

**Year 8**  
**Choices Booklet**  
**2017**





## Welcome to the Year 8 Choices Booklet for Year 9 September 2017

The curriculum for these students will consist of the Core Subjects which everyone studies. These are English (Language and Literature), Mathematics, Religious Education, Science, Information Communication Technology, Physical Education and Guidance which contains modules on Careers Education, Citizenship and Personal, Social and Health Education. In addition to these, students in Year 9 will study History **and/or** Geography. Many students will study French or Spanish; a number will use this time for another option subject. This will be decided after consultation between students, staff and parents.

Students will then have two option choices, from a list shown in this booklet. These options will last for three years.

To ensure that students have breadth in their studies, the following combinations should not be taken:

- BTEC PE and GCSE PE
- Health and Social Care and Child Development
- More than two subjects from the Design Technology suite

Whatever choice students do make we will ensure that the curriculum provided will enable them to:

- Take a lead in their own learning and motivate themselves
- Develop spiritually, morally and emotionally
- Plan their progression through school and prepare themselves for lifelong learning
- Think creatively and solve problems
- Communicate effectively in different situations
- Have respect for themselves and have tolerance of others
- Understand the world they live in and the richness it provides
- Maintain a healthy lifestyle and develop their physical skills
- Become an active citizen and valuable member of the community

Although we try very hard to make sure students get the subjects they choose this is not always possible. Some subjects may not run if not enough people want to do them. If too many people want to do a subject, we may not have enough staff to let everybody take it. For this reason students will be asked to identify a first, second and third choice subject.

This information will then be processed and students will be informed which of their selected subjects they have been allocated. If there are difficulties with any particular courses or selections we will contact you directly for further discussion and planning. Form Tutors will help students to complete the Choices Form (due in by 24 March 2017).

If you need any further help during the process please contact school and you will be directed to the most appropriate member of staff.

C Siddall  
Deputy Headteacher

**Course Title***ASDAN (Award Scheme Development and Accreditation Network)***Contact Name***Mrs D Dent/Mr J Prosser/Mr M Adlington*

The ASDAN awards offer flexible, activity based programmes for students. The aim of the programme is to enable young people to understand themselves and others and the world we live in. It helps them become more prepared for making the transition into adult life.

The students work towards modules of work which lead to an award, either :

Personal and Social Development (PSD) Entry 1, 2 or 3

or

An Award of Personal Effectiveness (AOPE) Level 1 or 2

or

Certificate of Personal Effectiveness (COPE) at Level 1 or Level 2 (COPE is a full GCSE equivalent)

<b>Course Title</b>	<i>Art, Craft and Design</i>
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	<i>Ms N Stone/Mr T Smith</i>
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<b>Qualification</b>	GCSE
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GCSE Art, Craft and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Art, Craft and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

There is a considerable element of creative freedom in the course and pupils can select the style and mediums they wish to pursue from drawing, painting, mixed media, graphics, sculpture, land art, installation, printmaking, textile design, three-dimensional design, lens-based and/or light-based media: film, animation, video and photography

In addition to the creative process, students will be expected to record their journey from research to completed pieces in writing by annotating their sketchbooks and through critical analysis of their own work and the work of other artists.

In order to be successful in GCSE Art, Craft and Design, students must be creative, be independent learners and work well to deadlines, both in the submission of their portfolio work and also in the timed final examination. Students considering taking GCSE Art, Craft and Design must also understand that the artistic process does not stop at the classroom door; our most successful candidates are those who take pride and ownership over their sketchbooks and can often be found designing and making outside of class.

**Assessment Objectives are as follows :**

AO1 Developing ideas through investigations, demonstrating critical understanding of sources  
 AO2 Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  
 AO3 Making and recording ideas, observations and judgements relevant to intentions as work progresses  
 AO4 Presenting a personal and meaningful response that realises intentions and demonstrates critical understanding of visual language

Component 1 60% Coursework/Portfolio  
 Component 2 40% externally set assignment

GCSE Art, Craft and Design is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational courses and a vast range of creative industries and career pathways.

<b>Course Title</b>	Business
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<b>Examination Board</b>	Edexcel
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<b>Contact Name</b>	Mr K Jarvis
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<b>Qualification</b>	GCSE
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**The course is about :**

You will start by exploring the world of small businesses and entrepreneurs. How and why do business ideas come about? What makes a successful business? You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you will move on to investigating business growth. How does a business develop beyond the start-up phase? You will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you will explore how the wider world impacts the business as it grows.

**If you follow this course you will learn about :**

**Theme 1: Investigating Small Business**

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

***This is assessed as a written paper worth 50% of your GCSE***

**Theme 2: Building a Business**

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making product decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

***This is assessed as a written paper worth 50% of your GCSE***

This course could lead to a number of pathways preparing you for further and higher education such as A levels in Business and Economics. The GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

<b>Course Title</b>	<i>Child Development</i>
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<b>Examination Board</b>	OCR
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<b>Contact Name</b>	<i>Mrs P Loombe Mrs C Kirby</i>
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<b>Qualification</b>	<i>Level 1/2 Equivalent to GCSE</i>
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The course is about developing applied knowledge and practical skills in child development. You will study all aspects of the growth of a child and develop independent learning skills, alongside solving problems.

**If you follow this course you will :**

- Understand the development and norms of a child from birth to 5 years old
- Understand the equipment and nutritional needs of a child from birth to 5 years old
- Understand the stages of pregnancy from conception to birth (antenatal care)
- Develop knowledge about the care of the child (postnatal care, childhood illness and safety)
- Develop the knowledge and skills to become a good parent
- Provide the foundation towards a career with children

**Assessment**

Written examination      50% 1 hour 15 minutes (completed in Year 11)

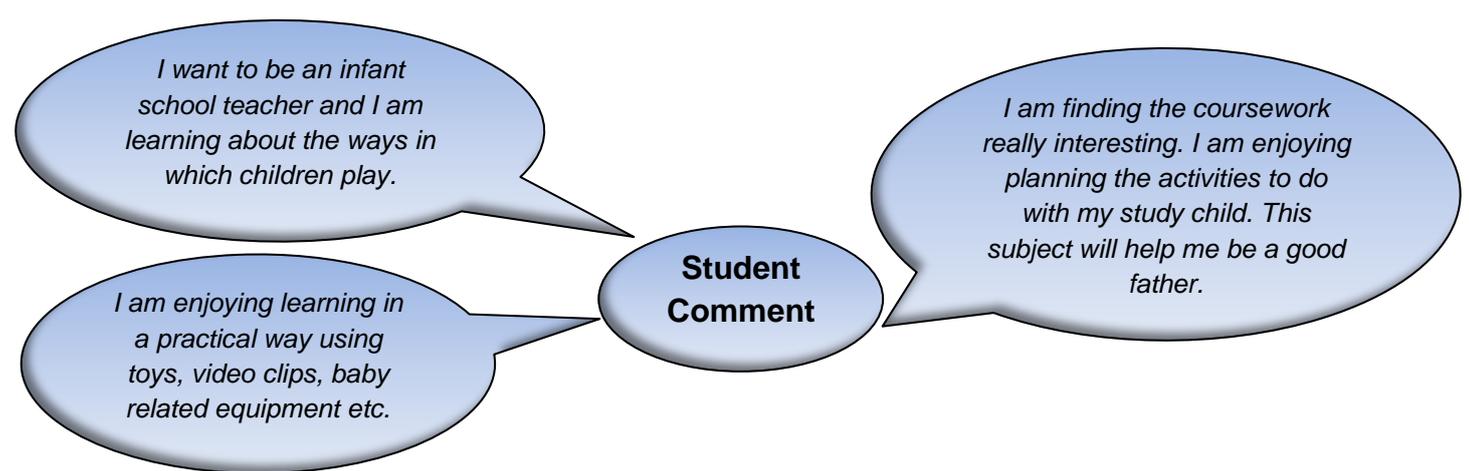
Two pieces of controlled assessment:

- Research task      25% (completed in Year 9)
- Child study      25% (completed in Year 10)

As part of the research task students will be assessed whilst making up a baby's bottle.

We will be visiting a local nursery where students will be developing relevant and stimulating play activities for the young children.

This course could lead to many interesting careers including teaching, nursing, social work, play work, childcare, police force or any other career, which requires knowledge of children. It can also be used as a foundation for later study in Child Care, Health & Social Care, Psychology, Sociology and Biology. It is also a very useful preparation for parenthood.



<b>Course Title</b>	Computing
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<b>Examination Board</b>	OCR
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<b>Contact Name</b>	Mr M Linfitt
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<b>Qualification</b>	GCSE
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### **This course is important because :**

The United Kingdom has been responsible for many of the key developments in the history of Computing; it is seen as an industry that the country can compete in globally. Digital Britain is a phrase used to talk about the growing importance of Computing skills. Coding a computer to make it do exactly what you want it to do is a skill highly valued in commerce and the visual arts. Computing is also considered to be a challenging subject that prepares you for work, sixth form and leading universities. Even well-known names such as Will.i.am have returned to school to learn how to code!

### **In this course you will learn :**

Unit 1: Computer Systems and Programming - all about modern computers, programming techniques, the internet and networks. You will be able to explain how a computer works and will understand how they can be connected to a network in order to share files and information. You will leave the course with a really good understanding of a basic computer system, including how they are put together, and how they have changed over time.

Unit 2: Algorithms – what is an algorithm and how does it work? How do you spot errors in code? How do you mix algorithms to make a computer do what you want?

Unit 3: Programming Project - programming skills in different languages. You will learn a number of different ways to solve problems by programming and will be able to create confidently your own solutions.

### **How will I be assessed?**

Unit 1: Computer Systems and Programming – Written examination worth 40% of overall grade.

Unit 2: Algorithms – Written examination testing practical skills worth 40% of overall grade.

Unit 3: Programming Project - Controlled assessment worth 20% of overall grade.

### **Is Computing different to ICT?**

Very different. Computing looks at how the computer works and how to solve problems on it, often where solutions currently do not exist. It is a far more technical subject which offers an in depth look into a fascinating and important subject.

Computing requires that you can learn and understand how to improve the computer itself and make it do new things whereas ICT uses existing software to create solutions to existing problems.

To achieve highly in Computing you should have a very good understanding in Mathematics but you must be able to explain yourself and justify your choices in essay style examination questions.

<b>Course Title</b>	<i>Dance : BTEC Level 1/Level 2 Tech Award in Performing Arts</i>
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<b>Examination Board</b>	<i>Edexcel</i>
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<b>Contact Name</b>	<i>Miss R Ashcroft</i>
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<b>Qualification</b>	<i>Equivalent to 1 GCSE</i>
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This course is taught as part of the Key Stage 4 Physical Education Programme. The BTEC Level 1/Level 2 Tech Award in Performing Arts: Dance is designed to develop choreographic and performance skills, technical ability and theoretical knowledge in dance.

The course consists of 3 components. Two components are internally assessed and one is externally assessed.

**Component 1 – Exploring the Performing Arts (Internally assessed)**

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

**Component 2 – Developing Skills and Techniques in the Performing Arts (Internally assessed)**

Learners will develop their dance skills and techniques through the reproduction of dance. They will apply the skills and techniques in rehearsals and performance. Learners will review and evaluate their progression in dance.

**Component 3 – Performing to a Brief (Externally set task, completed under supervised conditions, externally assessed)**

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus set by the exam board. Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report.

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression.

Students completing the course may progress onto A Levels or study of a vocational course at Level 3 such as the BTEC National in Performing Arts.

<b>Course Title</b>	<i>Design Technology</i>
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	<i>Mr P Greenwood</i>
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<b>Qualification</b>	GCSE
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### **Content**

This course will enable students to build upon subject knowledge from Key Stage 3 and incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes or products in response to issues, needs, problems and opportunities.

The range of materials that students will learn about and work with will include: papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting polymers, natural, synthetic, blended and mixed fibres, non-woven and knitted fabrics, composite materials, modern and smart materials including e-textiles and technical textiles.

Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries and widen their understanding of the impact of design and technology activity on daily life and the wider world.

The course will provide experiences across a wide range of fields including electronic systems, the use of programmable components and microcontrollers and students will be able to develop project work in areas that they have a further interest.

### **Skills**

This course will enable students of all abilities to develop a wide range of practical design and technology skills including hand and machine manufacture as well as embracing digital technologies. It will also aim to develop creativity and flair by encouraging students to use a range of presentation methods to convey their design ideas.

### **Assessment**

The course will be assessed by a combination of coursework and by an examination. Coursework will require pupils to develop and apply in-depth knowledge to at least one material by selecting and working with appropriate materials and components in order to produce a prototype using appropriate and accurate methods, techniques, tools and equipment.

### **What It Leads To**

The course is a single GCSE which will lead pupils to A-levels in Design Technology and IT and will also benefit those pupils going on to complete vocational qualifications.

<b>Course Title</b>	Drama
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<b>Examination Board</b>	OCR
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<b>Contact Name</b>	Mrs N Richardson
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<b>Qualification</b>	GCSE
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GCSE Drama helps students develop an understanding of many creative and challenging activities.

GCSE Drama explores:

- Different genres and performance styles including different theatre practitioners such as Frantic Assembly and Stanislavski.
- The ways in which performers and designers communicate meaning to an audience through the exploration and creation of original drama.
- Performance conventions and tools.
- How plays are constructed through the study of at least one substantial play.
- How to create, interpret and communicate a role or character practically and theoretically.
- Evaluating live theatre, own work and the work of others.
- Drama within its social, cultural and historical context, identifying and establishing how this might impact on any performance.
- The written evaluation of live theatre, own work and the work of others.

Studying Drama at Key Stage 3 is not a requirement for candidates who want to study this course.

**Candidates will study :**

**Component One – Devising**  
Learners will research and explore a stimulus, work collaboratively and create their own devised drama.  
A portfolio will be created highlighting the process that the Learners have gone through to create their piece of drama.  
30% of overall GCSE.

**Component Two – Presenting and performing texts**  
Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. This can be a group performance, a duologue and / or a monologue. This will be performed to a visiting examiner.  
30% of overall GCSE

**Component Three – Drama: Performance and Response – written examination**  
Learners will explore practically a performance text (Find Me by Olwen Wymark) to demonstrate their knowledge and understanding of drama.  
Learners will analyse and evaluate a live theatre performance as part of the final written examination.  
40% of overall GCSE.  
Attendance to Live Theatre is an essential part of this course.

**Assessment Objectives are as follows :**

AO1 Creating and developing ideas to communicate meaning through theatrical performance.  
AO2 Applying theatrical skills in live performance.  
AO3 Demonstrating knowledge and understanding of how drama and theatre are created developed and performed.  
AO4 Analysing and evaluating your own work and the work of others.

GCSE Drama provides a smooth transition to A-level courses in Drama and Theatre Studies.

<b>Course Title</b>	<i>Fashion and Textiles</i>
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	<i>Mrs W Pearson</i>
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<b>Qualification</b>	<i>Technical Award</i>
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<p><b>Content</b></p> <p>This course is a new Technical Award in Fashion and Textiles for students who wish to study textiles in a practical way. Students will build upon previous knowledge from Key Stage 3 and incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes and a product in response to issues, needs, problems and opportunities.</p> <p>Students complete three mandatory units across the course.</p> <p>Unit 1: Skills demonstration (internally assessed) Students will carry out a number of bite-sized projects to demonstrate their competence in 12 core skills. As part of this students will draw on knowledge of the relevant techniques and how to select the most appropriate material for the project they are undertaking. Students will produce a series of small made outcomes and record their work in a portfolio.</p> <p>Unit 2: Extended making project (internally assessed) Students will undertake an extended project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through Unit 3. The project will be in response to a brief. Students will develop skills, knowledge and understanding in planning and development, making, testing and evaluation and communication.</p> <p>Unit 3: Fundamentals of fashion and textiles (externally assessed) Students will study the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry. This will be tested in an examination.</p>
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<p><b>Skills</b></p> <p>This Technical Award in Fashion and Textiles gives students a whole host of easily transferable skills, which will include communication and teamwork.</p> <p>They will develop a wide range of practical making skills incorporating surface embellishment, joining and finishing, combining materials and colouring fabrics. Students will also develop an understanding of commercial processes and an in-depth knowledge of textile-based materials and their properties.</p>
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<p><b>Assessment</b></p> <p>The course will be assessed by a combination of mini projects (Portfolio 30%) and an extended piece of coursework (30%). There is a final written examination (40%).</p>
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<p><b>What It Leads To</b></p> <p>This qualification is designed for 14–16 year olds who want to study fashion and textiles in a hands-on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the industry. Upon completion, learners can progress to Technical Certificates and other Level 3 vocational qualifications such as BTEC Extended Level 3 Diploma in Fashion and Textiles or A-level Design and Technology: Fashion and Textiles.</p>
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<b>Course Title</b>	<i>Food Preparation and Nutrition</i>
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	<i>Mrs S Hirst/ Mrs K Skinner</i>
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<b>Qualification</b>	GCSE
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GCSE Food Preparation and Nutrition will require pupils to acquire a proper understanding of the scientific principles behind food and nutrition, and use a number of practical cooking techniques to prepare and cook food. At the heart of this GCSE is a focus on developing practical cookery skills and a strong understanding of nutrition, and healthy lifestyles.

This qualification will give young people the preparation they need to succeed in the food and hospitality industries as well as giving them vital life skills.

**Students will study three areas :**

- Nutrition
- Food Provenance and Food Choice
- Cooking and Food Preparation

**In studying this GCSE, students will :**

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the effect of poor diet and health.
- Understand the economic, environmental, ethical and social/cultural influences on food availability, production, and diet and health choices.
- Demonstrate understanding of nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing and serving food.
- Understand and explore a range of ingredients and processed from different culinary traditions.

**Assessment Objectives are as follows :**

AO1 Demonstrate technical skills in planning, preparing, cooking and presenting a selection of recipes.

AO2 Applying knowledge and understanding of food, cooking and nutrition: including developing and modifying recipes to meet particular requirements.

AO3 Demonstrating knowledge and understanding of food, cooking and nutrition.

AO4 Analysing and evaluating different aspects of food, cooking and nutrition, including food made by themselves and others.

GCSE Food Preparation and Nutrition is a strong foundation for further progression to related courses such as A-level Food Preparation and Nutrition and enhanced vocational and career pathways in healthcare, fitness, catering and hospitality.

<b>Course Title</b>	French
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Miss N Ortega
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<b>Qualification</b>	GCSE
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**This course is about learning to :**

- Communicate effectively in French in different situations and appreciate the value of being able to speak another language.
- Develop an awareness and understanding of the culture of France and French speaking communities.

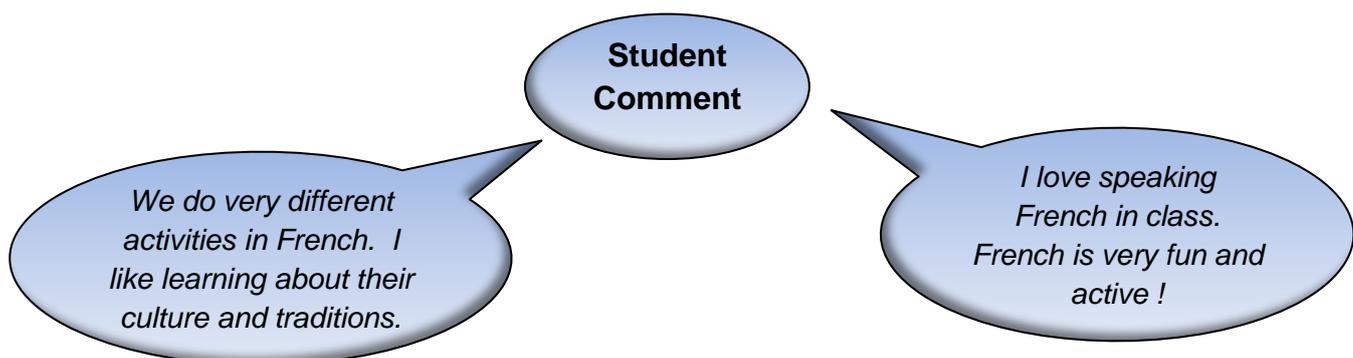
**If you follow this course you will :**

Whilst studying these topics you will develop your skills in Speaking, Listening, Reading and Writing. You will practise these by interacting with the teacher, each other and French people; listening to tapes, DVD's and videos; reading magazines; using computers and laptops and extracts of real French from a variety of sources such as the Internet; writing useful French, such as postcards, notes or letters to a friend or business.

- the four skills of Listening, Reading, Speaking and Writing will be equally weighted at 25%
- reading, writing and listening will be externally assessed exams
- speaking assessments will continue to contribute towards the overall student grade
- speaking will be assessed by non-exam assessment

**This course could lead to :**

AS/A2 Level French and is also an excellent basis for a wide range of modern careers. Employers look very favourably on applicants with a qualification in a Language.



<b>Course Title</b>	Geography
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Mr M Stamp
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<b>Qualification</b>	GCSE
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The GCSE geography course will be followed through a 3 year pathway. At All Saints we will follow the AQA GCSE geography specification which enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**The assessment of the course is as follows :**

Paper 1: Living with the physical environment

What is assessed :

- 3.1.1 The challenge of natural hazards
- 3.1.2 Physical landscapes in the UK
- 3.1.3 The living world, 3.4 Geographical skills

How it is assessed :

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer any two from questions 2, 3 and 4 (30 marks)
- Section C: answer question 5 and one from questions 6 and 7 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Living with the human environment

What is assessed :

- 3.2.1 Urban issues and challenges,
- 3.2.2 The changing economic world
- 3.2.3 The challenge of resource management
- 3.2.4 Geographical skills

How it is assessed :

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPGST)
- 35% of GCSE

## Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

## Paper 3: Geographical applications

What is assessed :

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it is assessed :

- Written exam: 1 hour
- 76 marks (including 6 marks for SPGST)
- 30% of GCSE
- Pre-release resources made available from 15 March in the year of the exam

This course is excellent preparation for A level Geography. You will learn to design research tasks, collect fieldwork data, analyse a variety of types of data and you will be able to communicate accurately conclusions that you draw. These skills are also vital in allowing you to succeed in a variety of other A level courses. Geographers have many skills that employers value. You will be able to reflect upon your ability, for example, to communicate effectively with your peers and work in efficient teams when you complete fieldwork projects.

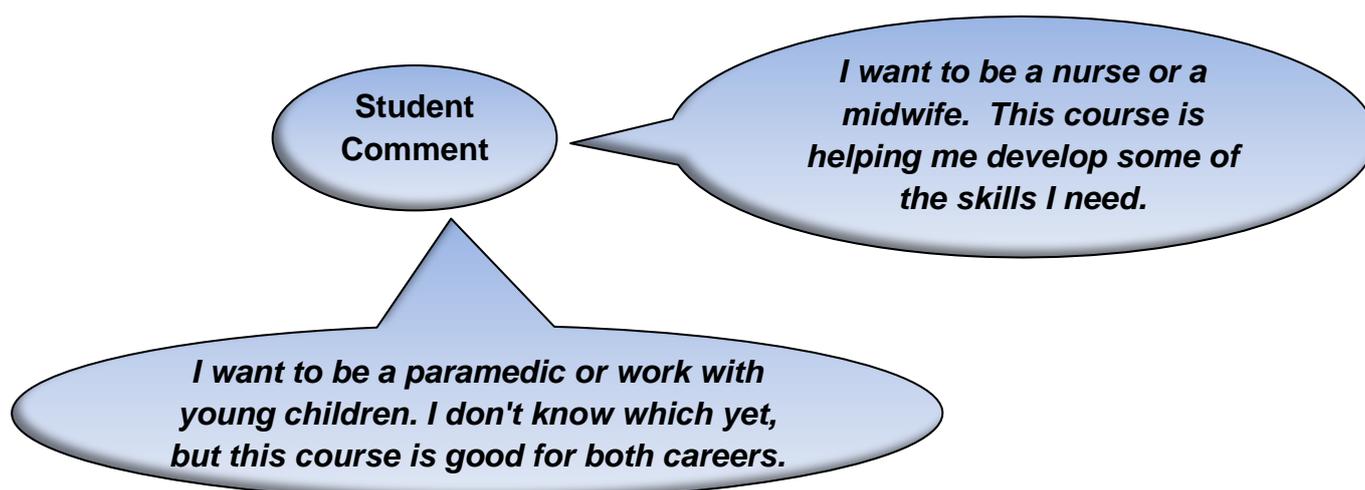
<b>Course Title</b>	<i>Health &amp; Social Care</i>	<b>Exam Board</b>	<i>EDEXCEL</i>
<b>Contact Name</b>	<i>Mrs M Ludlow</i>	<b>Qualification</b>	<i>BTEC Tech Award</i>

In this course you will learn about how people grow and develop at all stages in their lives including infancy, childhood, adolescence, adulthood and later adulthood. Knowing about expected patterns of development is important when people experience health problems or have care needs. If you are thinking of working in the health, social care or early years' sector, this will help you understand how our health service and social care services work.

<p><b>Human Lifespan Development</b> You will explore human growth and development from infancy to later adulthood. You will investigate factors that affect growth and development and how they are interrelated.</p>	Internal assessment
<p><b>Health and Social Care Values</b> Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. You will learn how care values ensure that people who use health and social care services receive the care they need and are protected from different sorts of harm.</p>	Internal assessment
<p><b>Promoting Health and Wellbeing</b> You will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.</p>	External assessment

About the health and social care sector:

About 3 million people work in health or social care. Health care roles include doctors, paramedics, pharmacists, nurses, midwives and health care assistants, while social care roles include social workers, care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.



<b>Course Title</b>	History
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Mrs E Rhodes
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<b>Qualification</b>	GCSE
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The course is about developing an understanding of key issues from the past that have shaped the present. Your studies will develop your :

- Sense of awareness and identity in the world in which we all live
- Ability to solve problems about the past using primary and secondary evidence
- Ability to analyse source material and interpret evidence so that conclusions can be drawn
- Ability to express ideas and communicate effectively

If you follow this course, you will study several periods in history. These include :

- Health and the People
- A Thematic Study c1250-Present Day of the History of Medicine
- Elizabethan England 1568-1103
- A Modern depth study 1918-1939 Germany
- Superpower Relations 1941-1991

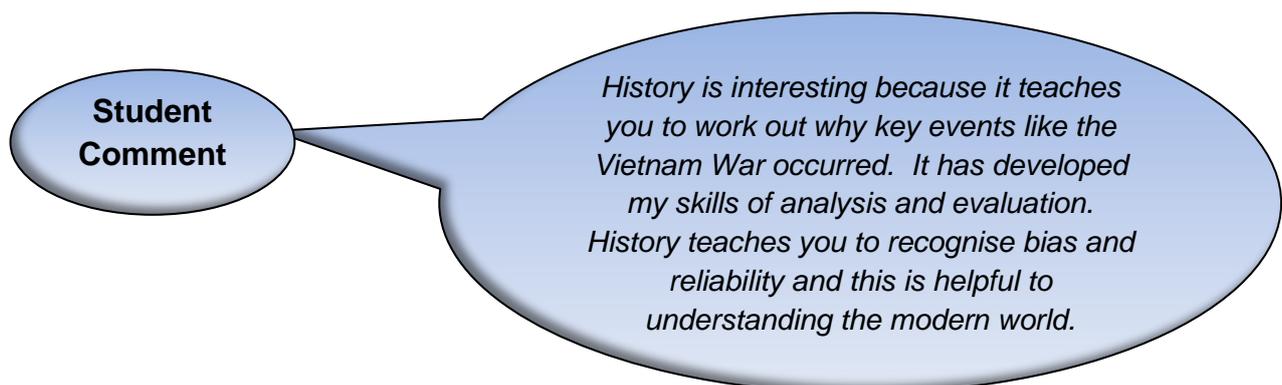
The course will include a depth study and a thematic study and will consider historical events in three different geographical contexts.

Students will develop transferable skills such as communication, analysis and research. History also allows students to understand the world around them.

**Structure :**

100% examination  
All written examinations are at the end of the course.

This course could lead to further study of History at AS/A2 and then at university through History or other subjects such as Law. It can be useful for future careers in journalism, politics, teaching, archaeology, law, and research based occupations. GCSE History is recognised by many employers as a rewarding intellectual pursuit that offers a training of the mind through skills of analysis, evaluation and interpretation



<b>Course Title</b>	Music
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Mr T Elliott
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<b>Qualification</b>	GCSE
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GCSE Music helps students to develop subject knowledge, understanding and skills, through listening to a variety of music, playing music and creating their own music.

This course will encourage candidates to:

- actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their own musical interests and skills including the ability to make music individually and in groups
- evaluate their own and others' music
- understand and appreciate a range of different kinds of music.

The specification places a strong weighting on practical aspects of music, catering for a wide range of interests and abilities. This GCSE assesses students' skills in listening and appraising, composing and performing music.

Assessment Objectives are as follows:

Component 1	Understanding music where pupils are assessed on listening and contextual understanding.
Component 2	Performance where pupils are assessed on a solo and an ensemble performance
Component 3	Composition where pupils are assessed on composing to a brief and free composition.

It is expected that students will already be learning to play a musical instrument and are suitably committed to continuing lessons throughout the course.

GCSE Music offers a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career. Our course provides the opportunity for students to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and teamwork.

<b>Course Title</b>	Physical Education
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Mr D Young
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<b>Qualification</b>	GCSE
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The course provides students with the chance to learn about healthy and active lifestyles. GCSE Physical Education includes a variety different learning opportunities including physical and academic learning.

Students study the makeup of the human body including anatomy and physiology; they study sports psychology and discover what makes a great sports man or woman. Students take part in physical training and develop their sports leadership skills.

If you follow this course you will develop your practical performance skills in both team sports and individual sports. GCSE Physical Education will improve your leadership skills, your sports strategy skills and your sports analysis.

There are two types of assessment:

- 1. Practical performance – this is worth 40% of the marks for the GCSE**  
  
In this section students are assessed on their different activities: this includes at least one team sports, one individual sport and a third assessment which can be either team or individual sports.  
  
The practical performance part of the course requires students to demonstrate physical skills and techniques, to understand their own performance level and how to use their strengths to improve their performance.
- 2. Knowledge and understanding of physical activity - this is assessed by examination and is worth 60% of the marks for the GCSE**  
  
Students will understand what makes the human body work, the principles of training for sports, the relationship between health and fitness and how to prevent injury. Students will learn about the psychology of sport including target setting and giving and receiving feedback on your performance.

Successful completion of this course could provide a route to further study in Further Education awards such as Advanced Subsidiary and Advanced Level Physical Education, the BTEC Level 3 Extended Diploma in Sport and also to Higher Education in Physical Education as well as to related career opportunities. In addition, it provides a worthwhile course for students from diverse backgrounds in terms of general education and lifelong learning.

<b>Course Title</b>	Psychology
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Ms L King
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<b>Qualification</b>	GCSE
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### Why study Psychology?

Psychology has been referred to as 'the science of the mind' and it never fails to capture student interest. Psychology can help you understand yourself and other people by learning about aspects of human behaviour that will help you in daily life, including your interactions with others, your learning and memory performance, your ability to cope with pressure and your understanding of the causes of psychological disorders. Studying Psychology can develop sound analytical skills through the application of scientific method. Psychology is a science. The defining feature of any science is the objective approach that is used to advance our knowledge. In psychology we use this scientific approach to learn about behaviour and mental processes. Psychology provides an excellent training in analytic thinking and scientific research methods that are applicable to a broad range of careers. Studying Psychology can also complement other learning. Many courses benefit from an understanding of human behaviour, be it social interaction, language and communication, human motivation and emotion, or the process of decision-making. Knowledge about brain function and behaviour is of considerable benefit to students studying other subjects.

### What will I learn?

#### Paper 1 : Cognition and Behaviour

- memory
- perception
- development
- research methods

#### Paper 2 : Social Context and Behaviour

- social influence
- language, thought and communication
- brain and neuropsychology
- psychological problems



**Student  
Comment**

*I like the way we can relate  
our learning to our own  
experiences to real life.*

### Assessment

Two written papers of 1 hour 45 minutes, each worth 50% of GCSE

#### Question Styles

Each paper consists of 4 sections of :

- multiple choice
- short answer
- extended writing

### What else do I need to consider?

You should have a good understanding of both Mathematics and Science in order to achieve highly in Psychology.

A GCSE in Psychology could lead to an AS/A2 Social Sciences course such as Psychology or Sociology. Social Sciences provide an excellent basis for a wide range of careers in both the Public and Private sector and many students also go on to study Psychology at university.

<b>Course Title</b>	Triple Science (Biology/ Chemistry/ Physics)
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Mr Davies / Miss Ellison
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<b>Qualification</b>	GCSE
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GCSE study in the sciences at this level provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of key ideas relating to the sciences which are both inter-linked, and are of universal application.

Triple science is a demanding course and students are expected to take responsibility for their learning utilising feedback from teacher to make the progress required. A love of science and motivation to find out more independently will aid students' progress

If you follow this course you will study in depth the three main subject areas in science.

Due to the demands of the course students must be consistently performing in line with NGP 6 throughout Key Stage 3 Science. Good academic ability within their KS3 Mathematics and English would be an advantage. Students who have expressed an interest in Triple Science will be considered by the Science Department for selection to this pathway.

**Physics**  
Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

**Chemistry**  
Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

**Biology**  
Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

**This course could lead to :**

A Level courses in Biology, Chemistry or Physics (providing you gain a high grade) or other related college or sixth form courses. This would lead to degree courses in science, medicine, veterinary science or numerous other science courses at college or university.

**Course Title** Spanish

**Examination Board** AQA

**Contact Name** Miss N Ortega

**Qualification** GCSE

**This course is about learning to :**

- Communicate effectively in Spanish in different situations and appreciate the value of being able to speak another language.
- Develop an awareness and understanding of the culture of Spain and Spanish speaking communities.

**If you follow this course you will :**

Whilst studying these topics you will develop your skills in Speaking, Listening, Reading and Writing. You will practise these by interacting with the teacher, each other and Spanish people; listening to tapes, DVD's and videos; reading magazines; using computers and laptops and extracts of real Spanish from a variety of sources such as the Internet; writing useful Spanish, such as postcards, notes or letters to a friend or business.

- the four skills of Listening, Reading, Speaking and Writing will be equally weighted at 25%
- reading, writing and listening will be externally assessed exams
- speaking assessments will continue to contribute towards the overall student grade
- speaking will be assessed by non-exam assessment

**This course could lead to :**

AS/A2 Level Spanish and is also an excellent basis for a wide range of modern careers. Employers look very favourably on applicants with a qualification in a Language.



<b>Course Title</b>	<i>BTEC NQF First Award in Sport</i>
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<b>Examination Board</b>	<i>Edexcel</i>
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<b>Contact Name</b>	<i>Mr B Morgan / Miss R Percival</i>
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<b>Qualification</b>	<i>Equivalent to 1 GCSE</i>
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The BTEC NQF First Award in Sport is designed to equip you with the knowledge, understanding and practical skills required for success in current and future employment in sport and related industries. This course provides specialist studies which are directly relevant to individual vocations and professions in the sport and related industries in which you may be interested in working in.

This course is a science related sport and exercise qualification to enable progression to further studies with a view to entering careers in sport and related industries.

The BTEC NQF First Award in Sport consists of two mandatory units plus two other optional units :

**Core units Assessment**

**Method**

- 1 - Fitness for Sport and Exercise externally assessed
- 2 - Practical Sports Performance internally assessed

**Optional specialist units**

- 3 - The Mind and Sports Performance internally assessed
- 4 - The Sports Performer in Action internally assessed
- 5 - Training for Personal Fitness internally assessed
- 6 - Leading Sports Activities internally assessed

There will be an externally assessed unit which will be in the form of an online assessment/examination. You will complete a further two units from the above optional units. These units will be assignment based, with each unit, on average, containing two assignments. All of the above units have grading criteria and will be individually graded as pass, merit or distinction.

The BTEC First Award in Sport is a specialist qualification which is focused towards progression to employment in the sport and related industries. This could lead to employment in the sport sector and you will develop a range of transferable skills which will raise your employability in a wide range of careers beyond the sports sector, for example: armed forces, emergency services, sales and marketing. You could also progress to a course such as BTEC Level 3 Extended Diploma in Sport.

