Harrytown Catholic High School
Key Stage 4

Curriculum Booklet

September 2020 – June 2022

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Dear Parent/Carer

During the next few weeks your child will be asked to say which optional subjects they wish to study for the next two years. The curriculum has two main sections, a compulsory core covering 60% of curriculum time, consisting of Religious Education, English Literature, English Language, Maths, Science (equivalent of 2 GCSE's), Core P.E. and then pupils have 3 choices.

For many, we suggest that you **should** study a language (select it in EBacc group below in **Section 1**) and **either** Geography **or** History from **Section 1** plus **one** other subject from **Section 1 or 2**. This would allow you to gain the EBacc Standard.

If the above route is not the route that you wish to take after discussion with your teachers, you must still choose at least **one** subject from the EBacc subjects and a further **two** subjects from Section 2.

An additional pathway will be available to a small handful of pupils. It will be discussed with these pupils individually. If you are on this pathway you will have a bespoke curriculum that may include some additional Maths and English lessons to support your progress in these areas. You will also need to select **two additional subject choices** from the list.

Please see the Options form for Sections 1 and 2

This booklet is split into several sections:

- Important information about the GCSEs and the Options process
- The subjects available.
    - The EBacc Subjects
    - "Other" Subjects
        - To help pupils make the most suitable choices for them it may be necessary to guide choices. **We cannot guarantee that all subjects will be finally available. There could be additions or withdrawals depending on the pupils' responses and available resources (pupil numbers and staffing)**
- Key considerations

Please send the completed options form (signed) to me **by 9.25am on Friday 6 March 2020. First preference on oversubscribed courses will be given to those replying by the deadline**. Late replies will not be accepted for courses over-subscribed on the deadline. If courses are still over-subscribed, we will have to select which pupils to include and other pupils will be offered an alternative choice. This decision will be based on appropriateness for the course, previous Behaviour for Learning and enthusiasm in that subject.

Yours sincerely

Mr A Turner
Assistant Headteacher

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Section 1

Important Information About The Options Process

The core curriculum

There are some subjects that all pupils must study. These form the Core Curriculum:

Religious Education
English Language
English Literature
Mathematics
Science
Physical Education (Not Examined)

Religious Education

As a Catholic school Religious Education is part of the Core Curriculum. It is an opportunity for students to learn about not only the Catholic faith, but also about people of other faiths and those of no faith at all. Studying RE develops key skills which are important in a number of other subjects, such as analysing and interpreting information and evaluating a range of viewpoints.

English

The ability to communicate effectively using both spoken and written formats is essential in today's world. During Year 10 and 11, you will continue to build on the skills to achieve this. All pupils are provided with opportunities to: talk and listen in a variety of contexts and for a range of purposes; study a variety of fiction and non-fiction texts; write for a variety of purposes and in a variety of forms.

Mathematics

Mathematics helps to develop your thinking, problem solving and numeracy skills and prepares you for the world of work.

Science

Studying Science will help you to broaden your understanding of the world around you. Every pupil will cover a broad based science curriculum including Biology, Chemistry and Physics.

Physical Education

As a core subject, Physical Education will support you in developing an active and healthy lifestyle. This does not lead to a qualification and is one lesson per week.

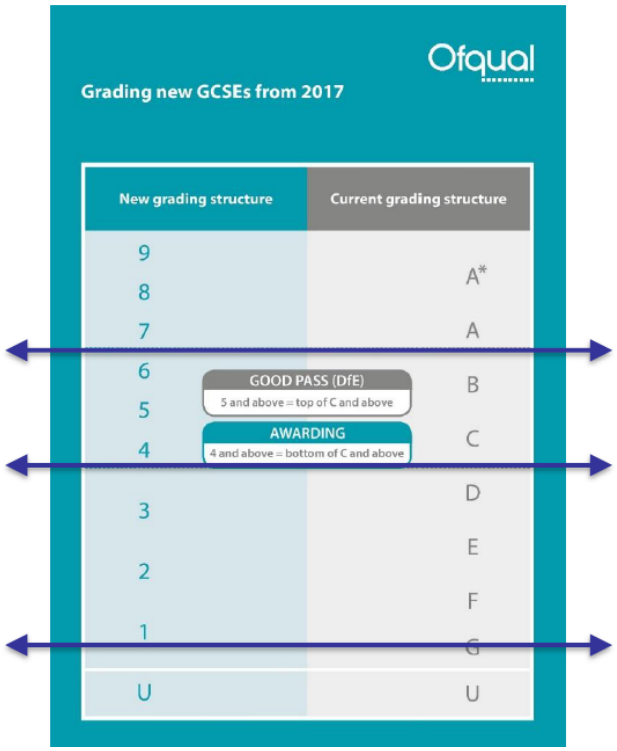
The GCSE grading System

As you are aware there have been significant changes made to the way in which the GCSE exam results are awarded. All subjects have now moved to the new grading system. The new GCSEs will be graded 1 to 9, with 9 being the top grade. The diagram below shows the equivalences with the A* – G grading system. All pupils will gain a 1 to 9 grade for all of their GCSE qualifications

Grade 7 and above is equivalent to a grade A and above

Grade 4 and above is approximately equivalent to a grade C and above

Grade 1 and above is approximately equivalent to a grade G and above



Pupils will have to re-sit Maths or English at 6th form/college if they do not achieve a Grade 5 or above at GCSE.

For further information visit www.Ofqual.gov.uk

The EBacc and Progress 8 measure

What is the English Baccalaureate (EBacc)?

1. The Government believes that schools should offer pupils a broad range of academic subjects to age 16 and the English Baccalaureate (EBacc) promotes this aspiration.

2. The EBacc is not a new qualification. It will recognise pupils' achievements across a core of selected academic subjects getting good passes in rigorous GCSEs.

3. The EBacc will cover achievement in English, mathematics, sciences, a language and a humanities subject (geography or history).

4. The government intends to measure individual pupils' achievements over a range of eight subjects that includes EBacc qualifications. No longer will pupils be judged on the threshold of 5 GCSEs including English and maths.

5. The school ensures that pupils of appropriate ability and interest are able to gain an EBacc qualification.

How does this affect your options?

At Harrytown, English, maths, science and religious education are all compulsory core GCSE subjects. In order to meet the Progress 8 measure all pupils need to select at least one EBacc subject (history, geography, computer science or French).

This is consistent with the rationale behind the DfE's 'Progress 8' performance measures.

Of course, it is still best to make sure the subjects that pupils select are the most appropriate for them.

Level of entry (tiers)

Some subjects at GCSE will have **tiers** of entry, grouping together a number of possible levels of attainment, i.e. grades. It will only be possible to enter each pupil at a **single tier** in each subject. This will determine the possible range of grades for their results in that subject. We will enter pupils at the level we believe, on the basis of our professional experience, will maximise his/her result in that subject.

Linear exams

All GCSE courses will be examined at the end of the 2 year course in the May/June time of 2022.

Non Examined Assessment

The final grades for some subjects depend upon candidates' 'coursework' which is now referred to as Non Examined Assessment (NEA). The exact percentage of the final mark that comes from the controlled assessment varies from subject to subject and you will find details in the following pages. The new rules surrounding controlled assessment means that the need for excellent attendance is essential as we need to create a specific set of conditions for the controlled assessments to take place.

NEA only takes place in a small number of subjects as specified on the specific subject pages of this booklet.

Section 2

Subject Information

The EBacc Subjects

SUBJECT TITLE: GCSE Triple Science

Mr T Cunningham

What are the aims of this course?

We aim to instil and build upon our pupil's sense of wonder and curiosity about the World and the Universe in which we live. To develop questioning and a desire to explain the Universe, to promote an ambition in our pupils to study further and become directly involved in the improvement of people's lives through Science, with a sense of responsibility to our planet, both as an environment and a community.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 6

Non Examined Assessment: 0

What will I learn?

Pupils will develop their use of scientific vocabulary, including the use of scientific nomenclature, units and mathematical representations within the fundamental concepts of Cells, Organisms & Interdependence, Life processes & Chemical reactions, Matter/Particles, Energy and Forces. At the same time, pupils will develop their ability to evaluate claims and evidence, through critical analysis of the scientific methodology, with an understanding that theories can change.

Course Outline

Unit Title	GCSE Biology content	% Unit is worth
GCSE Biology Paper 1	Topic 1 - Overarching concepts in biology Topic 2 - Cells and control Topic 3 - Genetics Topic 4 - Natural selection and genetic modification Topic 5 - Health, disease and the development of medicines	**1 hour 45 minute exam** **50%**
GCSE Biology Paper 2	Topic 1 - Overarching concepts in biology Topic 6 - Plant structures and their functions Topic 7 - Animal coordination, control and homeostasis Topic 8 - Exchange and transport in animals Topic 9 - Ecosystems and material cycles	**1 hour 45 minute exam** **50%**

Unit Title	GCSE Chemistry content	% Unit is worth
GCSE Chemistry paper 1	Topic 0 - Formulae, equations and hazards Topic 1 - Overarching concepts in chemistry: atomic structure, the periodic table, ionic bonding, covalent bonding, types of substance, calculations involving masses	**1 hour 45 minute exam** **50%**

	Topic 2 - States of matter Topic 3 - Methods of separating and purifying substances Topic 4 - Acids Topic 5 - Obtaining and using metals Topic 6 - Electrolytic processes Topic 7 - Reversible reactions and equilibria Topic 8 - Transition metals, alloys and corrosion Topic 9 - Quantitative analysis Topic 10 - Dynamic equilibria and calculations involving volumes of gases Topic 11 - Chemical cells and fuel cells	
GCSE Chemistry Paper 2	Topic 0 - Formulae, equations and hazards Topic 1 - Overarching concepts in chemistry: atomic structure, the periodic table, ionic bonding, covalent bonding, types of substance, calculations involving masses Topic 12 - Groups 1, 7 and 0 Topic 13 - Rates of reaction Topic 14 - Fuels Topic 15 - Heat energy changes in chemical reactions Topic 16 - Earth and atmospheric science Topic 17 - Qualitative analysis: tests for ions Topic 18 - Hydrocarbons Topic 19 - Polymers Topic 20 - Alcohols and carboxylic acids Topic 21 - Bulk and surface properties of matter including nanoparticles	**1 hour 45 minute exam** **50%**

Unit Title	**GCSE Physics content**	**% Unit is worth**
GCSE Physics Paper 1	Topic 1 - Overarching concepts of physics: motion, forces and conservation of energy Topic 2 - Waves Topic 3 - Light and the electromagnetic spectrum Topic 4 - Particle model 1 Topic 5 - Radioactivity Topic 6 - Astronomy	**1 hour 45 minute exam** **50%**
GCSE Physics Paper 2	Topic 1 - Overarching concepts of physics: motion, forces and conservation of energy Topic 7 - Energy - Forces doing work Topic 8 - Forces and their effects Topic 9 - Electricity and circuits Topic 10 - Static electricity Topic 11 - Magnetism and the motor effect Topic 12 - Electromagnetic induction Topic 13 - Particle model 2, density & changes of state Topic 14 - Forces and matter	**1 hour 45 minute exam** **50%**

SUBJECT TITLE: GCSE Computer Science

Mrs Cutting

What are the aims of this course?

Our programmes of study will equip pupils to use computational thinking and creativity to understand and change the world.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 2 at the end of Year 11

Paper 1 Principles of Computer Science 1CP2/01, 50% of qualification, **written paper**.

Paper 2 Application of Computational Thinking 1CP2/02, 50% of qualification, **on screen test**.

What will I learn?

Pupils will understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.

They will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

They will need to think creatively, innovatively, analytically, logically and critically.

They need to understand the components that make up digital systems and how they communicate with one another and with other systems.

In addition they need to understand the impact of digital technology on wider society, including issues of privacy and cybersecurity.

Finally they will apply mathematical skills relevant to computer science.

Course Outline

Unit Title	Content
Paper 1 Principles of Computer Science	
Topic 1	Computational thinking – understand what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
Topic 2	Data – understand binary, data representation, data storage and compression.
Topic 3	Computers – understand the difference between hardware and software components of computer systems and characteristics of programming languages.
Topic 4	Networks – understand a range of computer networks and network security.
Topic 5	Issues and impact – develop awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
Paper 2 Application of Computational Thinking	
Topic 6	Understand what algorithms are, what they are used for and how they work in relation to creating programs. Understand how to decompose and analyse problems. Develop the ability to read, write, refine and evaluate programs.

SUBJECT TITLE: GCSE History

Mrs Pinion

What are the aims of this course?

The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens.

Further Information

Current Awarding Body: AQA

Number of Exams: 2

Non Examined Assessment: None

What will I learn?

You will learn about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

You'll learn valuable skills…

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

Course Outline

Unit Title	Content	% Unit is worth
Paper 1 – Understanding the Modern World Section A: America from 1920 to 1973	This **period study** focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study political, economic, social and cultural aspects of these two developments and the role of key individuals and groups in shaping change, and the impact the developments had on them.	25%
Paper 1 – Understanding the Modern World Section B: The Inter-War Period, 1918	This **wider world depth study** enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts, e.g. nationalism, ideas of internationalism and the challenges of revising the peace settlement. Students will study the causes of the Second World War and seeks to show how and why conflict occurred, and why it proved difficult to resolve the issues which caused it.	25%

to 1939		
Paper 2 – Shaping the Nation Section A: Britain: Health and the people	This **thematic study** will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.	25%
Paper 2 – Shaping the Nation Section B: Norman England c1066-c1100	This is a **British depth study** which includes a study of an historic environment. This allows students to study in depth the arrival of the Normans and the establishment of their rule. It will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints, and various controversies of the time.	25%

SUBJECT TITLE: GCSE Geography

Mrs Walton

What are the aims of this course?

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 their classroom. 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.

Further Information

Current Awarding Body: AQA

Number of Exams: 3

Non Examined Assessment: 0

What will I learn?

Year 10 will focus on Paper 1 – Physical Geography. Pupils will study natural hazards (tectonic, weather and climate change), the living world and UK physical Geography. The fieldtrip will link with the coast topic. In Year 11 we will focus on Paper 2 – human Geography. Here, we look at the opportunities and challenges of living in urban areas. The changing economic world provides opportunity to compare LICs, HICs and NEEs. Resource management allows us to consider the balance between supply and demand of water, food and energy both nationally and globally. Pupils will attend two fieldtrips - Llandudno (Y10) to study coastal erosion and Salford Quays (Y11) to study the regeneration of the area.

Course Outline

Unit Title	Content	% Unit is worth
Living with the physical environment	A: The challenge of natural hazards *(Tectonic Hazards, Weather Hazards and Climate Change)* B: The living world *(Ecosystems, Tropical Rainforests and Hot Environments)* C: Physical landscapes in the UK *(Rivers and Coasts)*	35%
Challenge in the human environment	A: Urban issues and Challenges *(Urban changes, Population and Migration)* B: The changing economic world *(Development, trade and aid / Economic futures in the UK)* C: The challenge of resource management *(Supply and demand of resources / Chosen option – Energy)*	35%
Geographical Applications	A: Issue evaluation *(Pre-release booklet)* B: Fieldwork *(Two fieldtrips - Llandudno and Salford Quays)* C: Geographical skills *(Maps, graphs and data interpretation)*	30%

SUBJECT TITLE: GCSE French / Spanish

Mrs Licciardi

What are the aims of this course?

Our aim is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to create and develop enthusiastic and independent learners and support students to understand other countries and cultures so that they can be more open and adaptable to new experiences. The department is committed to developing strong, lifelong linguistic skills and to encouraging students to become curious and interested in the world.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 4, each worth 25% of the overall mark

- Listening
- Speaking
- Reading
- Writing

Non Examined Assessment: None

What will I learn?

By the end of the course, you will be able to understand and independently produce written and spoken texts using a wide range of vocabulary and grammar structures, including different tenses. You will be able to express your own opinions and those of other people on a range of topics and be able to justify them fully. You will use increasingly descriptive language. You will work on the four skill areas. In listening and reading, you will be working with longer texts and you will develop skills for understanding the key points and more details across a range of topics. You will further develop your writing skills to enable you to independently write extended pieces of work on a range of topics, incorporating a variety of tenses and language structures. Your written skills will focus on both the narrative and the descriptive. Working closely with your teachers and peers to help improve pronunciation, intonation and fluency, you will develop your speaking skills and listening skills in the same way.

Course Outline

Unit Title	Content
Theme 1: Identity and culture	Relationships with family and friends, Social media Mobile technology, Music, Cinema and TV, Food and eating out, Sport, Customs & festivals
Theme 2: Local, national, international and global areas of interest	Home, town, neighbourhood and region, Travel and tourism
Theme 3: Current and future study and employment	My studies, Life at school/college, Education post-16
Theme 4: current and future employment	Jobs, career choices and ambitions
Theme 5: the environment and global issues	Charity/voluntary work, Healthy/unhealthy living, The environment, Poverty/homelessness

Section 3

Subject Information

Other Options Subjects

SUBJECT TITLE: BTEC First Award in Sport

Mr Birtles

What are the aims of this course?

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through vocational contexts.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 1 computer-based exam

Non Examined Assessment: 3 components

What will I learn?

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.

Course Outline

Unit Title	Content	% Unit is worth
1: Fitness for Sports & Exercise	Understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into your training regime to further enhance and improve your sports performance.	**25%**
2: Practical Sports Performance	This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers.	**25%**
3: Applying the Principles of Training	This unit is all about you, the individual performer, training to improve and enhance personal fitness for one activity/sport you participated in for *Unit 2: Practical Performance in Sport*. You must select one component of fitness and one method of training that is most appropriate, beneficial and engaging to improve your fitness for your chosen activity/sport.	**25%**
4: The Sports Performer in Action	This unit will look at the training effects that occur when a person regularly participates in sport and physical activity over a given period of time	**25%**

SUBJECT TITLE: GCSE Business

Mrs Cutting

What are the aims of this course?

The course enables pupils to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 2 externally-examined papers each 1hr 30 mins, end of Year 11
Unit 1.1 to 1.5 Year 10, Paper 1 1BS0/01
Unit 2.1 to 2.5 Year 11, Paper 2 1BS0/02

Non Examined Assessments: None

What will I learn?

Pupils will learn to investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. They will develop and apply quantitative skills relevant to business, including using and interpreting data.

Course Outline

Unit Title	Content	% Unit is worth
Unit 1 Investigating A Small Business	Unit 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business	50%
Unit 2 Building a Business	Unit 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.	50%

SUBJECT TITLE: Cambridge National Level1/2 in Child Development

Mrs R Chadwick

What are the aims of this course?

To develop knowledge and understanding in child development from birth to 5 years.

Further Information

Current Awarding Body: OCR
Number of Exams: 1
Non Examined Assessments: 2

What will I learn?

Reproduction, pregnancy, birth, medical support, conditions for development, childhood illness and safety. As well as equipment needs of babies and children and nutritional requirements and hygiene practices. You will also study the developmental norms of children and plan a range of activities to carryout with a child in order to observe the norms.

Course Outline

Unit Titles	Content	% Unit is worth
R018: Health and well-being for child development	This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.	**50**%
R019: Understand the equipment and nutritional needs of children from birth to five years	Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being.	**20**%
R020: Understand the development of a child from birth to five years	Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.	**30**%

SUBJECT TITLE: GCSE Design Technology

Mr Williamson

What are the aims of this course?

Students will be able to develop creative and innovative products. Students will be able to work safely and accurately using tools.

Further Information

Current Awarding Body: OCR
Number of Exams: 1
Non Examined Assessments: Students are required to investigate, design, make and evaluate a product based on one of three themes.

What will I learn?

By the end of the course, you will be able to identify design opportunities, analyse existing products and gather data from clients. You will be able to develop a specification based on your own research and present design ideas using a wide range of 2d and 3d drawing techniques. You will be able to evaluate and develop your designs using computer aided design and modelling techniques. You will further develop your practical skills and make functional products using tools, machines and computer aided manufacturing. You learn how to test and evaluate the products you have made.

Course Outline

Unit Titles	Content	% Unit is worth
Core technical principles	• New and emerging technologies • Energy generation and storage • Developments in materials • Electronic systems • Mechanical devices	**20%**
Specialist technical principles **(Timber focus)**	• Selecting materials • Forces and stresses • Ecological and social footprint • Sources and origins • Working with tools and machines • Stock forms, types and sizes • Scales of production • Commercial manufacturing • Surface treatments	**30%**
Design and making principles	• Investigating primary and secondary data • Environmental, social and economic challenge • The work of others • Design strategies • Communication of design ideas • Prototype development • Selection of materials and components • Tolerances	**50%**

SUBJECT TITLE: GCSE Fine Art

Mrs Matthews

What are the aims of this course?

- Foster creativity
- Encourage independence and experimental work
- Develop knowledge, understanding and skills relating the set themes
- Explore a wide range of materials and techniques
- Develop pupils in achieving a visual language
- Develop an understanding of Art through history and of contemporary Artists
- Develop confidence

Further Information

Current Awarding Body: AQA
Number of Exams: 1
Non Examined Assessments: Portfolio of Work – see below

What will I learn?

- How to develop ideas from concept through to realisation.
- Development of techniques and skills through refinement.
- Art history and the significance of art movements.
- Realising own intentions and selecting appropriate materials/techniques.
- How to record for Art; taking photographs, drawings and writing.

Course Outline

Unit Titles	Content	% Unit is worth
Component 1: Portfolio unit of work	Students will present a portfolio that demonstrates a range of skills through the development, refinement, recording, realisation and presentation of their ideas. The work is assessed against four assessment objectives. This is made up of 3 projects including the Year 11 Mock exam, sketchbook work and other pieces produced in workshop style lessons.	60w (96 marks) No time limit
Component 2: Externally set assignment	Students respond to their chosen starting point from an externally set assignment paper. The work is again assessed against four assessment objectives. This is made up of a sketchbook of preparation work and a final piece produced in the 10 hour exam time.	40% (96 marks) Preparatory period followed by 10 hours of supervised time

SUBJECT TITLE: GCSE Food Preparation and Nutrition

Mrs R Chadwick

What are the aims of this course?

A practical based subject giving you the opportunity to develop and enhance practical skills and theoretical knowledge in food science and nutrition. You will learn how to prepare and cook dishes demonstrating a range of skill groups whilst using the main food commodities.

Further Information

Current Awarding Body: Eduqas

Number of Exams: 1

Controlled Assessments: 2

What will I learn?

Throughout the course you will cover theory and practical skills based on 5 topics:

1. Food, nutrition and health.
2. Food science.
3. Food safety.
4. Food choice.
5. Food provenance

Course Outline

Unit Titles	Content	% Unit is worth
Component 1: Principles of Food Preparation and Nutrition	Food commodities, Principles of nutrition, Diet and good health, The science of food, Where food comes from, Cooking and food preparation	50%
Component 2: Food Preparation and Nutrition in Action	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation Apply knowledge and understanding of nutrition, food, cooking and preparation Plan, prepare, cook and present dishes, combining appropriate techniques Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	50%

SUBJECT TITLE: BTEC Tech Award in Digital Information Technology (Level 1/2)

Mrs Cutting

What are the aims of this course?

The BTEC Tech Award in Digital Information Technology is a vocational course where you will develop knowledge and skills by applying your learning in a work-related context. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment; studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 1 written paper, 40%.

Non Examined Assessments: 2

What will I learn?

You will:
Develop key skills such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.

Learn effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.

Develop attitudes including personal management and communication skills.

Be able to develop and appreciate the range of different user interfaces, meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Course Outline

Unit Titles	Content	% Unit is worth
Component 1	**Explore:** Explore user interface design principles and development, develop project planning techniques while developing a new user interface design.	**30%**
Component 2	**Develop:** Collect, Present and Interpret Data. Explore how data impacts on individuals and organisations to draw conclusions and make recommendations on data intelligence.	**30%**
Component 3	**Apply:** Effective Digital Working Practices. Explore how modern information technology is evolving, considering legal and ethical issues in data and information sharing. Understanding what cyber security is and how to safeguard against it.	**40%**

SUBJECT TITLE: GCSE Physical Education

Mr Birtles

What are the aims of this course?

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity.

Further Information

Current Awarding Body: Pearson Edexcel

Number of Exams: 2 Written 1 Practical

Controlled Assessments: Personal Exercise Programme

What will I learn?

The body systems in relation to performance in sport, how to plan and organise training to maximise performance, health and wellbeing, sports psychology and socio-cultural influences on sports participation.

Course Outline

Unit Titles	Content	% Unit is Worth
1: Fitness and Body Systems	Applied anatomy and physiology, movement analysis, physical training.	36%
2: Health and Performance	Health, fitness and wellbeing, sport psychology, socio-cultural influences.	24%
3: Practical Performance	One team activity, one individual activity and a free choice of activity from the list published by the Department for Education	30%
4: Personal Exercise Programme	Plannning, carrying out, monitoring and evaluating a Personal Exercise Programme	10%

Section 4

Key Considerations

How do I choose my Options?

Which courses should I choose?

Choose courses that:

- You know you can do well in
- Are in subjects you like
- Reflect your interests and personal qualities
- Help you learn in the best way for you
- Will help you keep your options open in the future

Why should I not choose some courses?

Don't choose courses because:

- You like the teacher, or reject the course because you don't like them - the teacher might be different next year
- Your friends are choosing them - they are different from you and have different strengths and interests

Some key questions to discuss…

- Which subjects do you enjoy/like?
- Which subjects are you good at?
- Which subjects might help you towards your chosen career?
- Which courses suit your learning style or best way of working?

Some key considerations

- Are the exams tiered?
- What % component is Non Examined Assessment/Final exam?
- Find out about the content of the syllabus. Is it what you expected?
- Does the course suit your learning style?
- Does the subject require a specific talent or skill?
- Are you currently working at a level in this subject that will ensure success at GCSE? Have you made progress in this subject?
- Are there SPAG (Spelling, Punctuation and Grammar) Marks in that subject?

OPTIONS FORM 2020

Please note that whilst every attempt will be made to offer pupils the subject selection that they indicate on this form, timetabling constraints, numbers selecting each course and other curricular demands may affect the final curriculum offered within each Option block.

Pupil Name:	**Form:**

Every pupil will complete the Core subjects of Religious Education, Maths, English, Science and core P.E.

You must choose three additional subjects in total.
At **least one** subject must be from Section A and the remainder from either Section A or B. If you would like to gain the E-Bacc Standard you must study a language (French/Spanish) and **either** Geography **or** History from **Section A** plus **one** other subject from **Section A or B**. Please indicate your

SECTION A – E-Bacc Subjects: (select at least 1 subject in this section)			
Subject	**(✔)**	**Subject**	**(✔)**
Triple Science		Computer Science	
History		Geography	
French		Spanish	

SECTION B – Open Option Subjects: (A maximum of two subjects may be chosen in this section)			
Open Options	**(✔)**	**Open Options**	**(✔)**
BTEC First Award in Sport		Business	
Cambridge National – Child Development		Design Technology	
Fine Art		Food Preparation and Nutrition	
BTEC Tech Award in Digital Technology		GCSE Physical Education	
Music			

You should now indicate one subject as a **Reserve Choice** below, in case your combination of Options cannot be timetabled, if there is not enough interest to make a viable sized GCSE group or if a particular subject is oversubscribed.

Reserve Choice: _____

If you have any questions or comments please add them here.

Signed: _____(Pupil)

Signed: _____(Parent/Carer)

This form must be returned to Mr Turner by Friday 06 March 2020

Notes Page