Development, Physiotherapy, Sports Therapy, Chiropractor/Osteopath, Sports Medicine, Fitness Instructor or Personal Trainer, Sports Analyst, Fitness Class Instructor, Sports Journalism Leisure & Sport Management & Sports Coaching.





# Cambridge National Sports Science



## About the Qualification

Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in sport science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

Sport and exercise science is a growing area of interest. It combines both theory and practical learning, whilst having the opportunity to attend other facilities that will enrich and enhance their learning keeping them focussed and motivated to learn.

The course consists of two mandatory units and a choice of optional units. The externally assessed unit contributes 25% of the marks for the Certificate size qualification.

The optional units are tailored to the needs and passions of the students; engaging and inspiring all abilities to achieve. Each optional unit is assessed through a practical task-based assessment with OCR-set tasks to support students in producing assessment evidence.

Units	Assessment Method
<b>R041:</b> Reducing the risk of injuries	Written paper OCR set and marked 1 hour – 60 marks Students answer all questions
<b>R042:</b> Applying principles of training	Centre-assessed task, OCR moderated
<b>R043:</b> The body's response to physical activity	Centre-assessed task, OCR moderated
<b>R045:</b> Sports Nutrition	Centre-assessed task, OCR moderated

Here are just a few reasons why you should consider a career in sport.

- Stay fit and healthy;
- Opportunities to travel;
- It's a growing industry;
- A wide range of career prospects; and
- It's fun!

### CAREERS

Sports science is a very useful subject if you are considering a career in: Sports Coaching, Armed Forces, Leisure Industry, Sports Development, Emergency Services, Teaching, Professional Sport and Physiotherapy.

## Progression Pathways

An opportunity to continue further study at A level or other level 3 course such as BTEC Sport Level 3. This may then lead into further education, for example, Sports Science or Sports Studies at University.

# CAMBRIDGE NATIONAL Enterprise and Marketing



## What will be studied as part of this qualification?

All learners will study three mandatory topics as follows:

- Enterprise and marketing concepts;
- Designing a business proposal; and
- Marketing and pitching a business proposal.

Units	Assessment Method
<b>R064: Enterprise and Marketing Concepts</b>	Written paper OCR set and marked 90 Minute Exam – Students answer all questions
<b>R065: Design a business proposal</b>	Centre-assessed task: OCR moderated
<b>R066: Market and pitch a business proposal</b>	Centre-assessed task: OCR moderated

**Unit 1-R064** Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

**Unit 2-R065** Learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

**Unit 3-R066** Learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external

audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered. The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

## Who is this course suitable for?

An interest in the business world is important to the course. Learners must have good Personal Thinking and Learning Skills such as independent learning, creative thinking, team-working, reflective learning, self-managing and effective participation. Also, learners need to be able to work to deadlines, present information effectively and accurately process their work to a high standard.

## Progression Pathways

This course is ideal for studying business related courses post 16 (level 3) or preparing for the workplace. Students taking this course have gone on to study business in more detail at level 2 and at level 3. Others have moved onto apprenticeships in business or employment thereby utilising the skill that they have gained from undertaking this course.



# BTEC Performing Arts



## About the Qualification

The BTEC in Performing Arts is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

There are three mandatory units:

Units	Assessment Method
<b>Unit 1:</b> Exploring The Performing Arts	Internally assessed assignments. Weighting 30%
<b>Unit 2:</b> Developing Skills And Techniques In The Performing Arts	Internally assessed assignments. Weighting 30%
<b>Unit 3:</b> Performing to A Brief	Externally assessed Group performance Weighting 40%

### Unit 1

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

- explore performance styles, creative intentions and purpose;
- investigate how practitioners create and influence what's performed; and
- discover performance roles, skills, techniques and processes.

### Unit 2

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

- take part in workshops, classes and rehearsals;
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance; and
- reflect on their progress, their performance and how they could improve.

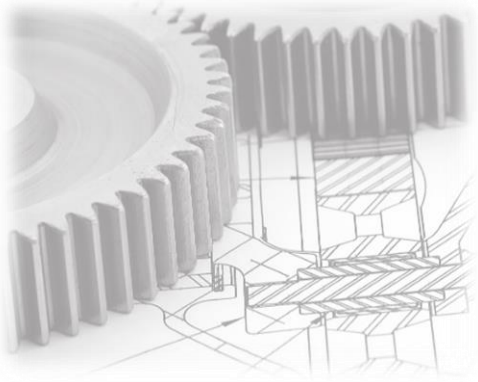
### Unit 3

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

- use the brief and previous learnings to come up with ideas;
- build on their skills in classes, workshops and rehearsals;
- review the process using an ideas and skills log;
- perform a piece to their chosen audience; and
- reflect on their performance in an evaluation report.

Part of:





# CAMBRIDGE NATIONAL Engineering Design



## About the Qualification

The Cambridge National qualification in engineering design is a discipline of engineering dealing with different manufacturing and design practices as well as processes using machines, tools and equipment that turn raw materials to new products. A practical approach to teaching and learning will provide you with knowledge in engineering technology and develop critical thinking, creativity and the right skills through engaging practical experiences.

The engineering design course is aimed at students who wish to study the processes involved in manufacturing new engineered products. It provides you with the knowledge and skills required to operate manufacturing tools and equipment used to make products from the requirements of a design specification and develops your understanding of the processes and systems required to transfer a design concept into a product.

### There are four mandatory units:

Units	Assessment Method
<b>R105:</b> Design briefs, design specifications and user requirements	Written paper OCR set and marked 1 hour – 60 marks Students answer all questions
<b>R106:</b> Product analysis and research	Centre-assessed task, OCR moderated
<b>R107:</b> Developing and presenting engineering designs	Centre-assessed task, OCR moderated
<b>R108:</b> 3D design realisation	Centre-assessed task, OCR moderated

### Why choose engineering?

To 'engineer' literally means to "make things happen". Engineering is about the design and production of useful products and services. Engineering knowledge converts scientific knowledge into technology and then technology into successful innovation. Many seemingly simple aspects of our daily lives have been conceptualised, designed and developed by an engineer.

Here are just a few reasons why you should consider a career in engineering.

- Engineers have diverse careers;
- Engineers are in demand;
- Engineers work all around the world;
- Engineers work on amazing projects;
- Engineers innovate and design; and
- Engineers make a significant contribution to society.



# CAMBRIDGE NATIONAL Health and Social Care



## About the Qualification

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and child care services as well as a range of independent providers which provide care in a variety of settings. It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid. As you might expect, both the bulk of learning and assessment is through practical means.

At Certificate size, this qualification has two mandatory units and a choice of optional units. The externally assessed unit contributes 25% of the marks at this size. The course consists of two mandatory units and two optional units.

## Mandatory units

### **Unit R021: Essential values of care for use with individuals in care settings**

The focus of recruitment to the health and social care sector is values. Applicants must demonstrate they can apply values in their professional practice. This unit introduces students to these core values and the rights of individuals accessing health and social care services. It also introduces some of the legislation that students should be aware of and ways in which individuals that use services are protected.

This unit is externally assessed through an OCR set and marked 1 hour examination.

### **Unit R022: Communicating and working with individuals in health, social care and early years' settings**

Communication is an essential skill for all individuals working in health, social care or child care/early years' settings. Developing their communication skills will enable students to understand how to work effectively with individuals in these settings. Students will be introduced to a range of different communication methods and factors that affect communication. They will also explore the impact of personal qualities that contribute to the delivery of effective care, such as patience, empathy and respect.

This unit is assessed through an assignment in which students must not only explain communication techniques to others, but demonstrate these in action.

## Optional Units

Two further units will also be chosen from:

### **Unit R025: Understanding life stages**

### **Unit R023: Understand body systems and disorders**

### **Unit R029: Understand the nutrients needed for good health**

# Certificate of Personal Effectiveness (CoPE) Level 1 and 2



## About the Qualification

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows schools to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

## Structure of the Course

The CoPE curriculum comprises **13 modules**. The modules are divided into three sections; section A, B and C. Each section should take at least 10 hours to complete – 10 hours is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness.

### The module titles are:

- Communication;
- Citizenship and community;
- Sport and leisure;
- Independent living;
- The environment;
- Vocational preparation;
- Health and fitness;
- Work-related learning and enterprise;
- Science and technology;
- International links;
- Expressive arts; and
- Beliefs and values.

Students will produce a portfolio of evidence to demonstrate their achievements. Students must also demonstrate competence at Level 1 or 2 in the six CoPE skills units:

- Introduction to Working with Others;
- Introduction to Improving Own Learning and Performance;
- Introduction to Problem Solving;
- Planning and Carrying out a Piece of Research;
- Communication through Discussion; and
- Planning and Giving an Oral Presentation.

If you are interested in finding out more about this ASDAN qualification, please speak to Mrs Armstrong or Miss Agar.



# EDUQAS Hospitality and Catering



## About the Qualification

The Eduqas Level 1/2 Award in hospitality and catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them. It is most suitable as a foundation for further study, providing students with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning post 16 and employment.

This hospitality and catering course has been designed to develop the learner's knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they successfully link to hospitality and catering operations. In this qualification, students will also have the opportunity to develop practical based learning including food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## There are two mandatory units:

Units	Assessment Method
Unit 1 The Hospitality and Catering Industry	Online exam paper, Eduqas set and mark. 90 minutes, 90 marks. Students answer all questions.
Unit 2 Hospitality and Catering in Action	Centre assessed task. Eduqas moderate.

## Why choose hospitality and catering?

'Hospitality' is the friendly reception and entertainment of guests, visitors or strangers. Whereas 'catering' is to provide people with food or drink at a particular event.

So, why not combined the two? Use transferable skills to develop knowledge and understanding of this popular industry.

There are significant career opportunities in many work place settings such as restaurants and hotels.

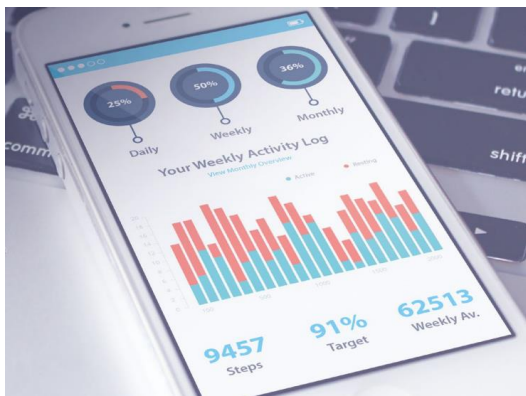
Here are just a few reasons why you should consider a career in hospitality and catering.

- The industry has diverse careers;
- Employees get to do new and exciting things;
- Employees can work all around the world;
- Employees have the opportunity to work in diverse workplace settings;
- Employees can invent new and exciting dishes;
- The industry uses new technologies; and
- The industry is practical based.

## Part of:



# Cambridge National Information Technologies



## About the Qualification

Good use of information technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs. This qualification will raise students' confidence in using IT and bridge potential gaps in digital skills and knowledge not covered by studying computing.

Students will develop a full complement of transferable skills, standing them in good stead for structuring and monitoring their future projects, in work or continued study.

The course consists of two mandatory units. The externally assessed unit contributes 50% of the marks for the certificate qualification.

The internally assessed unit requires students to develop a creative solution to a real world data problem. This involves using different technologies (hardware and software applications), and tools and techniques used to select, store and manipulate data. Students will gain an understanding of the surrounding legal, moral, ethical, and security issues when working with data. The project life cycle underpins this part of work.

Units	Assessment Method
<b>R012:</b> Understanding tools, techniques, methods and processes for technological solutions.	Written paper OCR set and marked 1 hour 45 minutes Students answer all questions
<b>R013:</b> Developing technological solutions.	Centre-assessed task, OCR moderated

Here are just a few reasons why you should consider a career in IT.

- Job opportunities in a rapidly growing industry;
- Variety of job type;
- Challenging;
- Potential earnings; and
- Innovation.

- ▶ Software Engineer
- ▶ Systems Analyst
- ▶ Technical consultant
- ▶ Information technology coordinator

## PROGRESSION PATHWAYS

Progression might be a Cambridge Technical qualification in IT post 16. This qualification will also support progression into employment through apprenticeships in areas such as a digital marketer or a business administrator.



# Cambridge National RSL Level 2 Certificate Music Performance



## About the Qualification

This qualification provides a vocationally relevant course in music, which allows for progression into a higher level of study and/or the Music Industry. It focuses upon the recognition of achievement through developing knowledge and practical musical skills.

The course will provide learners with the knowledge and range of skills required to operate successfully as an independent musician. As such, learners have the freedom to choose the instrument and songs/musical styles they'd like to research and develop

## There are three mandatory units:

Units	Assessment Method
<b>MUSPRA 229:</b> Music Rehearsal Skills	Plan, rehearse, perform & review a 10-15 minute set of their choosing.  Centre-assessed task, RSL moderated
<b>MUSPRA 208:</b> Musical Style Development	Research the development, fashion style, imagery, bands, and producers of a chosen music style.  Centre-assessed task, RSL moderated
<b>MUSPRA 230:</b> Live Music Performance	Demonstrate the skills to perform a set in a specific live environment to a target audience.  RSL assessed

## Why choose music?

The Music Industry is a growing part of the British economy. Over the last three years, the Industry has seen on average 6% economic growth per year - against a backdrop of no growth in almost all other industries. Studying it provides a great mix of social, creative, technical and analytical skills, helping develop the main skills that define employability right across the board.

Employment possibilities are wide-ranging, offering opportunities to travel, work on exciting projects, being creative and independent.

**Ed Sheeran** on taking Music as an option: 'I loved the freedom it gave me – it gave me the first push, and the opportunity to perform and record whenever I could'

## Music Industry pathways and careers:

- Commercial/independent DJ;
- Music Journalist;
- Sound Engineer;
- Record producer;
- Sound designer;
- Artist/Band management;
- Performer;
- Publisher; and
- Composer (TV/film/gaming/advertising/digital media).



## **Why study Art?**

Engaging in Art allows students to; have a more positive view of themselves; demonstrate improved achievement, engagement, collaboration and motivation; develop their personality, expression, critical thinking, their creativity and imagination. Taking part in Art also helps students develop confidence and motivation, problem solving skills and communication skills. These are all important transferable and life skills.

On the practical side, studying Art allows students to gain hands-on experience with a range of materials, and techniques, and it challenges them to find practical, visual solutions and outcomes to set tasks. Often, these outcomes can be both exciting and surprising. This can lead to inspiration for further creative work on chosen themes.

## **WJEC Eduqas GCSE in Art and Design**

Structure of the course:

### **Component 1 Portfolio 60% (September Yr10—December Yr11)**

The portfolio component requires a range of work in response to a chosen theme. The theme will come from a past exam paper, where a wide range of themes are offered. Practical work will include drawing, painting, printmaking, digital photography, and three-dimensional studies, as appropriate to the individual student. Research into historical and contemporary artists and cultural sources is also a key area of study, and students will be expected to annotate their creative journey throughout the course.

### **Component 2 Externally Set Assignment 40% (January —Easter Yr11)**

The exam paper will be given out in January. Each student will choose their theme from those given on the paper. The Spring term will be given over to producing exam preparation work on the theme. The exam will take place over ten hours of supervised time. Working under exam conditions, students will produce their main outcomes, followed by a written creative statement, explaining their 'creative journey' for this component.

## **Should I choose Art?**

If you can draw reasonably well or are talented, and you enjoy the challenge of using materials to find creative outcomes to set tasks, finding out about artists and art styles, and generally expressing your ideas visually, then you should consider this option. You are welcome to discuss opting for Art with Mr Pearson, and examples of GCSE work can be seen in the Art Room.

## PUPIL CHOICES

**Pupil Name:** ..... **Tutor Group:** .....

All pupils follow a core curriculum that includes GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Triple Science/Combined Science, GCSE RE and non-examined courses in physical education and personal social health and citizenship education.

Please select three subjects, one from each block.

Block A	Block B	Block C
History	Engineering	PE/Sports Studies*
Geography	Hospitality and Catering	Music
Health and Social Care	Computer Science	French
Performing Arts	ICT	Art
Engineering	History	Business and Enterprise
ASDAN	ASDAN	ASDAN

\*the course offered will be determined once student choices have been made.

**Block A Choice** \_\_\_\_\_

**Block B Choice** \_\_\_\_\_

**Block C Choice** \_\_\_\_\_

Please write in the space below a reserve choice should one of your choices not be available.

**Reserve Choice** \_\_\_\_\_

**We cannot guarantee that all students will be able to take the subjects they choose, as some courses may be over-subscribed. Courses which are under-subscribed may have to be withdrawn.**

Once completed this form should be returned to Mr Walter. The last date for submission of this form is Thursday 2 April 2020.

Parental signature: ..... Date: .....

