

# St John Fisher Catholic College

## Year 8 Options Guidance

2020



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## Introduction

This booklet has been designed to give you all of the information you will need to understand the curriculum your child will follow during Years 9-11. Some subjects are compulsory and are known as 'Core Subjects', whereas others can be chosen by learners and are called 'Option Subjects'.

The process of choosing options can be an exciting one, with learners choosing from a wide range of subjects, both familiar and new. Whilst exciting, the process can at times be daunting and at St John Fisher we aim to make this process as accessible and stress free as possible. The information contained within this booklet, coupled with the Options Evening, Parents Evenings, reports and guidance available from numerous sources listed later in the booklet should ensure that the decisions made over the next month are the best ones for your child and will help them progress onto future careers and training of their choice.

## Core Curriculum

Learners should be at ease in the knowledge that all learners follow a core curriculum of subjects that are essential to engaging with and flourishing in today's society. These subjects include Mathematics, English (Language & Literature), Religious Education, Science, Personal, Social and Health Education (PSHE), IT and PE. With the exceptions of PSHE, IT and PE the other core subjects are, on completion, awarded GCSE Qualifications. PSHE, IT and PE, whilst compulsory, are not awarded qualifications at the end of Y11 unless learners choose to use one of their options to study the qualification version of the course.

With this core set of subjects it means that no matter which subjects a learner chooses for their options there are very few career pathways they will not be able to follow when they finish Year 11.

## English Baccalaureate

The English Baccalaureate has been, in recent years, a recognition of having studied and achieved a good pass in what is perceived as a range of "academic" subjects. To achieve the English Baccalaureate learners must achieve a grade 5 or above in GCSEs in Maths, English, a Modern Foreign Language, a Humanities subject and two Science subjects. Achieving the English Baccalaureate does not gain any additional qualifications but could conceivably be used as a benchmark of success by certain institutions in the future.

No learner is "forced" into an English Baccalaureate route. Instead learners need to use their options to accomplish it. We would advise learners moving into competitive fields to consider whether their option choices allow them to accomplish the EBacc.

Maths	English	Modern Foreign Language	Humanities	Science
Maths	English Language	French	History	Biology
	English Literature	German	Geography	Chemistry
A 5 or above in one from EACH of these columns				Physics
				Combined Science (counts as two GCSEs)
				Computer Science

## Curriculum Reform

Over recent years qualifications have undergone significant changes.

These include:

- Increased level of demand
- A removal of resit and early entry opportunities. All examinations must be sat at the end of the course (Year 11).
- A decrease in the proportion of controlled assessment/coursework and an increase the proportion of assessment via examination.
- A new grading system for GCSE qualification

An approximate comparison of how the new grades and traditional grades compare with each other can be seen in the table below:

Traditional GCSE Grades	G	F	E	D	C	B	A	A*	
New GCSE Grades	1	2	3	4	5	6	7	8	9

↓  
"Good" level of pass

In addition to the changes in how qualifications are graded, the government is also "raising the bar" in what they class as a good pass. Traditionally learners who achieved a C grade were seen to have passed the qualification at a "good" standard. However, in the new system a "good pass" will be classed as grades 5 and above. A new grade 5 is equivalent to a traditional high C/low B.

## Types of Qualification

Whilst the core curriculum of subjects prevents learners from choosing a combination of options that will stop them from accessing particular careers, it is still extremely important that learners choose the subjects that will suit them best. These are subjects that learners will be studying for three years and we want them to not only succeed in their chosen subject but also enjoy the process.

One key factor to consider is what type of qualification is the most suitable. The two main styles of qualification are:

1. **GCSE** – These qualifications are fairly traditional. Whilst there are some exceptions, most GCSE qualifications are assessed through examination only. GCSE subjects that do have controlled assessment/coursework as an element of their assessment (Product Design and Art for example) will still have a substantial proportion of the overall assessment through examination.

2. **Technical Qualifications** – These are qualifications, such as BTECs, where the majority of assessment is through controlled assessment/coursework and will be completed throughout Years 10 and 11. Technical qualifications still have an element of examination as a method of assessment, but this tends to be in the region of 40% of the overall assessment.

## Advice and Guidance

### Good reasons for choosing an option:

- You are good at that particular subject
- You think you will enjoy the course
- It fits with your current career plans
- It gives you plenty of choice when choosing post 16 courses
- The method of assessment suits your strengths/learning style

### Not so good reasons for choosing an option:

- Your friend has chosen it
- You think that the course will be “easy”
- You are basing your choice on the hopes a particular teacher will teach you
- You feel that you are “expected” to take it

### Where to go for more information:

- Your Subject Teachers
- You can use your Unifrog account that you can access [here](#) or at the link below. This will provide you with lots of information about a range of jobs and the kinds of qualifications that will help you get there.
- Older friends and siblings who have taken subjects are a good source of information about what happens during the course. However, be aware that courses change over time and the new courses may not be identical to ones previously studied.
- The following websites offer a range of advice on both choosing options and considering future careers:

- <https://www.unifrog.org/sign-in>
- <https://nationalcareersservice.direct.gov.uk/>
- <https://www.fasttomato.com/>
- <http://entrust.education/Page/755>
- <https://www.plotr.co.uk>

## How to Choose your Options

In addition to the core subjects, learners will get to follow **FOUR** Option Courses. As part of our increased focus on individual challenge for each learner, we have made some changes to how the selections are made. This will allow for a more rigorous, broad and balanced curriculum to be experienced by all learners. Those learners with higher prior attainment (as judged by KS2 results) will follow the EBacc Pathway and be required to select two options from the following subjects:

<b>Block A</b>
Computer Science
French
Geography
German / Spanish
History
Triple Science

For the rest of the year group they will be asked to select one from the following list for Block A, following the Progress Pathway.

<b>Block A</b>
Computer Science
French
Geography
German / Spanish
History
Triple Science
Vocational Studies and Support

This therefore means each learner can follow the most appropriate route for their personal development. Your child will complete their selections from block B, which will be the same for all learners and are outlined below.

<b>Block B</b>		
• Art	• French	• IT – Creative iMedia
• Astronomy	• Geography	• Music
• Business Enterprise	• German or	• Performing Arts
• Children’s Learning & Development	Spanish	• Product Design
• Citizenship	• Health & Social Care	• Sport
• Computer Science	• History	• Travel & Tourism
• Drama	• Hospitality and Catering	

We must make it clear that there is no guarantee that a course will run. Some of the courses will be dependent on whether the appropriate number of learners choose to follow the course. Unfortunately, we also **CANNOT** guarantee that a learner will get **ALL** of their chosen subjects. When the subjects are finally placed into blocks some subjects may clash with learners other choices. For these reasons **ALL** learners **MUST** choose a reserve choice in the unfortunate event that one of their options either does not run or clashes with one of their other choices.

Every opportunity will be taken to ensure learners get as many of their choices as possible. Choices will be allocated according to preference i.e. we will endeavour to ensure the first choice is allocated, then followed by the second etc. Therefore please think carefully about the order in which put your Option Choices when completing this online.

Your child will be emailed an invite code to Options Online via their school email address. You can then work together to fill in the online form using their Office365 account. At the Parents Evening which is taking place on Thursday 19<sup>th</sup> March, you will have an opportunity to ask any further questions about this. There is also further guidance on the school website.

The deadline for the completed form is **Thursday 2<sup>nd</sup> April**. After Easter, any learner whose options cannot be met completely will be met by a member of staff to discuss alternatives.

# Course Title: English Language

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Miss Ravenscroft

## **Course Outline**

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

There are 2 papers, each with two sections:

Section A - Comprehension tasks in response to reading material on both papers

Section B - Creative responses to describe and narrate for Paper 1 and argue and persuade for Paper 2

### **Skills that will be developed during the course:**

Critical analysis, communication skills, comprehension skills, literacy, technical accuracy, creative skills

### **How the course will link to the world of work:**

Law, journalism, personnel, teaching, advertising, media and communication

## **Course Assessment**

100% examination



# Course Title: English Literature

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Miss Ravenscroft

## Course Outline

### **Paper 1- Shakespeare and the 19th Century Novel**

**Section A:** Shakespeare: learners 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: learners 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.

### **Paper 2 - Modern texts and Poetry**

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

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

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

### Skills that will be developed during the course:    How the course will link to the world of work:

Analysis skills, communication skills, reading comprehension, literacy

Law, journalism, media and communications, teaching, publishing, advertising

## Course Assessment

100% examination

# Course Title: Mathematics

Exam Board Edexcel

Qualification: GCSE

Tiers of Entry Yes

For More Information Contact: Mr Bailey

## **Course Outline**

GCSE mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life, this is why Mathematics is a compulsory subject for all learners in Key Stage 4.

You will use a lot of what you learn in GCSE mathematics in the other GCSEs that you study. For example, in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in D & T you will need to use measures and make scale drawings. Most college and 6th Form courses require GCSE Maths as an entry requirement, as do many jobs and careers.

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into four areas.

Number and algebra Shape, space and measure Data handling  
Application of mathematics

You probably won't notice a lot of difference in your mathematics when you start this course as your teacher will be able to carry on from the work you did at Key Stage 3.

## **Skills that will be developed during the course:    How the course will link to the world of work:**

Emphasis on the new GCSE is on the use of maths and problem solving. They continue their work from KS3 in the areas of Number, Algebra, Ratio and Proportion, Geometry and Measures and Statistics.

There is a requirement to learn most of the mathematical formulae and to use a scientific calculator

Almost all jobs and careers require you to have mathematics GCSE, but the following careers are some that would enable you to make a lot of use of your mathematics

Economics , Medicine , Architecture ,  
Engineering , Accountancy , Teaching ,  
Psychology , Computing , Banking Business  
management

## **Course Assessment**

There are three papers at higher and foundation all of them are 1 hr 30 mins long. Paper 1 Non Calculator. Paper 2 and 3 Calculator.

# Course Title: Religious Studies

Exam Board Eduqas

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Willis

## **Course Outline**

During year 10 and 11, learners follow G.C.S.E Eduqas Route B Religious Studies - a challenging but rewarding course studying the beliefs and practices of both Catholic Christians and Jews. Issues studied include, Life after Death, Punishment, Sanctity of life, the Problem of Evil and Suffering and the origins of the universe.

## **Skills that will be developed during the course:    How the course will link to the world of work:**

Critical thinking, analysis and evaluation skills.  
Personal opinion, empathy and faith development.

Religious Studies at GCSE not only prepares you for the world of work but for life itself! To have a knowledge and understanding of the faith and practices of people all over the world, will encourage you to be a more empathetic and tolerant person – key essentials for any working person. However the skills at R.S. can help to prepare you for a wide variety of vocations including Medicine, Law, Social work, Teaching, and Law enforcement.

## **Course Assessment**

At the end of year 11 learners sit three papers, one for each unit.  
Component 1 – Foundational Catholic Theology – 1 hour 30 minutes  
Component 2 – Applied Catholic Theology - 1 hour 30 minutes  
Component 3 – Judaism – 1 hour  
There is no controlled assessment.

# Course Title: Combined Science

Exam Board AQA

Qualification: GCSE

Tiers of Entry Yes

For More Information Contact: Mr Melling

## **Course Outline**

Science will be taught by specialist teachers as Biology, Chemistry and Physics subjects. The content covered in each of three areas of science is sufficiently detailed to allow learners to progress onto post 16 courses such as A Levels in Biology, Chemistry and Physics and entry to all universities and scientific courses.

The Biology section includes the nature and variety of living organisms along with their internal structure and function, reproduction and inheritance, ecology, the environment and the use of biological resources.

The Chemistry includes atomic structure and chemical bonding, the periodic table, reactivity, electrolysis and the extraction of metals, chemicals from crude oil, energy changes, rates of reactions, reversible reactions.

The Physics syllabus includes sections on kinetic theory, electricity and magnetism, forces and motion, waves, energy resources and energy transfer, and nuclear physics.

## **Skills that will be developed during the course:    How the course will link to the world of work:**

A Science qualification links together many different skills. You will develop practical skills and further learn how to draw conclusions from experimental data. You will develop problem solving skills as well as communication skills. You will learn how to work together so that practical work is a success. You develop your skills of numeracy and literacy in how you solve the mathematical of problems and also how to communicate your ideas effectively.

Science is important in all aspects of modern life. You could use science to pursue courses in Health and Beauty and Engineering. A Levels in Science can be pursued by following both GCSE Combined Science or Triple Science, which would then lead onto medicine, veterinary science, engineering as well as a huge amount of other university courses.

## **Course Assessment**

The course will be assessed by external examinations in each of the three sciences which will be taken at the end of Year 11. There will be no coursework. The examinations will be either higher or foundation tiers. There will be 6 examinations, each of 1 hour 15 min.

# Course Title: Computer Science

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: [rwalker@ctkcc.co.uk](mailto:rwalker@ctkcc.co.uk) (Mr R Walker)

## Course Outline

GCSE Computer Science will get learners working with real-world programming and provide a good understanding of the fundamental principles of computing. The content of the course is split into three main categories.

**Computational Thinking:** This is the process of thinking through complex problems, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.

**Theoretical Content:** Here you will understand the fundamentals of data representation and computer networks. You will learn about computer systems and delve in to the world of cyber security and the ethical, legal and environmental impacts of digital technology.

**Programming projects.** All learners will complete a programming project at the start of Year 11. This project requires you to implement a range of programming skills when developing a functional program for a given scenario.

Whilst there is no entry requirement for the course, it is important to note that those most suited to the course and who tend to achieve grades in keeping with their target have usually achieved a **grade 2H or above in Mathematics** by the end of Year 8.

## Skills that will be developed during the course:    How the course will link to the world of work:

This qualification has been developed to enable learners to work with real-world programming challenges and has been designed to provide learners with a good understanding of the principles of computing. Having successfully completed the qualification you will understand the fundamentals of computer science and will be capable of developing your own functional applications.

Computer Science is a rapidly growing subject that offers exciting and rewarding career options. Learners who complete this course will be equipped with the logical and computational skills necessary to succeed at A-Level, the workplace or beyond. Consider this course if you are interested in application design and development or cyber security.

## Course Assessment

The course is assessed through two externally examinations, with each exam representing 50% of your final grade.

# Course Title: French

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Higgins

## **Course Outline**

Core content

Learners study all of the following themes on which the assessments are based. Theme 1:

Identity and culture (Family/Technology/Free-time/Customs and traditions)

Theme 2: Local, national, international and global areas of interest (Town/Social issues/Global issues/Travel and tourism)

Theme 3: Current and future study and employment (My studies/Life at school/college/ Education post-16 /Jobs, career choices and ambitions)

## **Skills that will be developed during the course:    How the course will link to the world of work:**

Through the study of GCSE MFL learners will develop confidence in communication and learn all kinds of skills which will benefit them in future courses of study, namely: the ability to converse fluently with others, to work independently and part of a team and to improve aural skills.

A diverse range of careers require Foreign language skills: Law, Medicine, Politics, Business, Translation/Interpreting, Teaching, Travel and tourism, Film/TV.

## **Course Assessment**

Exam tests 4 skill areas in either Higher or Foundation level 25% Listening, 25% Writing, 25% Reading and 25% Speaking

# Course Title: Geography

Exam Board OCR B

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Ms Gentle-Lloyd

## Course Outline:

**Global Hazards:** How can weather be hazardous? How do plate tectonics shape our world?

**Changing Climate:** Is climate change the result of natural processes or can it be linked to human activities? What are the likely impacts, both globally and in the UK?

**Distinctive Landscapes:** What makes a landscape distinctive? What influences the landscapes in the UK? Focus: Coasts & Rivers.

**Sustaining Ecosystems:** Natural ecosystems. Why should tropical rainforests matter to us? Is there more to polar environments than ice?

**Urban Futures:** Why do more than half the world's population live in urban areas? What are the challenges & opportunities for cities today?

**Dynamic Development:** Why are some countries richer than others? Are LIDCs (Low income developing countries) likely to stay poor?

**UK in the 21st Century:** How is the UK changing in the 21<sup>st</sup> Century? Is the UK losing its global significance?

**Resource reliance:** Will we run out of natural resources? Can we feed nine billion people by 2050?

**Geographical Skills & Fieldwork:** One human fieldtrip and one physical fieldtrip. Both undertaken in Year 10.

## Skills that will be developed during the course:

Knowledge of locations, places, environments and processes at different scales including global; and of social, political and cultural contexts.

Interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.

Fieldwork skills Enquiry skills Geographical skills

## How the course will link to the world of work:

Geography skills can be used in office work, team management and research posts. Former learners have gone into the following careers: Town planner, Teacher, Conservation workers, Surveyors and Project managers for humanitarian aid charities

## Course Assessment

Our Natural World (01) 35% of total GCSE: 1hr 15 mins written exam paper.

People and Society (02) 35% of total GCSE: 1 hour 15 mins written exam paper.

Geographical Exploration (03) 30% of total GCSE: 1 hr 30 mins written exam paper.

# Course Title: German

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Higgins

## **Course Outline**

Core content

Learners study all of the following themes on which the assessments are based. Theme 1:

Identity and culture (Family/Technology/Free-time/Customs and traditions)

Theme 2: Local, national, international and global areas of interest (Town/Social issues/Global issues/Travel and tourism)

Theme 3: Current and future study and employment (My studies/Life at school/college/ Education post-16 /Jobs, career choices and ambitions)

## **Skills that will be developed during the course:    How the course will link to the world of work:**

Through the study of GCSE MFL learners will develop confidence in communication and learn all kinds of skills which will benefit them in future courses of study, namely: the ability to converse fluently with others, to work independently and part of a team and to improve aural skills.

A diverse range of careers require Foreign language skills: Law, Medicine, Politics, Business, Translation/Interpreting, Teaching, Travel and tourism, Film/TV.

## **Course Assessment**

Exam tests 4 skill areas in either Higher or Foundation level 25% Listening, 25% Writing, 25% Reading and 25% Speaking



# Course Title: History

Exam Board OCR

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mr Lemmon

## Course Outline

**History of Crime and Punishment 1200-2000** - Looking at the development of crime, policing and punishment through an 800 year period.

**The Making of America 1789-1900** - This unit includes the American War of Independence, slavery and the Civil War, the Native American Indians and law and order in the "Wild West".

**Nazi Germany 1933-45** - This will focus on what it was like to live in Germany under Nazi rule and will include topics such as the Hitler Youth, the use of terror and the Holocaust.

**The Elizabethans 1580-1603** - examining the reign of Elizabeth 1, the war with Spain, colonising the Americas and what life was like for an ordinary person in Elizabethan England.

**A local historical study** – Croxden Abbey. We will look at what it was like to be a Cistercian monk and why the abbey was important in the Middle Ages.

**Skills that will be developed during the course:**    **How the course will link to the world of work:**

Critical analysis

Developing secure and deep historical

knowledge Debating and argument

Presentation Independent research

Understanding of social and cultural diversity

Developing ICT skills

Developing extended writing techniques e.g.

time management

Archivist

Journalist

Teacher

Lawyer

Any other professions where critical thinking, analysis and communication are required.

## Course Assessment

100% of the course will be tested by examination- 3 separate exams (two lasting 1 hour 45 minutes and a third lasting 1 hour)

# Course Title: Spanish

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Higgins

## **Course Outline**

Core content

Learners study all of the following themes on which the assessments are based. Theme 1:

Identity and culture (Family/Technology/Free-time/Customs and traditions)

Theme 2: Local, national, international and global areas of interest (Town/Social issues/Global issues/Travel and tourism)

Theme 3: Current and future study and employment (My studies/Life at school/college/ Education post-16 /Jobs, career choices and ambitions)

## **Skills that will be developed during the course:    How the course will link to the world of work:**

Through the study of GCSE MFL learners will develop confidence in communication and learn all kinds of skills which will benefit them in future courses of study, namely: the ability to converse fluently with others, to work independently and part of a team and to improve aural skills.

A diverse range of careers require Foreign language skills: Law, Medicine, Politics, Business, Translation/Interpreting, Teaching, Travel and tourism, Film/TV.

## **Course Assessment**

Exam tests 4 skill areas in either Higher or Foundation level 25% Listening, 25% Writing, 25% Reading and 25% Speaking

# Course Title: GCSE Triple Science (GCSE Biology, GCSE Chemistry and GCSE Physics)

Exam Board AQA

Qualification: GCSE(3 separate GCSE qualifications)

Tiers of Entry Yes

For More Information Contact: Mr Melling

## **Course Outline**

This course will be taught alongside GCSE Combined Science, but the qualifications gained will be GCSE Biology, GCSE Chemistry and GCSE Physics.

Science lessons will be taught by specialist teachers as Biology, Chemistry and Physics. The content covered in each of three areas of science is sufficiently detailed to allow learners to progress onto post 16 courses such as A Levels in Biology, Chemistry and Physics and entry to all universities and scientific courses.

It is important to note that this course is very demanding and as such you should be confident of achieving at least a Grade 3 in Science by the end of Year 8.

### **GCSE BIOLOGY**

GCSE Biology section includes the nature and variety of living organisms along with their internal structure and function, reproduction and inheritance, ecology, the environment and the use of biological resources all from GCSE Combined Science. The single Biology GCSE qualification will allow further study of the most current scientific discoveries in Biological Sciences at a more in-depth level. Topics such as gene expression, monoclonal antibodies and organ transplantation which are essential to human wellbeing.

### **GCSE CHEMISTRY**

GCSE Chemistry includes atomic structure and chemical bonding, the periodic table, reactivity, electrolysis and the extraction of metals, chemicals from crude oil, energy changes, rates of reactions, reversible reactions all from GCSE Combined Science. In addition those studying GCSE Chemistry will study nanoparticles, polymers and the making and use of ammonia. There will be extra practical work including titrations and chemical analysis to identify different ions. You will also gain an introduction to organic chemistry including the structures and reactions of alkenes, alcohols, carboxylic acids and esters.

### **GCSE PHYSICS**

The GCSE Physics syllabus includes sections on kinetic theory, electricity and magnetism, forces and motion, waves, energy resources and energy transfer, and nuclear physics which are all sections from GCSE Combined Science. In addition those studying GCSE Physics will complete further study of the electricity and magnetism topic and further work on waves. They will also study pressure in liquids and gases as well as space physics.

### **Skills that will be developed during the course:**

You will develop skills which are similar to those in GCSE Combined Science, but there will be a wider of experimental skills incorporated.

### **How the course will link to the world of work:**

Completing GCSE Biology, Chemistry and Physics will enable you to access the highest level of scientific careers. Although not essential for medicine, veterinary, nursing, engineering and other fields, this suite of qualifications will be an excellent foundation for those wishing to pursue the above careers.

## **Course Assessment**

The course will be assessed by external examinations in each of the three sciences which will be taken at the end of Year 11. There will be no coursework. The examinations will be either higher or foundation tiers. There will be 6 examinations (2 for each subject) which will be 1 hour and 45 mins each.

# Course Title: Business and Enterprise

Exam Board NCFE

Qualification: Level 1/2 Award

Tiers of Entry No

For More Information Contact: Mr Schauer/Ms Dyde

## Course Outline

Learners will study two mandatory units. One unit is internally assessed (60% of the qualification) and one unit is externally assessed (40% of the qualification).

### Unit of Study (Internally Assessed)

- **Unit 2 Understanding Resources for Business and Enterprise Planning** (60% of qualification)

### Units of Study (Externally Assessed)

- **Unit 1 Introduction to Business and Enterprise** (40% of qualification)

## Course Content

- Entrepreneurial characteristics and business aims and objectives
- Legal structures, organisational structures and stakeholder engagement
- The marketing mix, market research, market types and orientation types
- Internal and external influences on business
  - Research, resource planning and growth for business
  - Human resource requirements for a business start-up
  - Sources of enterprise funding and business finance
  - Business and enterprise planning.

## How the course will link to the world of work:

This is a particularly suitable course for learners seeking a career in the following areas: marketing; customer services; finance; business development; sales; the retail sector; business support and human resource management.

## Course Assessment

The NCFE Level 1/Level 2 Award in Business and Enterprise includes an externally assessed exam on the factors affecting business and enterprise (40% of the total award). The assessment approach taken in internally assessed units of the NCFE award in Business and Enterprise (60% of the total award) allows learners to provide evidence towards the assessment criteria. Evidence for assessment may be generated through a range of diverse activities, including assignment and project work and case studies.

# Course Title: Child Development

Exam Board    OCR

Qualification: Cambridge National

Tiers of Entry    No

For More Information Contact: Mrs Ayre

## Course Outline

The Technical Award in Child Development can prepare learners for further study and employment within the childcare sector. It will particularly appeal to learners who are looking for a course that is practical in nature. This course will give learners the opportunity to study children aged 0 to 5 years, developing an understanding of: growth and development; communication and language development; learning and play; child health and safety; the role of professionals involved in ante-natal and post-natal care.

Learners will complete three units of work over the three years:

**R018: *Health and well-being for child development* –  
Written paper (Externally assessed - 40%)**

**R019: *Understand the equipment and nutritional needs of children from birth to five years* -  
Assignment set by OCR (Internally assessed - 30%)**

**R020: *Understand the development of a child from birth to five years*  
Assignment set by OCR (Internally assessed - 30%) This involves studying a child aged 3-5 years**

### Skills that will be developed during the course:

The course will provide learners with an understanding of children's learning and development. They will develop a wide range of practical skills relevant to a career in the childcare sector such as observing, communicating and working with children and other skills such research, communication, decision-making and problem-solving, valuable to all career paths.

### How the course will link to the world of work:

This links to a wide range of careers

e.g. early years teaching, nursery nurse, teaching assistant, children's nursing and midwifery and other health care job roles working with children, social work, youth work & counselling.

Visiting speakers from professionals used where possible and learners will complete a work placement to give learners first-hand experience working in the early years sector.

## Course Assessment

60% Internal Assessment (R019 & R020)  
40% External Assessment – Exam (R018)

60% Internal Assessment (Unit 1 and Unit 2)  
40% External Assessment – Exam (Unit 3)

# Course Title: Health and Social Care

Exam Board Pearson

Qualification: Technical Award

Tiers of Entry No

For More Information Contact: Mrs Ayre

## Course Outline

The Technical Award in Health and Social Care can prepare learners for further study and employment within the health and social care sector. It will particularly appeal to learners who are looking for a course that is practical in nature. This course will give learners the opportunity to develop an understanding of: the stages and patterns of human growth and development; expected development at each life stage; life events; sources of support/services for life events; roles of professionals from the sectors who are involved in supporting life events; definitions of health and well-being; factors influencing health and well-being. Learners will complete three mandatory units (one externally assessed and two internally assessed) over three years.

**Component 1: Human Lifespan Development** (internally assessed) Learners will study human growth and development across the life stages and the factors that affect it; life events and how individuals deal with them.

**Component 2: Health and Social Care Services and Values** (internally assessed) Learners will study the different types of health and social care services and barriers to accessing them. They will demonstrate care values and review their own practice. This unit involves a four day work placement in Y10

**Component 3: Health and Wellbeing** (externally assessed – assignment completed in test conditions) Learners will study the factors that affect health and wellbeing; how to interpret health indicators; person-centred health and wellbeing improvement plans.

## Skills that will be developed during the course:    How the course will link to the world of work:

This course will provide learners with an understanding of health and social care. They will develop a wide range of practical skills, such as taking health measurements, identifying and planning improvements to health and well-being and working with clients, communication, critical analysis and evaluation, decision-making and problem-solving.

Relevant to a wide range of careers e.g. Nurse, Midwife, Physiotherapist, Paramedic, Dietician, Pharmacist, Occupational therapy, Care assistant, Social worker, Counsellor, Probation service as well as careers working with children. Care professionals are used as visiting speakers and the course involves a work placement to give learners first-hand experience of working in health and social care.

## Course Assessment

60% Internal Assessment (Component 1 & 2)

40% External Assessment – Timed assignment (Component 3)

# Course Title: Food (Hospitality and Catering)

Exam Board WJEC (EDUQUAS) Qualification: Level 1/2

Tiers of Entry No

For More Information Contact: Mr Farrall

## Course Outline

The course has been designed to be more practical based enabling learners to develop culinary skills as well as developing nutritional value of food relating to dietary groups. Learners will develop knowledge and understanding relating to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws and regulations and food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments. Through the internal controlled assessment learners will develop their understanding of nutrition and how it will affect the body. They will plan and adapt recipes based on nutritional information, commodities and cooking techniques.

## Skills that will be developed during the course:    How the course will link to the world of work:

The Level 1/2 Award in Food and Catering gives learners a whole host of technical transferable skills. They include:

Developing a wide range of practical making skills.

Learners will also develop an understanding of commercial catering practice and an in-depth knowledge of food commodities. Additionally, learners will gain transferable skills such as communication and teamwork that will benefit them in the workplace.

Upon completion, learners can progress to Technical Certificates and other Level 3 Vocational qualifications such as the Diploma in Professional Cookery or the Diploma in Professional Patisserie or an apprenticeship in a related area of employment.

## Course Assessment

### **Unit 1: The Hospitality and Catering Industry (40% of overall grade)**

External exam

### **Unit 2: Hospitality and Catering in Action (60% of overall grade)**

Internal Controlled assessment totalling 9 hours and production of a portfolio of work with a practical 2 course meal assessment.

## How you will be graded?

L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction\*

# Course Title: IT - Creative iMedia

Exam Board    OCR Cambridge National    Qualification: Level 1 and Level 2

Tiers of Entry    No

For More Information Contact: [rwalker@ctkcc.co.uk](mailto:rwalker@ctkcc.co.uk) (Mr R Walker)

## Course Outline

This vocationally-related qualification takes a creative, engaging and practical approach to developing skills in 4 units of study.

### **Pre-Production Skills**

The first unit underpins the other learning in this qualification. Learners will learn about how to plan pre-production effectively, including understanding client requirements and reviewing pre-production briefs. They will use this knowledge throughout the other practical units when they develop their own media products.

### **Creating Digital Graphics**

Learners will learn the basics of digital graphics editing for the creative and digital media sector, looking in-depth at bitmaps and vectors, and the different ways these digital graphics can be manipulated.

### **Creating a Multipage Website**

This unit enables learners to understand the basics of creating multipage websites. Learners will creatively combine components to produce a functional, intuitive and aesthetically pleasing website against a client brief.

### **Developing Digital Games**

In this unit learners will plan and create a digital game. They will then have to present the game to a focus group to test and use this experience to identify key areas for improvement.

## **Skills that will be developed during the course:    How the course will link to the world of work:**

In addition to the practical skills of Digital Graphics, Website Design and Games Development outlined above, the course also develops a range of transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of a wide range of business so there is huge demand for a skilled and digitally literate workforce. The skills developed are also highly relevant to anyone wanting to study or work in creative and/or technology-based industries.

## **Course Assessment**

The course is assessed through one external examination worth 25% of the final grade, and 3 additional pieces of coursework also worth 25% each.



# Course Title: Performing Arts - Dance

Exam Board Pearson

Qualification: BTEC Tech Award

Tiers of Entry No

For More Information Contact: Mrs Bugg ([cbugg@ctkcc.co.uk](mailto:cbugg@ctkcc.co.uk))

## **Course Outline**

This new course allows you to study dance, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as dancer, choreographer and designers; as well as the different approaches and styles used. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance. The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about Performing Arts: Dance.

This course is suitable for learners who are passionate about exploring professional dance works, developing their own skills as a dancer within practical and creative workshops, and finally to present their work within live performances. A background in dance would be helpful but not essential provided they enjoy working creatively and practically.

## **Skills that will be developed during the course:    How the course will link to the world of work:**

This course will provide learners with an understanding of Performing Arts. They will develop a wide range of practical skills, such as exploring different types of dance and their influences, developing and improving their dance technique, communication, critical analysis and evaluation, decision-making and problem-solving.

Relevant to a wide range of careers where communication and team-working skills are essential. It is a practical introduction to life and work in the Performing Arts industry, which will give you the opportunity to develop dance skills and techniques, whilst honing your ability to analyse and evaluate new contexts and interpretations.

## **Course Assessment**

60% Internal Assessment

(Component 1: Exploring the Performing Arts: Dance)

(Component 2: Developing Skills and Techniques: Dance)

40% External Assessment

(Component 3: Performing to a Brief: Dance)

# Course Title: Sport Studies

Exam Board OCR

Qualification: Cambridge National

Tiers of Entry No

For More Information Contact: Mr Hall

## Course Outline

Four units are covered. These are:

1. **Contemporary Issues in Sport** - Learners explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.
2. **Developing Sports Skills** – Learners try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.
3. **Sports Leadership** – Learners learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.
4. **Sport and the Media** – Learners explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

**Skills that will be developed during the course:**    **How the course will link to the world of work:**

Team working  
Time management  
Information and communication technology  
Accurately completing administrative tasks  
Communication  
Sport specific skills  
Problem solving

Employment in the sport and active leisure industry  
Journalist  
PE Teacher  
Recreation assistant  
Sports development officer  
Physiotherapist

## Course Assessment

The Contemporary Issues in Sport unit is externally assessed in the form of a written exam paper. The quality of the evidence provided for the remaining units is internally assessed and this determines the grade awarded. All four units are worth 25% of the final grade.

# Course Title: Travel and Tourism

Exam Board    Pearson

Qualification: BTEC Level 1/2 First Award

Tiers of Entry    No

For More Information Contact: Ms Dyde

## **Course Outline**

Mandatory units

1. The Travel and Tourism Sector
2. UK Travel and Tourism Destinations
3. The Travel and Tourism Customer Experience

Optional units (one of these will be delivered)

4. International Travel and Tourism Destinations
5. Factors Affecting Worldwide Travel

### **Skills that will be developed during the course:**

Employability skills - self-management, team working, business awareness and customer awareness, problem solving, communication, literacy and numeracy, a positive attitude to work, and the use of IT.

### **How the course will link to the world of work:**

This is a particularly suitable course for those learners seeking a career in the following areas:  
Events Management, Holiday Representative, Hospitality and Catering, Travel Agent, Tourist Information and Cabin Crew

It also provides a firm foundation for those who wish to progress onto a Level 3 course in the same area.

## **Course Assessment**

The BTEC Level 1/2 First Award in Travel and Tourism includes an externally assessed exam on the UK Travel and Tourism Sector (40% of the total award). The assessment approach taken in internally assessed unit of this BTEC Level 1/2 Award (60% of the total award) allows learners to provide evidence towards the assessment criteria in a variety of different formats, including: Maps, Written Reports and Oral Presentations.

# Course Title: Vocational Studies with Literacy and Numeracy Support

Exam Board NOCN

Qualification: Skills for Employment, Training and Personal Development

Tiers of Entry Yes (Level 1 or 2)

For More Information Contact: Ms Dyde and Mr Wakefield

## **Course Outline**

This course is aimed at developing learners skills in areas that will aid them in the world of work. Units on Young People, Law and Order, Time Management Skills, Personal Career Planning alongside support on both Literacy and Numeracy skills have been proven to improve learners' confidence and performance in their other areas of study.

Functional English and Mathematics will be taught by subject specialists who will focus on the use of English and Mathematics in the wider world of work. The topics covered in these areas will help build confidence and increase skill levels for learners who would otherwise at times struggle in their usual English and Mathematics lessons.

## **Skills that will be developed during the course:      How the course will link to the world of work:**

Team working  
Research  
Improving learning  
Discussion  
Problem solving  
Presentation

Learners following this course usually go on to either an apprenticeship or a level 2/3 course in their chosen vocational area at college. Evidence has shown that learners taking Vocational Studies improve their targets in other subjects especially English and Maths.

## **Course Assessment**

100% internal assessment, containing a variety of short portfolio tasks that relate to each module covered by this course

# Course Title: Art and Design - Fine Art

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Miss Carr

## **Course Outline**

Learners explore a range of media and techniques using both traditional and new technologies. They will record their observations, opinions and ideas in the form of drawings, paintings, sculpture, textiles and photography. It will be necessary to follow a project theme and as independent learners learners will be expected to research and develop their ideas in an individual and personal manner responding with appropriate media and making connections to the work of others.

### **Skills that will be developed during the course:    How the course will link to the world of work:**

Alongside experimentation and improving technical skills we also focus on developing the ability to analyse both visually and through art criticism which will enhance the making of independent, informed choices with their work.

The course provides a strong foundation for further study at A Level, BTEC and Foundation then leading on to Higher Education and employment in any of the creative industries including Architecture, fashion, photography, theatre, gallery and museum roles, games design and many other areas of design.

## **Course Assessment**

This is a three-year course divided into Component 1, Portfolio (60% weighting), and Component 2, the Externally Set Assignment (40% weighting). Component 1 will be divided into a number of smaller theme based projects designed to develop specific skills.

# Course Title: Astronomy

Exam Board EDEXCEL

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Upton

## **Course Outline**

This course has been developed to build on our natural fascination with the night sky and our continued exploration of the universe. Astronomy is constantly in the media in both fact and film which makes this course all the more engaging and relevant to learners.

Example topics covered during the course include:

Solar System Observation

Time and Earth-Moon-Sun Cycles

Planetary motion and gravity

Exploring the moon

Celestial observation

Formation of planetary systems

Stellar evolution

### **Skills that will be developed during the course:**

Observational skills – learners must undertake at least one unaided and one aided observation. Within these tasks learners will develop skills including design, analysis, recording and evaluation.

### **How the course will link to the world of work:**

This GCSE will demonstrate a sound knowledge and interest in this fascinating scientific field. It provides an excellent foundation for any learner wishing to study Astronomy or Astrophysics course at university.

## **Course Assessment**

2 papers of 1 hour 45 minutes each. You will need to provide evidence of independent observation of the night sky.

# Course Title: Citizenship

Exam Board OCR

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Edwards

## Course Outline

1. Our rights, responsibilities and the law. This is worth 25% of the course and is examined through a 50 mark paper. The exam is a new type of learner-friendly exam where learners select their answers from a list of options.
2. Citizenship in action. This is worth 50% of the course and is examined in a 1 hour and 45 minute exam worth 100 marks. It focuses on the learners own citizenship action which can be a campaign or community project and affords learners with the opportunity to develop employability skills. Key here is the vast amount of choice each learner has to select something they feel passionate about to contribute to their GCSE result.
3. Our society and our links with the wider world. This is worth 25% of the course and is a 60 minute paper worth 50 marks. In this final paper, learners analyse and evaluate different viewpoints to refine and justify their own judgments on issues and debates connected to the whole theme

## Skills that will be developed during the course:

1. Communication Skills
2. Interpersonal Skills
3. Research Skills
4. Problem Solving Skills
5. Teamwork Skills
6. Leadership skills
7. Initiative Skills
8. Organisational Skills
9. Basic Numerical Skills
10. Information technology Skills
11. Analytical Skills

## How the course will link to the world of work:

The study of Citizenship provides an excellent all round education which will be valuable for a range of career options. Skills that are developed are necessary for many forms of employment. However, Citizenship is particularly well suited for a career as a politician, teacher, journalist, project manager and the police force. It also provides an excellent base for further education leading on to 'A' levels in subjects such as Government and Politics.

## Course Assessment

Three assessments as outlined in the course content.

# Course Title: Drama

Exam Board EDUQAS

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Bugg ([cbugg@ctkcc.co.uk](mailto:cbugg@ctkcc.co.uk))

## Course Outline

Component 1: Devising Theatre (40%) – This is a non-exam assessment which means it is assessed by the teacher and moderated by the exam board. This is a creative component where learners produce a unique piece of theatre presented in the style of a specific genre OR Theatre Practitioner. For this component the learners will produce a written piece of supporting evidence called a portfolio. Finally, a written evaluation is completed under timed conditions.

Component 2: Performing from a Text (20%) - This component is assessed by a visiting examiner between February and May when the learners are in year 11. TWO extracts from the same scripted text will be presented in one performance. The learners will present the examiner with their artistic intentions and they must then show this in their performance.

Component 3: Interpreting Theatre (40%) - This component is a written exam lasting 1 hour 30 minutes. There are two sections within the paper (A and B). In section A, the learners will answer questions in relation to a play studied throughout the course. In section B learners will answer an open ended question concerning a live theatrical performance observed during the course.

## **Who is this course suitable for?**

- Learners who enjoy working creatively.
- Learners who enjoy developing and extending knowledge of theatre practitioners and performance genre.
- Learners who enjoy reading and exploring plays practically.
- Learners who enjoy performing to a live audience.
- Learners who enjoys watching live theatre.

## **Skills that will be developed during the course:    How the course will link to the world of work:**

This course will provide learners with an understanding of all aspects of theatre and dramatic productions. They will develop a wide range of creative, analytical and practical skills, such as exploring different types of theatre and drama, their influences, critical analysis and evaluation.

Relevant to a wide range of careers where analysis and interpretation of human actions and thought is required as well as the Performing Arts industry itself. All English-related courses link well to Drama when looking towards A levels including A level Drama and Theatre Studies.

## **Course Assessment**

Three assessments as outlined in the course content.



# Course Title: Music

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mrs Golds

## Course Outline

### LISTENING

Following a GCSE Music course will develop your understanding of how music is created. You will cover 4 Areas of Study:

1. Western Classical Tradition 1650-1910
2. Popular Music
3. Traditional Music
4. Western Classical Tradition since 1910

- All learners must critically appraise music from Area of Study 1 and another from 2-4
- Key areas of study include: **Mozart Clarinet Concerto 3<sup>rd</sup> Movement (Rondo)** AND **Little Shop of Horrors – 3 songs**
- You will also learn how to compose music in different ways and develop skills in performing and appraising music.

### PERFORMANCE

You will prepare and record **two performances** – one SOLO and one ENSEMBLE totaling 4 minutes or more. You can perform on any instrument or sing, and the music can be in any style. These will be recorded in the spring term of Year 11.

### COMPOSITION

Throughout Years 10 and 11 you will complete 2 compositions (where you write your own music). The first composition is **FREE CHOICE** and you can write in any style and for any instruments you like. The second composition is set to a brief (there are 4 to choose from) given out in Sept Yr 11 and the composition will link to your chosen brief.

### Skills that will be developed during the course:

You will develop skills in Performance, Score Analysis, Writing about music in depth, composing music in different styles and hone your aural ability.

### How the course will link to the world of work:

Careers and next steps include: A-Level Music, Degree in Music, Performing, Teaching, Music Therapy, Music and audio Production, Sound engineering.

## Course Assessment

40 % Exam (externally assessed)

30% performance coursework (one solo and one ensemble) (Internally assessed and externally moderated)

30% composition coursework (2 compositions) (Internally assessed and externally moderated)

# Course Title: Design & Technology – Product Design

Exam Board AQA

Qualification: GCSE

Tiers of Entry No

For More Information Contact: Mr Milan

## Course Outline

Core Technical principles – this unit covers the areas of new and emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices, materials and their working properties.

Specialist technical principles relating to timbers, metals and polymers – this unit covers the areas of selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms types and sizes, specialist techniques, surface treatments and finishes.

### Skills that will be developed during the course:

To identify, investigate and outline design opportunities, To design and make prototypes which are fit for purpose, To analyse and evaluate design decisions and outcomes. To develop ICT skills including CAD/CAM. To develop making skills both hand and machine based.

### How the course will link to the world of work:

Vocationally, Design & Technology is one of the most useful subjects in the curriculum. DT develops skills that are valuable for a variety of careers, ranging from semi-skilled craft workers to postgraduate professionals such as chartered engineers. These skills are readily transferable and can be applied in a very wide range of careers, which might appeal to those with an interest in the subject. There are in fact few careers that do not use some of the skills developed by design and technology. We have good links with Industry and over recent years have worked closely with KMF engineering, Rydale Roofing, Electro Motive and Wade Ceramics who, as well providing technical support, have funded new equipment for the department including a 3D printer, laser cutter, 12 PCs, laptop computer, 2 GoPro cameras etc. They have also financed our Greenpower F24 racing team. KMF offer our learners work experience placements and have apprenticeship places available for those interested in following a career in Engineering.

## Course Assessment

Written Exam (2 hours)- 50% of GCSE, Non Exam Assessment (approx 35 hours) - 50% of GCSE.  
Section A - Core Technical principles 20%, Section B - Specialist Technical principles 30%, Section C - Designing and Making principles 50%