

President  
Kennedy  
School



*Building Brighter Futures*

# Curriculum Choice At Key Stage 4



***Building You a Brighter Future***



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# Introduction

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This guide is for the use of students and parents. The purpose of the guide is to provide a summary of course details across the whole KS4 curriculum. It provides useful information describing the content, assessment and type of work involved in each subject. This guide should be used during the option process to help make informed choices.

## The Curriculum Choice Process – Key Dates

- Information sessions for students provided in assemblies
- Students and parents consider options
- Year 9 choices evening – **6.30-8.30pm Tuesday 12<sup>th</sup> February 2019**
- Choice forms to be completed and handed in by **Monday 11<sup>th</sup> March 2019**

# Thinking about courses in years 10 – 11?

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It is now time for you as Year 9 pupils to start thinking about the subjects you will be studying for the next two years.

Some subjects you have to do by law – these are called **CORE SUBJECTS**. They are a part of the compulsory National Curriculum.

There are others where you have some degree of choice - these are called **OPTION SUBJECTS**.

## **CORE SUBJECTS**

All pupils must study the following subjects:

English and English Literature GCSE

Mathematics GCSE

Science (Combined) GCSE

PE

## **OPTIONS ALREADY IN PLACE**

History or Geography GCSE

**EBacc students will be expected select Spanish as one of their 4 choices.**

# Making Your Choice

Student Name \_\_\_\_\_ Tutor Group \_\_\_\_\_

<u>Option 1</u>	<u>Option 2</u>
<b>Triple Science</b>	<b>Computer Science</b>
<b>Spanish</b>	<b>Spanish</b>
<b>RE</b>	<b>RE</b>
<b>Sociology</b>	<b>Sociology</b>
<b>Media Studies</b>	<b>Psychology</b>
<b>BTEC Resistant Materials</b>	<b>Art</b>
<b>BTEC Health &amp; Social Care</b>	<b>Photography</b>
<b>BTEC Business</b>	<b>BTEC ICT</b>
<b>BTEC ICT</b>	<b>BTEC Sport</b>
<b>BTEC Travel &amp; Tourism</b>	<b>BTEC Music</b>
<b>BTEC Sport</b>	<b>BTEC Health &amp; Social Care</b>
	<b>BTEC Business</b>
	<b>BTEC Textiles</b>

<b><u>First choice</u></b>	<b><u>First choice</u></b>
<b><u>Second choice</u></b>	<b><u>Second choice</u></b>

## Note

1. All students must select 4 choices from Options 1 and 2 column.
2. EBacc students must select Spanish as one of their 4 choices.
3. The following combinations are not allowed: -

\*Fine Art with Textiles.

Parent Signature \_\_\_\_\_ Tutor Signature \_\_\_\_\_

# Making The Right Choice

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There are sensible and unwise reasons for making a choice of subject.

Sensible	You are good at the subject
	You enjoy the subject
	You wish to study a broad range of subjects
	Keep as many career options open as possible
Unwise	Your friend is choosing it <ul style="list-style-type: none"> <li>- There is no guarantee you'll be in the same class, or even taught at the same time</li> </ul>
	You like a particular teacher <ul style="list-style-type: none"> <li>- Who teaches you will be decided by many factors so you are most unlikely to stay with the same teacher</li> </ul>
	You want a particular job or career later <ul style="list-style-type: none"> <li>- You do not necessarily need to specialise at 14+. but be aware that dropping some subjects now can affect yours chances of pursuing some career paths later on</li> <li>- Employers/ colleges want you to have a broad range of subjects</li> </ul>
	I don't want a subject because it's a boy/ girl subject <ul style="list-style-type: none"> <li>- <b>NO!</b> All subjects are suitable for all pupils</li> </ul>
	Some subjects are 'easy' <ul style="list-style-type: none"> <li>- At GCSE they are not!</li> <li>- All require hard work</li> </ul>

FORMS MUST BE COMPLETED  
 AND RETURNED TO YOUR TUTOR BY  
**Monday 11<sup>th</sup> March 2019**

# How Courses Are Allocated

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We will do our best to meet your choices, HOWEVER, please bear the following in mind:

- There are a limit to the number of teachers available, and thus the number of classes, in all subjects
- Some subjects are governed by the numbers of machines and other equipment available
- There are limits to the number of rooms for subjects
- Some subjects can and will take larger numbers of pupils than others
- Subjects which attract little interest may not be available

***Therefore, state your preference but do try to keep an open mind.***

The important thing is to find out what the courses are like. To do this you should:

- Read the following descriptions of each subject
- Talk to the teachers at the Choices Evening or at others times in school
- Talk to pupils in Year 10 and 11 if possible – pupils whose judgement you trust
- Talk to your parents

## EXAMINATION BOARD: OCR

### Description of Course

This qualification provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature.

You will be introduced to a variety of experiences exploring a range of fine art media, techniques and processes, including both traditional and new technologies.

Students are required to work in **one or more** area(s) of Fine Art, such as those listed below. They may explore overlapping areas and combinations of areas:

- Painting and drawing
- Mixed media, including collage
- Stencil Art

### How Will You Learn

- Develop competence, by becoming independent when refining and developing ideas.
- Learning to actively engage with the experience of working with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- Becoming confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques
- Develop critical understanding through investigating and analysing Artists and Designers Artwork

### Method of Assessment

#### Unit 1: Portfolio of Work

Controlled Assessment – set and marked by centre and moderated by OCR.

120 marks – 60%

Candidate portfolio selected from work undertaken during course of study relating to 1 project.

#### Unit 2: Externally Set Task

Question papers issued from 1 January.

Marked by centre and moderated by OCR.

80 marks – 40%

### Progression routes after Year 11

Further Study	Career Routes
Level 3 Art / Design	Art and Design is one of the fastest growing industries with many job opportunities leading to graphic design, architecture, product design, work in galleries, museums, theatres.

# GCSE Computing

EXAMINATION BOARD: OCR SPECIFICATION NO: J276

## Description of Course

GCSE Computing is a course that will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills.

This carefully planned course gives students a real, in depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming, which many students find absorbing.

## How Will You Learn

This course will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to Computer Science.

## Method of Assessment

**(01) Computer systems (40%)** Written paper

This unit covers the body of knowledge about computer systems on which the examination will be based.

**(02) Computational thinking, algorithms and programming (40%)** Written paper

This component incorporates and builds on the knowledge and understanding gained in Component

01, encouraging students to apply this knowledge and understanding using computational thinking. Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

**(03, 04) Programming Project (20%)** Controlled assessment Programming task.

Students will need to:

- Understand standard programming techniques
- Be able to design a coded solution to a problem including the ability to:
- Create a coded solution fully annotating the developed code to explain its function

## Pathways after year 11

<b>Training Pathways</b>	<b>Career Routes</b>
This GCSE course could lead directly to Level 3 BTEC IT, A level Science, A level Maths.	Useful for anyone wanting to specialise in Computer Science, engineering, financial and resource, management, science and medicine.

# GCSE Media Studies

## EXAMINATION BOARD: EDUQAS

### Description of Course

GCSE Media Studies is an exciting and interactive course for pupils who are interested in all aspects of the Media, such as film, magazines, music websites and product/brand design.

Within the course students will:

- Analyse and respond critically to a range of Media texts
- Understand the commercial side of the Media
- Enhance their skills in the planning and production of Media texts
- Engage with the developing world of the Media using the latest software.

### How Will You Learn

- \*Individual practical work to create a portfolio of Controlled assessments.
- \* Research using ICT into different genres of media text
- \* Research using ICT into different gender representations in a variety of Media texts, involving film, adverts, music videos
- \*Research into exam topics
- \*Detailed analysis of a range of texts of all different types of Media products

### Method of Assessment

Controlled assessment (30 %)

1. A clear statement of aims
2. Research into various areas of Media industry for Media product to be created – brief set by exam board.
3. Detailed planning of own Media product
4. Final production of own Media product with an aim to achieving authenticity.

Exam (70%)

2 Exam Papers:

Paper 1: Exploring the Media (40%)

Section A: Media Language and Representation (Set Texts)

Section B: Exploring Media Industries and Audiences (Set Texts)

Paper 2: Understanding Media Forms and Products (30%)

Section A: Television (Set texts)

Section B: Music (Music Videos and Online Media Set Texts)

### Progression routes after year 11

Further Study	Career Routes
BTEC Creative Media Production Media Studies A-Level Media Studies	Useful for anyone interested in any area of the Media as a possible career, e.g. journalism. Fashion design, product design and computer animation.

# GCSE Photography

## EXAMINATION BOARD: AQA

### Description of Course

“The ability to capture a unique moment in time is a precious skill. It is not a gift, but a trained art which needs nurturing in order to thrive and achieve creative clarity”

GCSE Photography is a course for pupils to develop their own ideas and create theme-based photographs.

This will include:

- Using digital cameras
- Exploring state-of-the-Art IT software and editing and manipulating images digitally
- Working with back drops and studio lighting to create professional photographs

### How Will You Learn

- Individually developing ideas and skills
- Pair and group work to encourage discussion and develop further their ideas
- Investigation and research of different photographers
- Exploring different materials and photography techniques
- Visiting exhibitions and seeing photographers work

### Method of Assessment

**Coursework:** Two Projects 60% of the overall mark

Yr 10: Identity Project

Yr 11: Environment Project

**Externally Set Project:** 10 Hour Exam 40% of the overall mark

Choose one theme from a list given by the exam board and produce a series of photographs based on that theme

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
A level Photography, Art or Media	Professional photography for magazines, advertising, newspapers, forensics, medical, fashion and design

# GCSE Psychology

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## EXAMINATION BOARD: EDEXCEL SPECIFICATION NO: 1PSO

### Description of Course

GCSE Psychology is a fascinating subject exploring human behaviour. It promotes thought and discussion of why people behave the way they do in a range of real life contexts and leads to an understanding of yourself and others. You will develop knowledge to answer these intriguing questions:

- How did you develop?
- How does your memory work?
- How would psychological problems affect you?
- How does the brain affect you?
- How do others affect you?
- Why do people become criminals?
- Why do you need to sleep and dream?
- How do you carry out psychological research?

### How Will You Learn

Learners can produce evidence in a variety of different forms including:

- Independently prepare for lessons to develop knowledge of a range of psychological theories and concepts.
- Develop your ability to ask relevant questions to extend knowledge of psychological theories and concepts.
- Apply psychological concepts and theories to real life situations.
- Engage in psychological enquiry to develop as independent learners and as critical and reflective thinkers through discussion and written work.

### Method of Assessment

Paper 1: 55% of the qualification- 1 hour 45 minutes

Paper 2: 45% of the qualification- 1 hour 20 minutes

Both papers will consist of a range of multiple-choice, short-open, open response and extended-writing questions.

### Pathways after year 11

<b>Further Study</b>	<b>Career Routes</b>
A-level Psychology	Police, Law, Teaching, Nursing, Forensic Psychology, Sports Psychology, Criminology, Counselling and Therapeutic work and/or creative technology sectors.

# GCSE Religious Studies

EXAMINATION BOARD: OCR

## Description of Course

The course is divided into 3 units testing specific content and skills:-

1. Study of religion: Beliefs, teachings and practices – Christianity
2. Study of religion: Beliefs, teachings and practices – Islam
3. Religion, philosophy and ethics in the modern world from a Christian perspective.

### How Will You Learn

OCR's GCSE (9–1) in Religious Studies specification will encourage learners to:

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- Understand the influence of religion on individuals, communities and societies
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

### Method of Assessment

There are 3 exams at the end of Year 11; 2 x 1 hour exams and 1 x 2 hour exam

There will be assessment tests at the end of each unit to check progress

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
A Level Philosophy and Ethics Other humanities and essay-based A Levels such as English Literature, Psychology, History, Sociology, Geography etc.	Religious studies graduates often go on to further career training and jobs in: Business / international business, Marketing and management, government, foreign service, or the Peace Corps Non-profit or non-governmental organizations, Counselling and Social Work, Education, Journalism / publishing Law, Medicine , Event planning, hospitality, or the service industry, Museums and the arts.

# GCSE Combined Science (Double)

## EXAMINATION BOARD EDEXCEL

### Description of Course

Over 2 years students will study a variety of topics within the disciplines of biology, chemistry and physics.

This GCSE provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will learn essential aspects of the knowledge, methods, processes and uses of science.

#### How Will You Learn

- 2 biology lessons, 2 chemistry lessons and 2 physics lessons per week
- Group work including practical work
- Practical skills will be assessed in lessons
- Thinking skills such as problem solving and analysis of data

#### Method of Assessment

**All exams will be taken in June of Year 11**

There will be 6 examinations each one lasting an hour and ten minutes.

Each paper has a mixture of multiple-choice, short answer questions, calculations and extended open response questions.

Students will take 2 biology exams, 2 chemistry exams and 2 physics exams.

A combined result is awarded.

#### Progression routes after year 11

Further Study	Career Routes
A level Biology, Chemistry, Physics Level 3 Applied Science	Doctor, dentist, pharmacist, optician, engineer, forensic scientist, astronomer, architect, botanist, sport scientist, nurse.  Law, accountancy, geography, geology, social sciences.

# GCSE Separate Sciences (Triple)

EXAMINATION BOARD: EDEXCEL

## Description of Course

**Over 2 years students will study a variety of topics within the disciplines of biology, chemistry and physics.**

This course is intended for students who have a serious interest in science as a career and is the best preparation to progress to science A levels.

This course carries a heavy workload for students and requires a high level of independent learning as it is completed in the same amount of lesson time as Combined GCSE.

### How Will You Learn

- 3 biology lessons, 3 chemistry lessons and 3 physics lessons per week
- Group work including practical work
- Practical skills will be assessed in lessons
- Thinking skills such as problem solving and analysis of data
- Extra Independent work at home is crucial

### Method of Assessment

**All exams will be taken in June of Year 11**

#### **Biology GCSE**

- 2 exams each of an hour and 45 minutes with 100 marks available.

#### **Chemistry GCSE**

- 2 exams each of an hour and 45 minutes with 100 marks available.

#### **Physics GCSE**

- 2 exams each of an hour and 45 minutes with 100 marks available.

Each paper has a mixture of multiple-choice, short answer questions, calculations and extended open response questions.

**Separate results are awarded for each science.**

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
A level Biology, Chemistry, Physics Level 3 Applied Science	Doctor, dentist, pharmacist, optician, engineer, forensic scientist, astronomer, botanist, sport scientist.

# GCSE Spanish

## EXAMINATION BOARD: AQA

### Description of Course

To enable students to develop:  
An understanding of Spanish in a variety of contexts  
A knowledge of Spanish vocabulary and structures  
Transferable language learning skills  
The ability to communicate effectively in Spanish  
Awareness and understanding of countries and communities where Spanish is spoken.

### How Will You Learn

#### Topics

Identity and culture  
Local, national, international and global areas of interest  
Current and Future study and employment

We will cover these topics through the four main skills and look in depth at how language is formed in Spanish. We will do group work, paired work and independent work throughout the 2 years.

### Method of Assessment

Students follow a 2 year course.

We prepare students to take the AQA exam which consists of the following:

Listening 25%  
Reading 25%  
Speaking 25%  
Writing 25%

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
A Level Spanish	Translator Banking Sector Journalism Tourism Technology (mobile phone) Export/ Import International Sales Fashion Education International business  Crucial for EBAC and desirable for progression to any top university

## Description of Course

GCSE Sociology is an exciting and interesting subject relevant to students' lives. It encourages discussion and questioning of the world we live in and allows the opportunity to gain knowledge and understanding of:

- Different types of families
- The educational system
- Why and who commits crime in the world
- How people in the world are different
- Social issues such as cyber-crime

### How Will You Learn

- Discussions on current affairs and topics
- Independent learning to assist homework tasks
- Group work to encourage teamwork and communication skills
- Research using ICT and other social media networks
- Guest speakers on various topics on the syllabus

### Method of Assessment

#### **Paper 1: The Sociology of Families and Education (Year 10)**

##### **How it's assessed**

Written exam: 1 hour 45 minutes  
100 marks 50% of GCSE

##### **Questions**

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

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

#### **Paper 2: The Sociology of Crime and Deviance and Social Stratification (Year 11)**

##### **How it's assessed**

Written exam: 1 hour 45 minutes  
100 marks 50% of GCSE

##### **Questions**

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

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

### Progression routes after Year 11

<b>Further Study</b>	<b>Career Routes</b>
A Level Sociology	Criminology, Forensic, Journalism, Law, Medicine, Nursing, Police Service, Politics. Researcher, Social Work, Teaching.

# BTEC Art and Design (Textiles)

## EXAMINATION BOARD: EDEXCEL

### Description of Course

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- Gain a broad understanding and knowledge of a vocational sector
- Investigate areas of specific interest
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

### How Will You Learn

Learners can produce evidence in a variety of different forms including:

- Practical based piece(s) encouraging personal development through practical participation in a range of art and design disciplines
- Sketch book work – written information including research both primary and secondary using ICT and other media
- Projects, project plans
- Time –constrained practical assessments
- Performance observation records, team work skills, interpersonal skills and presentations
- To give learners a wider understanding and appreciation of art and design through a broad and balanced introduction to the core skills and knowledge necessary for work or further education in art and design
- To provide education and training for art and design employees

### Method of Assessment

75 % is internally assessed

25% is externally assessed

There are 2 mandatory units:

1 Introduction to Specialist Pathways in Art and Design Internal

2 Creative Project in Art and Design External (30 hours – 20 hours preparation – 10 hour practical exam)

Optional specialist units:

3 Communicating Ideas in 2D Internal

4 Communicating Ideas in 3D Internal

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
This course can lead onto level 3, college courses and apprenticeships	Buying and selling within Retail, Fashion and Interiors Retail Management, Interior designer Fashion design Also useful for anyone wanting to work any of the design and technology areas and other related areas. A valuable life skill.

# BTEC Resistant Materials

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## EXAMINATION BOARD: EDEXCEL

### Description of Course

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- Gain a broad understanding and knowledge of a vocational sector
- Investigate areas of specific interest
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

### How Will You Learn

Learners can produce evidence in a variety of different forms including:

- Practical based piece(s) encouraging personal development through practical participation in a range of art and design disciplines
- Sketch book work – written information including research both primary and secondary using ICT and other media
- Projects, project plans
- Time –constrained practical assessments
- Performance observation records, team work skills, interpersonal skills and presentations
- To give learners a wider understanding and appreciation of art and design through a broad and balanced introduction to the core skills and knowledge necessary for work or further education in art and design
- To provide education and training for art and design employees

### Method of Assessment

75 % is internally assessed

25% is externally assessed

There are 2 mandatory units:

1 Introduction to Specialist Pathways in Art and Design Internal

2 Creative Project in Art and Design External (30 hours – 20 hours preparation – 10 hour practical exam)

Optional specialist units:

4 Communicating Ideas in 3D Internal

6 Investigate Contextual References in Art and Design

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
This course can lead onto level 3, college courses and apprenticeships.	Also useful for anyone wanting to work any of the design and technology areas and other related areas. A valuable life skill.

## EXAMINATION BOARD: EDEXCEL

### Description of Course

BTEC Business Studies is a vocational course for pupils who have an interest in Business and the economy. The content of the course will allow for students to do the following:

- Development of knowledge and skills relevant to the business world
- Give learners a wider understanding and appreciation of the broad range of the business specialism
- Encourage learners to develop their people, communication, planning and team-working skills
- Plan an idea for a new business
- Understand the costs involved in business and how businesses make money

### How Will You Learn

- Individual practical work to develop skills.
- Group practical work to encourage teamwork and communication skills
- Research using ICT and other media
- Outside professionals in the Business sector.
- Role plays and presentational work.
- Experience real life Business contexts.

### Method of Assessment

**There are two core (Mandatory units) that students must study:**

**Unit 1:** Enterprise in the Business World – Internally Assessed

**Unit 2:** Finance for Business – Externally assessed (1hr online test)

Students are required to study two further optional units to be confirmed. This may include customer service, promotion and recruitment amongst other topics.

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
Level 3 Business	Provide a route to employment into the many diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

# BTEC Travel & Tourism

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## EXAMINATION BOARD: EDEXCEL

### Description of Course

BTEC Travel and tourism is a vocational course for pupils who have an interest in tourism and travel. The content of the course will allow for students to do the following:

- development of knowledge and skills relevant to the travel and tourism industry.
- give learners a wider understanding and appreciation of the broad range of the travel industry.
- encourage learners to develop their people, communication, planning and team-working skills
- gain an understanding and knowledge of different tourist destinations, and organisations that exist.
- understand the importance of customer service in the travel industry.

### How Will You Learn

- Individual practical work to develop skills.
- Group practical work to encourage teamwork and communication skills
- Research using ICT and other media
- Role plays and presentational work.

### Method of Assessment

**There are three core (Mandatory units) that students must study:**

- UK travel and tourism sector
- UK travel and tourism destinations
- the travel and tourism customer experience

**One optional unit:**

- international travel and tourism destinations

Students are required to all of the above units. The unit of the UK travel and tourism sector is an externally assessed unit, which involves a written test.

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
Level 3 Travel & Tourism	Provide a route to employment into the many diverse areas of the travel industry, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

# BTEC Health & Social Care

## EXAMINATION BOARD: PEARSONS

### Description of Course

BTEC Health and Social Care is a vocational course for pupils who have an interest in developing their knowledge and understanding of care practitioners and care settings, across a variety of health and social care sectors. The content of the course will allow for students to do the following:

- Development of knowledge and skills relevant to health and care settings
- Provide learners with a wider understanding and appreciation of the range of care practitioners and their impact on the care of individual clients.
- Encourage learners to develop their communication skills and adapt them to the range of needs of clients
- understand the values that need to be transmitted in order to create a positive care environment for a range of clients
- Develop an understanding of how people grow and develop throughout their lives and investigate the factors that affect this growth and development.

#### How Will You Learn

Learners can produce evidence in a variety of different forms including:

- Individual research skills: investigating care settings and the role of care professionals.
- Group practical work to encourage teamwork, problem solving and communication skills.
- Observation skills in a range of care settings.
- Visiting speakers: care practitioners from a range of health and educational professions.
- Role plays, use of case studies and presentational work.
- Vocational visits to local care settings: health and education.

#### Method of Assessment

There are three mandatory units that students will study:

Unit 1: Human lifespan development (internal assessment)

Unit 2: Health and Social Care Services and Values (internal assessment)

Unit 3: Health and well-being (synoptic assessment- external assessment)

#### Progression routes after year 11

Further Study	Career Routes
<p><b>Level 3 Btec Health and Social Care :</b> This can be a full time course of 15 hours or 5 or 10 hours of Health and Social care with another A level or BTEC programme</p>	<ul style="list-style-type: none"> <li>• Provide a route into further education and employment, across a diverse range of health and care settings.</li> <li>• This may range from within hospitals, schools, police, nurseries and areas of social care.</li> </ul>

# BTEC Information and Creative Technology

**EXAMINATION BOARD: EDEXCEL SPECIFICATION NO: 600/4789/6**

## Description of Course

BTEC ICT is a vocational course for pupils who have an interest in ICT and the creative World. It is an opportunity to explore the fundamentals of technology and gain the practical skills, knowledge and understanding to make:

- Information technology systems and products, e.g. a software programs.
- Creative technology products, e.g. Digital animations.
- Products that combine information technology and creative technology, e.g. Websites and mobile application.
- Encourage personal development, motivation and confidence, through practical participation.
- Encourage learners to develop their people, communication, planning and team-working skills.

## How Will You Learn

Learners can produce evidence in a variety of different forms including:

- Written reports, graphs and posters.
- Projects, project plans to develop teamwork skills and interpersonal skills.
- Performance-observation records
- Time-constrained practical assessments
- Audio-visual recordings of portfolio, sketchbooks, a working logbook.
- Presentations.
- Research using ICT and other media

## Method of Assessment

**There will be 3 mandatory units with the remaining credits coming from the optional units.**

### **Mandatory Units**

Unit 1: The Online World – Externally assessed (1 hour online test 50 marks)

Unit 2: Technology Systems– Externally assessed (1 hour online test 50 marks)

25% of the course will be externally assessed.

Unit 3: A Digital Portfolio – Internally assessed

**Optional units to be confirmed.**

## Pathways after year 11

<b>Training Pathways</b>	<b>Career Routes</b>
This GCSE course could lead directly to Level 3 BTEC IT.	Useful for anyone wanting to work in the IT industry or with creative technology. Creative Media apprenticeship. Employment within the information technology and/or creative technology sectors.

# BTEC Tech Award Music

## EXAMINATION BOARD: EDEXCEL

### Description of Course

The **BTEC Tech Award** is a practical introduction to life and work in the industry. You will:

- Explore careers in the music Industry
- Learn various music products, develop skills and techniques in music creation, performance and production
- Perform in musical ensemble or a soloist
- Plan, rehearse, communicate, analyse and evaluate

### How Will You Learn

You will:

- Explore different styles and genres of music
- Take part in practical work looking at music creation
- Learn about the different roles in the music industry and relationships
- Develop and encourage teamwork and communication skills
- Respond to a brief as a composer, performer or producer.
- Analyse evaluate and enhance your learning

### Method of Assessment

60% Coursework Internally assessed

40% External assessment

**Component 1:** Exploring the music industry

**Component 2:** Music skill and development

**Component 3:** Responding to a brief

### Progression routes after year 11

<b>Further Study</b>	<b>Career Routes</b>
Level 3 Music courses and performing arts	Useful for anyone wanting to work in the music and performance industry

# BTEC Level 2 First Award in Sport

## EXAMINATION BOARD: BTEC Sport Level 2

### Description of Course

This qualification is compatible with the GCSE in “size” and level of challenge but with a definite vocational direction. It combines practical experiences with a theory based platform.

#### How Will You Learn

- Weekly theoretical lessons
- Weekly practical based lessons

#### Method of Assessment

There are 3 mandatory units and 1 optional unit needed to complete the course. All units carry an equal weighting of 25% towards the overall final grade. Three units are centre-assessed and externally moderated by BTEC. The exam unit is externally marked by BTEC. The full qualification and units from this qualification are graded as Pass, Merit or Distinction.

#### Unit 1 Exam – Fitness for Sport and Exercise – Externally Assessed

This unit will provide learners with an understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.

#### Unit 2 – Practical Performance in Sport – Internally Assessed

This unit will provide learners with an understanding of how to provide a presentation to show their knowledge of the rules and regulations and scoring systems from several sports. Pupils will also research the roles and responsibilities of officials. Each pupil must give a demonstration of the rules and regulations, for a sport of their choice, in four specific situations.

#### Unit 3 – Applying the Principles of Personal Training – Internally Assessed

This unit provides learners with the opportunity to design their own personal fitness training programme. Pupils must include personal information, participation protocol, training diaries and a written training programme. Pupils will develop an understanding of the methods and principles of training.

#### Unit 6 – Leading Sports Activities – Internally Assessed

Within this unit learners will develop their understanding of the different types of sporting events. Pupils will be expected to explain different roles within sports leadership, and be able to analyse the performance of two leaders in sport.

#### Progression routes after year 11

Further Study	Career Routes
Level 3 Physical Education and Sport courses as well as the following; <ul style="list-style-type: none"><li>• First aid qualifications</li><li>• Lifeguard qualifications</li><li>• First aid officer</li><li>• NGB coaching awards</li><li>• Activity leader</li><li>• Community sports coach</li><li>• Personal trainer</li></ul>	Those studying in preparation for employment in the sports industry particularly in job roles where they will be expected to use communication and leadership skills, liaise with customers and carry out customer-facing operational roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE and HE.

# What Happens Next?

## The Options Process

We will be holding an open evening for parents and pupils when the options process is explained. Subject teachers will be available to discuss the option process and the subjects available.

The Open Evening will be held  
**6.30 - 8.30pm**  
**Tuesday 12th February 2019**

Options choice forms to be handed in to tutors by  
**3pm**  
**Monday 11<sup>th</sup> March 2019**

Discussions will then follow with pupils where necessary

Options choices will be allocated and parents informed by letter

We will do our best to match pupils to stated preferences but please remember, numbers are limited by staffing and resources.

We will do our best to allow students either their first choice or reserve choice in each column. If a student does not return the option sheet by the required date, we will place them in subjects we believe to be appropriate.

# Who To Talk To About Curriculum Choices

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## Subject Leaders

GCSE Fine Art	Mr Sayed
GCSE Computing	Mrs Matharu
GCSE Media Studies	Miss Price
GCSE Photography	Mrs Gallagher
GCSE Psychology	Mrs Wright
GCSE Religious Education	Mrs Hughes
GCSE Science	Miss Knas & Mrs Mitchard
GCSE Spanish	Mrs Twyman
GCSE Sociology	Mr Taylor
BTEC Art and Design (Textiles)	Mrs Minvielle
BTEC Resistant Materials	Mrs Minvielle
BTEC Business	Mr Fogarty
BTEC Travel and Tourism	Mr Fogarty
BTEC Health and Social Care	Ms Rooke
BTEC Information and Creative Technology	Mrs Matharu
BTEC Music	Mr Channer
BTEC Certificate in Sport	Mr Garlick

## College Team

	<b>Year 9</b>
<b>College Director</b>	Mrs L Harris
<b>Progress Leader</b>	Mr M Jhutti
<b>Pastoral Leader</b>	Mrs R Bal