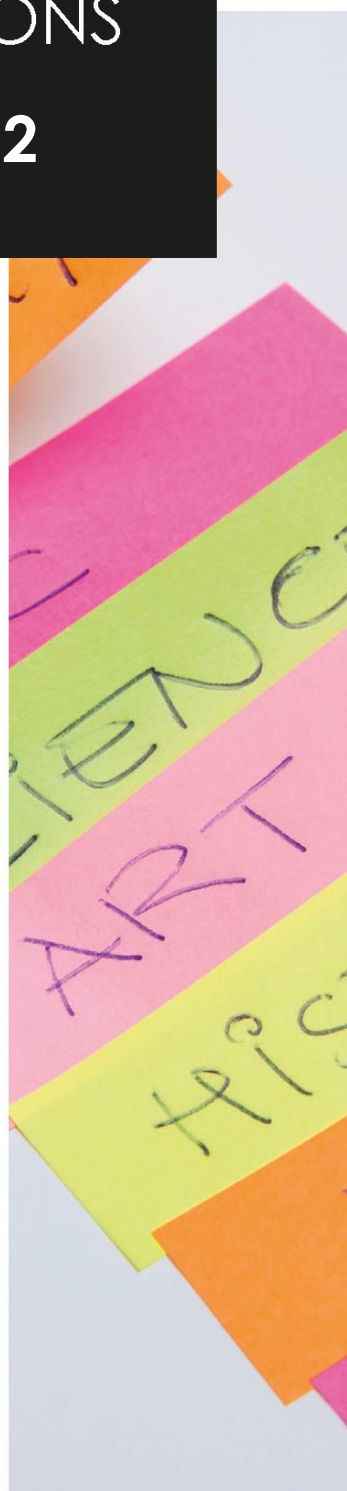


YEAR 9 OPTIONS

2022



CORE CURRICULUM:

All students study English Language, English Literature, Mathematics, Science, core Philosophy & Ethics and core PE.

All students will also study either the Combined Science course, worth two GCSEs or the Triple Science course. The science pathway will be selected for students, based on their ability.

OPTIONS:

Students are able to choose three options, one from each of the option blocks. They should indicate their preferred option as well as a reserve option in each block. We will always try to accommodate first choices, but this is not always possible.

The full list of subjects available are below:

- Art and Design
- Business Studies
- Computer Science
- Drama
- Enterprise - *BTEC Tech Award*
- Food Preparation and Nutrition
- Geography
- Health and Social Care - *BTEC Tech Award*
- History
- Music - *BTEC Tech Award*
- Religious Studies
- Sports Science – *Cambridge National*
- Spanish

THE OPTIONS PROCESS

In PSHE lessons, teaching staff will discuss the options process and give out booklets and letters, ensuring students understand the process and what is expected of them.

All the information you and your child need is also available on our website, under the “Academy Life” section and then the “Year 9 Options” tab.

This includes:

1. An in-depth guide to each option subject in the Options Booklet.
2. A guide to using the online options selection tool.
3. A link to an online Prezi, which contains information about selection options.

KEY DATES

- Monday 25th April – an e-mail will be sent to students with the link for the website which allows them to make their option choices
- Thursday 28th April (4.30-6.00pm) – Options Evening
- Thursday 18th May – Deadline for subject selection

COURSE NAME: BTEC TECH AWARD IN ENTERPRISE (PEARSON)

COURSE HIGHLIGHTS Business education provides all students with a range of knowledge and skills that support almost any career path that students may take. The concepts, strategies and application students experience are valuable to students in their future studies of business and other subjects as well as being essential to success in their working lives and careers.

In this new BTEC Tech award students will learn about a range of different business types and then create their own, unique enterprise model that can be a success in modern 21st century Britain. The business environment is constantly changing and students are already well placed to make effective choices but they must make sure that these choices are also supported by research and evidence from a range of sources. In developing their micro-enterprise idea and plan students will develop leadership and problem-solving skills that will support their future careers in further and higher education and then beyond in whatever career they choose.

Finance, promotion and branding are integral to success for businesses large and small. In learning about these elements and being able to apply their knowledge to a range of situations students will develop valuable business skills. In their developing understanding of promotion and branding students will also become more effective consumers.

Few other subject areas allow students to explore so much of the modern world within their own ideas.

COURSE CONTENT

The Specification that we follow is:

BTEC Level 1 / 2 Tech Award in Enterprise Component 1: Exploring Enterprises

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors.

You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

Component 2: Planning for, and running an enterprise

If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring.

In this component, you will use the research knowledge gained from Component 1 to develop a viable micro-enterprise idea. You have the opportunity to plan how best to set up the enterprise and how to fund it. You will pitch your developed idea and comment on the ideas of others. You will then work with others to set up and run a micro-enterprise activity, using your knowledge of entrepreneurial characteristics and qualities. You will need to take responsibility for putting a plan into practice, working and communicating with others to deliver the intended solutions. You will develop your own leadership and problem-solving skills as you face issues that perhaps you had not foreseen at the planning stage. In the final part of the

component, you can reflect on your learning and identify how the experience relates to the requirements of enterprise more generally.

Many new businesses face similar issues to those that you will face during this activity. How you respond to these issues and challenges will depend on you and your own character. **Component 3: Promotion and Finance for Enterprise**

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats.

In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

HOW YOU WILL BE ASSESSED

60 % portfolio assessed (component 1 and 2) 40% external examination (students are able to attempt this more than once and this examination is taken on-line but still under full examination conditions) (Component 3)

OTHER INFORMATION

Business education can benefit students in a wide range of ways. It provides a solid basis for students wishing to study Business at Level 3 and then on to Higher Education.

Business students gain a range of knowledge and skills that are highly transferable with Business Education students going on to complete careers in a range of Business and public sector organisations.

Business is a respected and popular academic subject that is recognised by employers with a high number of students going on to complete a degree in either Business Studies or to specialise in one of the functional areas covered in this course.

Given the portfolio assessment for the course students must be committed and hardworking. The majority of work that students complete during their lessons will directly contribute to their final grade. Clear and concise literacy is necessary to produce business style reports that fully justify decisions based on a thorough analysis of information from a range of sources.

Please see **Miss H. Poole** to discuss this course

COURSE NAME: BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

COURSE HIGHLIGHTS

Students enjoy Health and Social Care lessons where there is an emphasis on vocational learning. This course is designed to give an insight into the health and social care sector. Students develop knowledge and understanding through applying their learning to work-related contexts and gain the skills they need for further study and employment. Students work on computers to complete assignments. Where possible visiting speakers from health care and visits to local organisations delivering health care will be arranged.

COURSE CONTENT

The Specification that we follow is the BTEC Tech Level 2 Award in Health and Social Care. It includes three components:

Component 1: Human Lifespan Development

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

Component 2: Health and Social Care Services and Values - Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

In Component 3: Health and Wellbeing you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

HOW YOU WILL BE ASSESSED

Students are assessed through practical tasks rather than written exams. The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of health and social care.

Components 1 and 2 are assessed through internal assessment. The components focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services

· practical demonstration of care values, together with the ability to reflect on own performance. Internal assessment is through assignments that are subject to external standards verification.

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

Component 3: Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan.

Learners are permitted to re-sit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 per cent of the total qualification.

OTHER INFORMATION

Health and Social Care students work on computers to create coursework units of work. Successful students are self-motivated and able to meet deadlines. Literacy is an important skill as you will be expected to write formally to provide your evidence for the external verifier. About 3 million people currently work in health and social care and with care demand rising this is likely to increase. Study of this sector at Key Stage 4 can prepare students for work in Health and Social Care. There are also strong opportunities for post-16 progression in this important sector.

Please see **Miss Poole** to discuss this course



COURSE NAME: COMPUTER SCIENCE GCSE (AQA)

COURSE HIGHLIGHTS

Computer science is a dynamic and rapidly growing area that has become an integral part of the world that we live in today. The most important aspect of computer science is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. Because computers solve problems to serve people, there is a significant human side to computer science as well.

The course gives students an exciting opportunity to learn more about the way computer systems work and how we can communicate directly with them. Students will experience a variety of unique learning opportunities; breaking complex problems into manageable parts (decomposition), learning how to program in a high-level language and exploring a wide range of both hardware and software systems.

COURSE CONTENT

The Specification that we follow is: AQA Computer Science 8525 The content of the course can be divided into two main areas:

Paper 1 - Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2 – Data representation, computer systems, networks, cyber security, relational databases and ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

HOW YOU WILL BE ASSESSED

There are two assessments (both at the end of Year 11):

- ✦ Paper 1 – Computational thinking and problem solving - a written exam (50%)
 - Questions: A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.
 - ✦ Paper 2 – Written Assessment – a written exam (50%)
 - Questions: A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.
-

OTHER INFORMATION

GCSE Computer Science is well suited to **higher ability** students. It will develop students computational thinking skills by enabling them to break down problems to find computing solutions. They will also acquire in depth understanding of both hardware and software, equipping them for further study at sixth form, college, university, employment or becoming well-informed technology users. Computer Science is a well-respected, highly academic subject that employers and further education providers will recognise when you apply elsewhere throughout your life.

Please see **Mr Chilton** to discuss this course

COURSE NAME: DRAMA GCSE (OCR)

COURSE HIGHLIGHTS

By the end of Year 9 Drama, you will have established skills and understanding in the crucial building blocks of Drama. The highlight of GCSE Drama is that you will now be in much more control of how your work is developed and staged – including making crucial decisions about the kind of characters that are developed and how stage lighting, music, sound effects and special effects are used. At the same time, you will also experience new and exciting styles and techniques that really help you expand your imagination and your precision – whether you prefer performing, or writing and directing, or both. There will be no holding you back!

COURSE CONTENT

The Specification that we follow is: OCR

As throughout Years 7, 8 and 9, you will build upon your skills in devising drama; interpreting a given story, idea or images and creating your own material. Devising skills are an important section of GCSE learning and assessment, giving you the confidence and the creativity to explore all kinds of drama, including seeing professional work and being able to explain clearly what makes it effective – and even how it could be improved.

Script work will help you understand how writers build meaning, mood and atmosphere to make an impact on an audience. This helps you unlock these skills of creating meaning and power – so benefitting your study of texts in English Literature too. Of course, when performing a section of script, you are pushing and challenging yourself as a performer, literally bringing characters to life, so this will also benefit your studies in English Literature.

As for stage and film design, here you can make excellent links to Art. The impact of set, lighting, make up and costume can never be under-estimated – think of the originality and creativity in films by Tim Burton or Wes Anderson, or the times you have almost believed in the gory injuries in thriller or horror movies....

HOW YOU WILL BE ASSESSED

DEVISING DRAMA: Planning, research and scripting; learners will research and explore a stimulus, work collaboratively and create their own drama. Marks are for planning and research, performance OR stage design and a written evaluation of performance. 30% of the total GCSE.

PRESENTING AND PERFORMING TEXTS: learners explore a published play to analyse, adapt to their own production and perform two scripted extracts. 30% of the total GCSE.

DRAMA PERFORMANCE AND RESPONSE, the written examination paper: explaining how to act or direct specific scenes in a whole play studied in class; explaining the effectiveness of a live, professional performance seen on a school visit or a filmed live performance. 40% of the total GCSE.

OTHER INFORMATION

Drama is not for people with closed minds – which is why it suits Bournville students so well! We all know there is dignity in hard work and effort... and also in pushing yourself beyond the comfort zone, sometimes making a little bit of a fool of yourself, but always enjoying learning and always progressing.

-Please see **MS BROWN** to discuss this course

COURSE NAME: BUSINESS STUDIES GCSE (AQA)

COURSE HIGHLIGHTS

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will study the impact of business in the real world and how internal and external influences affect each of the four main functional areas:

- Business Operations
- Human Resources
- Marketing
- Finance

Each of these areas is studied in depth to consider the decisions that a range of businesses may make in order to gain the best outcomes for their owners, customers and other stakeholders, such as the local community and the government.

External factors such as the impact of competition, exchange rates, interest rates, employment, consumer spending, ethical and environmental considerations as well as the impact of recent events, such as the vote for the UK to Leave the EU, are considered for small and large businesses that trade locally and internationally.

Students will consistently consider real-life situations to make effective decisions for businesses as they work towards achieving their short and long-term goals.

COURSE CONTENT

The Specification that we follow is GCSE Business (AQA Specification number 8132)

When studying business in the real world and influences on business activity students will gain an insight into the local, national and international business environment. Increasingly, smaller businesses are able to trade internationally using e-commerce and therefore there is a much wider market for products and services to be sold to. Consequently students and entrepreneurs in the 21st century have many more considerations, legal and environmental influences to consider. Many of which alter significantly between countries and trading partners.

When developing knowledge, understanding and application of the four functional areas of business students will consider how these areas are affected not only by external factors but also by the decisions of the business itself. A large scale marketing campaign to promote a sale may seem an obvious way to attract more customers but if the operations department cannot make and supply the goods on sale then customers may well be disappointed and never return again

Business Operations focuses on methods of production and how these can be best applied to modern businesses using concepts such as Just In Time (JIT). Quality is important to all businesses and how a business can produce high quality products is explored within a range of contexts. Most businesses deal directly with customers in some way and the importance of effective customer service cannot be understated. ICT plays an important role in how businesses interact with customers so students must be fully aware of the impact it can have.

Human Resources is a core function of any business that has employees. Students will appreciate how best to structure a large or small organisation to make the most effective use of employees and resources. In recruiting employees and training them students will understand key concepts that will benefit them in their future educational and vocational careers.

Marketing is concerned with identifying what customers want and how best to provide this for them. Students will be able to make marketing decisions for a range of businesses using data and research information to support effective and justified decisions. Students will develop an in-depth appreciation of each element of the marketing mix. (Product, price, promotion and place) This core business education concept will help students to understand the competitive environment and how this affects the actions of businesses as well as consumers, including themselves as they make decisions on how to meet their own needs.

Finance is another integral part of every business from a large multinational such as Apple to a local sole trader. All businesses will need to raise finance and sources are many and varied. Students will apply their knowledge to make effective decisions that support business growth and development in an ever changing environment. The cash flow of a business and the other financial information that business owners use must be analysed effectively. Cash flow problems have led to the collapse of many businesses and the analysis of data is an essential skill of any entrepreneur if they are to be effective in the long-term.

HOW YOU WILL BE ASSESSED

AQA require students to sit two written examinations at the end of the course which total 3.5 hours.

Paper 1:

Influences of operations and HRM on business activity

1 hour, 45 mins
Written examination
90 marks
50% of GCSE

Paper 2:

Influences of marketing and finance on business activity

1 hour, 45 mins
Written examination
90 marks
50% of GCSE

OTHER INFORMATION

GCSE Business Studies can benefit students in a wide range of ways.

It provides a solid basis for students wishing to study Business at Level 3 and then on in to Higher Education. Business students gain a range of knowledge and skills that are highly transferable with Business Education students going on to complete careers in a range of Business and public sector organisations.

Business is a respected and popular academic subject that is recognised by employers with a high number of students going on to complete a degree in either Business Studies or to specialise in one of the functional areas covered in this course.

GCSE Business Studies requires strong English Language skills and a reasonable level of Maths is an advantage. (Maths included in the final examination is at KS 3 level).

Please see **Miss H. Poole** to discuss this course

COURSE NAME: GEOGRAPHY GCSE (AQA)

COURSE HIGHLIGHTS

Geography is a diverse subject that is constantly developing along with our ever-changing world. It is a well-respected subject that universities like to see. Geography promotes an interest in the world around you. It is about people and places, local and global issues as well as current events that you see on the news. Geography fosters a range of skills that are an asset in any job, including enquiry, analysis and evaluation.

Geography offers a wealth of future prospects in careers such as international development and charity work, climate change management, the armed forces and natural disaster relief.

COURSE CONTENT

The Specification that we follow is: AQA Geography 8035.

As detailed below, the course is split into broad categories of physical and human topics, however a major element to Geography is how the physical and human worlds interact. The Geographical applications involve content from the physical and human parts of the course.

The challenge of natural hazards: Tectonic hazards such as earthquakes and volcanoes, weather hazards such as hurricanes and winter storms, and climate change.

The living world: Ecosystems, including the relationships between the climate, soil, vegetation and animals. This includes example ecosystems of the tropical rainforest and hot desert, looking at the longterm sustainability of developing these areas.

Physical landscapes in the UK: This unit examines how the rivers and coastlines that make up the UK work, and how they can be managed sustainably, which is increasingly important as sea levels rise.

Urban issues and challenges: Through investigating case studies of two cities in countries of contrasting development, this unit seeks to examine how cities can work for an increasingly urbanised world where the majority of the population live in an urban area.

The changing economic world: This unit explores why different countries are at contrasting levels of development, examining case studies to see how the economy can work into the future.

The challenge of resource management: The ever-growing population of the world requires resources to exist; this unit investigates the essentials of food, water and energy at a global and national level to see how we can continue to thrive sustainably.

HOW YOU WILL BE ASSESSED

There are three exams at the end of year 11:

- Unit 1 – Living with the physical environment (35% of GCSE)
- Unit 2 – Challenges in the human environment (35% of GCSE)
- Unit 3 – Geographical applications (30% of GCSE)

There are a variety of questions on each exam ranging from 1-mark multiple choice to 9 mark continuous prose.

OTHER INFORMATION

Geography could take you places!

As part of the course there will be two field trips that have the potential to be residential if there is enough interest.

Geography is an excellent all-round subject that can prepare you for a future in many areas. Universities treat Geography as a trusted academic subject.

Geography gets the royal seal of approval: Prince William completed a degree in Geography, changing from History of Art after his first year.

Geography GCSE leads into Geography A level post 16. This subject opens up a wealth of opportunities; whether you wish to work in business, finance, planning, journalism, tourism, leisure, the environment, international development, the Armed Forces or even teaching.

As climate change takes hold there are many opportunities for those with a Geography background in terms of flood management and engineering.

The wide range of skills and up to date knowledge acquired in this subject is highly valued by employers in any profession. It is also a good subject for those who don't yet know what they want to do for a career.

Please see **Mr Burton** or **Mrs Field** to discuss this course



COURSE NAME: HISTORY GCSE (AQA)

COURSE HIGHLIGHTS

History is an interesting GCSE option to take as you get to study a variety of countries and parts of their history. In addition, we cover both modern history as well as much older medieval periods, which should mean you remain intrigued by your studies.

Studying history allows you to first learn about the past and then make comparisons to the modern world today. Are we still making the same mistakes that our ancestors made? Also, history is down to your interpretation, which means there is no right or wrong answer about why events occurred. Your views are welcomed by the examiners.

If you enjoyed studying the Kings and Queens of Britain in year 7 there will be more of this to come in greater detail. Also, in year 8 you will begin to explore the causes of World War One and Two and at GCSE we will dig deeper. But, if you want to study more than British history rest assured you will get this with our studies of Europe and America.

We endeavour to run visits to historical sites in the local area, museums or theatre productions as long as we gain enough interest from students. If you are willing to go we will arrange extra-curricular visits for you!

COURSE CONTENT

The Specification that we follow:

Firstly, students will study '**Britain: Health and the people**' for their thematic study. This will involve learning about the change and continuity in treatments and beliefs, about the cause of disease, from the medieval period to the present day.

Secondly, a period study of '**America, 1840-1895**' will be taught. Pupils will learn about the key events and developments in society, including the clash of cultures between the settlers and the native people, as well as a study of the American Civil War.

Thirdly, students will have to learn about '**Elizabethan England, 1568-1603**' during the Tudor period for their British depth study. This was a time when Britain faced a severe threat of invasion from the surrounding Catholic nations and students will learn about the political and military causes.

Finally, we will teach a wider world depth study on '**Conflict and tension, 1918-1939**' looking at how the Treaty of Versailles, and other factors in the Inter-War Period, sowed the seeds for a Second World War.

HOW YOU WILL BE ASSESSED

AQA require students to sit two exams, at the end of year 11, lasting 4 hours in total.

Paper 1 will test you on **America** and **Conflict and Tension**. The exam is 2 hours in length.

Paper 2 will test you on **Britain: Health and the People** and **Elizabethan England**. This exam is also 2 hours long.

OTHER INFORMATION

Since you are examined by written papers this course requires you to have the commitment to develop good quality writing skills. Most of the activities you will do in lessons will therefore be written based. You will also need to be prepared to do homework to support your learning in the classroom. History is a well-respected academic subject that employers and further education providers will recognise when you apply elsewhere throughout your life. The skills you will learn are of use in a wide range of jobs including Law, Accountancy, Politics, Education, Journalism, Publishing and the Arts, Government Research, Industry and Commerce as well as Travel and Tourism.

Year 11 student view: *'I have enjoyed the variety of topics that we have studied during this course. My favourites have been the topic on America and Conflict and Tension. This is because in Key Stage 3 we mainly learnt about British history. So, it has been interesting to learn about the history of other countries. The course has also challenged my views on the past. I thought Hitler was the one person completely responsible for causing World War Two but actually I have learnt that the issues at the time were much more complex than that.'*

Please see **Mrs James/ Mr Lowe** to discuss this course



COURSE NAME: BTEC TECH AWARD IN MUSIC (LEVEL 2)

COURSE HIGHLIGHTS

BTEC Music can help you take your first steps towards a career in the music industry. You'll learn essential skills from performing and composing to producing and creating a music product. The course provides a fantastic opportunity to learn the skills needed to be successful in the music industry.

COURSE CONTENT

The Specification that we follow is the BTEC Tech Award in Music (Level 2). This course is equivalent to a GCSE. The course comprises of three components:

Component 1: Exploring the music industry. In this component, students will:

- Explore different styles and genres of music.
- Take part in practical workshops to understand the music creation process.
- Learn about the different roles within the music industry.
- Investigate relationships between different areas of the music industry.

Component 2: Developing music skills. In this component, students will:

- Reflect on their progress, and on areas for improvement.
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of skills.
- Apply skills and techniques in a music performance, creation or production.

Component 3: Responding to a music brief. In this component, students will:

- Choose an area of the industry that excites them (composer, performer, or producer).
 - Explore the brief and come up with possible responses and ideas.
 - Use relevant resources, skills and techniques to develop and refine musical material.
 - Present their final response (solo or in a group).
 - Review and reflect their approach to the brief and their final outcome.
-

HOW YOU WILL BE ASSESSED

Component 1: This unit is internally assessed and worth 30% of the course. Students will produce coursework to be assessed.

Component 2: This unit is internally assessed and worth 30% of the course. Students will produce coursework to be assessed.

Component 3: This unit is externally assessed and worth 40% of the course. Students will respond to a brief to either perform or compose a piece of music.

Students will be awarded a final grade at the end of the course, which takes into consideration the grades from each component.

OTHER INFORMATION

The BTEC Music course is perfect for students with a passion for music and ideal preparation for students who would like to pursue a career in music.

Please see **Mr Thomas** to discuss this course

COURSE NAME: SPORT SCIENCE (LEVEL 2 CAMBRIDGE NATIONAL CERTIFICATE)**COURSE HIGHLIGHTS**

Studying Sport Science will open your eyes to the work that goes into producing outstanding sporting performances. Sport Science offers students 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 nutrition in sport.

COURSE CONTENT

The Specification that we follow is: Level 2 Cambridge National Certificate in Sport Science. Students will need to complete four units in order to gain this qualification.

R041: Reducing the risk of sports injuries

R042: Applying principles of training

R043: The body's response to physical activity

R045: Sports nutrition

HOW YOU WILL BE ASSESSED

| Unit | Assessment | Weighting |
|---|---|------------|
| R041: Reducing the risk of sports injuries | Exam paper: 1 hour | 25% |
| R042: Applying principles of training | Centre assessed task which is moderated by the exam board. | 25% |
| R043: The body's response to physical activity | Centre assessed task which is moderated by the exam board. | 25% |
| R045: Sports nutrition | Centre assessed task which is moderated by the exam board. | 25% |

Students will have 10 hours, per unit to complete the centre assessed tasks. The tasks will guide students through the creation of their coursework, which will be assessed by their teacher and then sent to the exam board for moderation.

This course is graded Distinction* to Pass and is equivalent to one GCSE. Students will be awarded a final grade which will take into account the grades awarded for individual units.

OTHER INFORMATION

This course offers an exciting and engaging programme of study, which will prepare students for studying a sport related Level 3 qualification.

The course also prepares students for a future career in sport. Career paths include: sports coaching; sports development; physiotherapy; sports therapist, personal trainer and PE teaching.

Students studying this course should be attending extra-curricular activities on a regular basis and be actively involved in at least one sport outside of school.

Please see a member of the **PE Department** to discuss this course.

COURSE NAME: RELIGIOUS STUDIES GCSE (WJEC EDUQAS)**COURSE HIGHLIGHTS**

Religious Studies has three components, Philosophical & Ethical studies, Christianity and another world religion.

Philosophy gives an understanding of key issues in the world and offers the chance to study deep, philosophical questions such as “Why are we here?”, “Is there a God?” and “What happens when we die?”.

Ethical studies gives students the opportunity to look deeply into ethical debates such as, “Should euthanasia be made legal in the UK?”, “What can be done about world poverty?” and “Do we live in an equal society?”.

In addition to this we will be studying the beliefs, teaching and practices in Christianity. This will include, amongst others; “The Nature of God”, “The life of Jesus”, “Pilgrimage” and “Worship”.

Finally, students will have the chance to study another world faith in depth. The faith we have chosen to focus on is Islam. Areas of study include, “The community of Islam”, “The key beliefs of Islam”, “The life of the Prophet”, and “Worship”.

COURSE CONTENT

Component 1

Religious, Philosophical and Ethical Studies in the Modern World.

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

Component 2

Study of Christianity.

- Beliefs and Teachings
- Practices

Component 3

Study of a world faith, Islam

- Beliefs and Teachings
- Practices

HOW YOU WILL BE ASSESSED

Component 1:

Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 2 hours
50% of qualification

Component 2:

Study of Christianity

Written examination: 1 hour
25% of qualification.

Component 3:

Study of a World Faith, Islam

Written examination: 1 hour
25% of qualification.

OTHER INFORMATION

Religious studies is a great option to choose if you are looking at working alongside people in roles such as; teaching, social work, policing, law and all areas where you are working with members of the public. It also leads to culturally aware students with an awareness of the impact of religion in the world.

If you have any questions, please speak to **Mrs Meaney**

COURSE NAME: SPANISH GCSE (AQA)

COURSE HIGHLIGHTS

You will learn to communicate ideas and opinions as well as function in a setting in Spain. This will be for shopping, eating out and finding the way. The course aims to give you a working knowledge of Spanish and to build up your vocabulary. You will learn how language works in terms of grammar and tenses. You will be able to talk about a range of subjects in order to give and justify your point of view.

COURSE CONTENT

The Specification that we follow is: AQA GCSE Spanish

This course covers three main areas of learning: Identity and culture; Local, national, international and global areas of interest; Current and future study and employment

HOW YOU WILL BE ASSESSED

The four skills carry equal weighting (25% for each).

Listening: You will extract information when listening to a Spanish speaker from short pieces of information to larger quantities.

Speaking: You will complete a role-play, describe a picture and participate in general conversation

Reading: You will answer questions on a range of reading passages including short memos, factual texts and longer literary passages.

Writing: You will complete a range of tasks from writing short sentences, longer passages and translations.

OTHER INFORMATION

More than ever the ability to speak a Modern Foreign Language (MFL) is seen to be an important life skill. Knowledge and understanding of MFL has also been proven to reinforce literacy skills in English.

Employment prospects can be enhanced by the ability to speak a foreign language at any company with large scale overseas business. Applicants with accreditation in a MFL are at a huge advantage and are demanded across all sectors.

A language is a lifelong skill, to be used for business and pleasure, to open up avenues of communication and exploration and to promote, encourage and instil a broader cultural understanding. It is an essential part of being a global citizen. As such, Spanish combines perfectly with virtually any other subject, particularly English, Humanities and Business Studies.

Please see **Mrs Flórez** to discuss this course

COURSE NAME: GCSE ART and DESIGN – Fine Art (AQA)

Course Highlights

The course is designed to offer our students a wide range of creative, exciting and stimulating opportunities. Students will be encouraged to actively engage in the process of Art and Design, in developing effective and independent learning, critical and reflective thinking skills.

Content

The Specification that we follow is: **AQA GCSE Art and Design – Fine Art.**

The course consists of:

Component 1: Portfolio (60%).

A portfolio shows explicit coverage of the four assessment objectives. It includes:

- 1) One main sustained project, evidencing the journey from initial engagement to the realisation of intentions.
- 2) A selection of further work undertaken during the student's course of study.

Component 2: Externally Assessed Assignment (40%).

Externally set exam papers will be handed out at the beginning of January in year 11.

Students respond to their chosen starting point from a choice of 7, evidencing coverage of all four assessment objectives.

Students will be given full support in their research and development, and they will produce preparation work leading up to their external exam.

External exam takes place over 10 hours (2 days) in the Art rooms, usually in early April.

How will students be assessed?

Assessment Objective 1- Students will need to develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

Assessment Objective 2- Students will need to refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques, and processes.

Assessment Objective 3- Students will record ideas, observations, and insights relevant to their intentions in visual and other forms.

Assessment Objective 4- Students will create a personal response informed by the exploration and artist research in their sketchbooks.

Career pathways available from this course

In Art, students develop skills in independent research and learn to question and explore the world around them. The subject is very diverse and therefore compliments many subjects. Visual and spatial skills are well balanced with Physics and Maths for careers in Architecture. The study of Art and Design encourages and equips students with the ability to be creative problem solvers, use initiative, create ideas and be an imaginative dynamic individual ready to make a difference in the working world.

Students can go on to take higher education in Art and Design, then aim to join the world of Architecture, Advertising, Graphics Design, Illustration, Typography, Painting, Sculpture, Textile Design, Fashion Design, Interior Design, Photography, Film and Television, Animation, Games Design, Theatre Design, Costume Design, Set Design, Fine Art and Ceramics.

Please see **Miss. Walton** to discuss this course.

COURSE NAME: GCSE Food Preparation and Nutrition (WJEC Eduqas)**COURSE HIGHLIGHTS**

The course will include varied practical and theory lessons to prepare for the practical controlled tasks and the exam paper. Opportunities will be given to research the controlled practical tasks which are set by the exam board. There is a focus on practical food skills, listening, literacy skills, independent research and how to communicate effectively using different techniques. ICT skills are used throughout the course to present work in a professional format and to research topics.

Component 1: Principles of food preparation and nutrition

Component 2: Food preparation and nutrition in action

These components concentrate on the food preparation and service aspect of the hospitality and catering industry.

COURSE CONTENT

The Specification that we follow is: GCSE Food Preparation and Nutrition WJEC Eduqas

Areas of study:

- Food commodities
 - Principles of nutrition
 - Diet and good health
 - The science of food
 - Where food comes from
 - Cooking and food preparation
-

HOW YOU WILL BE ASSESSED

COMPONENT 1: Principles of food preparation and nutrition. Written examination, 50% marks (1hr 45mins).

One paper which will be externally set and marked. All questions are compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content.

COMPONENT 2: Non-examination assessment, (Coursework) 50% marks *.

NEA 1 -15% mark -**The Food Investigation Assessment** A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

NEA 2 -35% marks - **The Food Preparation Assessment** -Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

OTHER INFORMATION

Students develop a keen interest in choosing and bringing in ingredients for practical work and food related skills and issues. They will develop an interest and enthusiasm for practical food work.

Students must be willing to work independently and in teams.

Career Pathways available from this course:

This course is intended to offer opportunities for progression through a variety of routes in further education (e.g. Advanced Level GCE, Diplomas), training (e.g. Modern Apprenticeships) or employment.

Progression into further education or further training for employment:

- NVQ's in Catering and hospitality and Hotel Management related courses.
- BTEC level 3 courses in Catering and Hospitality related courses.

Useful for careers in Food and Drink service:

- Restaurant Management.
 - Head Chef, Chefs-Assistant (Commis) etc.
-

Please see **Mrs Rose** to discuss this course

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

