



# **KEY STAGE 4 CURRICULUM AND COURSE CHOICES**

**April 2018**



## Contents

CURRICULUM CHOICES FOR YEAR 9	“	“	“	“	“	“	“	4
MAKING DECISIONS	“	“	“	“	“	“	“	5
IMPORTANT DATES FOR STUDENTS AND PARENTS	“	“	“	“	“	“	“	6
INFORMATION ABOUT THE KEY STAGE 4 CURRICULUM	“	“	“	“	“	“	“	7
<b>CORE SUBJECTS</b>								
ENGLISH LANGUAGE	“	“	“	“	“	“	“	10
ENGLISH LITERATURE	“	“	“	“	“	“	“	11
MATHEMATICS	“	“	“	“	“	“	“	12
SCIENCE	“	“	“	“	“	“	“	13
<b>OPTION SUBJECTS</b>								
GEOGRAPHY	“	“	“	“	“	“	“	14
HISTORY	“	“	“	“	“	“	“	15
FRENCH, GERMAN, SPANISH	“	“	“	“	“	“	“	16
COMPUTER SCIENCE	“	“	“	“	“	“	“	17
ICT	“	“	“	“	“	“	“	18
RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS	“	“	“	“	“	“	“	19
PHYSICAL EDUCATION	“	“	“	“	“	“	“	20
MUSIC	“	“	“	“	“	“	“	21
DRAMA	“	“	“	“	“	“	“	22
ART AND DESIGN	“	“	“	“	“	“	“	23
ENGINEERING	“	“	“	“	“	“	“	24
DESIGN & TECHNOLOGY TEXTILES	“	“	“	“	“	“	“	25
CRAFT	“	“	“	“	“	“	“	26
FOOD PREPARATION AND NUTRITION	“	“	“	“	“	“	“	27
HOSPITALITY AND CATERING	“	“	“	“	“	“	“	28
CHILD DEVELOPMENT	“	“	“	“	“	“	“	29
VOCATIONAL BTEC OPTION	“	“	“	“	“	“	“	30

# CURRICULUM CHOICES FOR YEAR 9

Dear Student,

Welcome to the Alec Hunter Academy Curriculum Choices booklet. It contains a lot of information which you should read carefully and discuss with your parents. You need to talk to your subject teachers, and the teachers named in this booklet, to get information about individual subjects. You should also talk to your tutor who probably knows you better than any other teacher in the school. Use all these people to gather as much information as you can about the pathway which is right for you.

In addition, there is an Options Evening on **Thursday 26<sup>th</sup> April** when the Curriculum Choices will be explained. Heads of Curriculum Areas and Subject Leaders will be present to answer your questions and you will be able to look at the resources used in Key Stage 4. You will also be able to talk to older students who are currently studying each subject about what it is like. More information will be given to you about some of the new subjects on offer through some of your lessons and in special assemblies. You will then have an individual scheduled interview with your tutor to discuss the choices you are intending to make. You need to use all these opportunities to learn as much as you can about the Key Stage 4 courses so that you can make an informed choice.

This year, we have structured the way you make your choices for KS4 to ensure that more of you are directed towards the subjects which are appropriate for your skills and abilities. You will be guided towards one of 4 pathways, determined by the progress you have made and the aptitudes you have demonstrated since joining Alec Hunter. We feel that our recommendations will not only give you the best chance of being successful in your exams, they will also encourage you to pursue courses that you should enjoy and that will help you to move on to the next stage of your learning after Alec Hunter, as well as accessing suitable career opportunities. **You need to take careful note of our recommended pathway and consider why we feel it is right for you.** However, our options process is flexible and if you feel strongly that you wish to follow a different route, you will be able to discuss this with Mrs Hills, who will listen to your reasons and will be able to advise you accordingly.

When making your choices, it is important to abide by the instructions given, especially with regard to combinations that are not permitted, and it is essential that you select a reserve subject, since although every effort is made to ensure that you get your first-choice courses, it cannot be guaranteed. If courses are oversubscribed, undersubscribed or your choice combination does not fit, we will discuss it with you and ask you to make an alternative selection, using your reserve choice as a starting point. **If we have to make a decision over who will need to take their reserve choice subject, we will consider your attitude to learning and whether or not your form was submitted on time.**

It is very difficult to change courses once we have finalised all the choices, because decisions on our staffing and on the timetable are dependent on the number of students taking each subject. Hence, please make sure that you think carefully about your options, discuss your selections fully with your parents and with staff and that you fill the form in correctly, with signatures, and return it in to your tutor by **Tuesday 8<sup>th</sup> May**.

Yours faithfully,

Mr Lawn  
Headteacher

## **Making Decisions**

During Years 9, 10 and 11, you will be following a programme of study that is designed to ensure your success in the future, be it with post-16 courses, Higher Education or the World of Work. The Key Stage 4 programme is made up of compulsory core subjects that all students follow and a number of individually selected courses. The next few pages provide you with an outline of the subjects that are on offer at Alec Hunter Academy within the different pathways, followed by detailed information about each of the subjects. We hope that this will help you with the decisions that have to be made over the next few weeks.

Making these decisions is no easy task! Your choices should reflect your abilities and individual plans for the future. Don't be too concerned with particular careers at this stage - interests, inclinations and specific abilities will change over the next few years. It is more important to ensure that you avoid eliminating career opportunities. Select subjects that complement the core, and which provide a broad balance with a wide range of learning opportunities.

So, what should you consider to help you make good choices?

### **BE PREPARED**

Recognise your strengths and weaknesses, especially in your general approach to study.

### **ARM YOURSELF WITH THE FACTS**

- Ask the teachers about the different subjects (especially those you have not studied before).
- Ask present Year 9, 10 and 11 students how they feel about the different subjects – particularly about the workload. Talk to the KS4 Subject Champions.
- Ask to see samples of work from previous years.
- Find out how much background reading/independent research may be required.
- Find out what kind of ICT skills you might need.
- Find out the difference between GCSE and BTEC courses, and between academic subjects and vocational courses. Which type might best develop your knowledge, skills and interests?

### **THINK ABOUT THE FUTURE**

Will you want to study at A-Level or go on to Higher Education? If this is a possibility, you must research suitable courses and ask advice on good subject combinations at GCSE that give a strong foundation for those future studies.

### **CONSIDER THE OVERALL BALANCE OF SUBJECTS**

Make your option choices as broad as possible, to allow future plans to remain flexible. Consider how the combination of subjects might affect your lifestyle. Do they require a large amount of independent study or are there some practical elements to complete? Do they require lengthy written homeworks? Will you need to be self-disciplined to meet deadlines? Will there be large amounts of information to commit to memory and are you equipped to manage this?

### **PEOPLE WHO CAN HELP**

Discuss your options with those who know you or know the requirements for your future plans, e.g. Parents, Form Tutor, Subject Teachers, Heads of Curriculum Areas, Mr Lee, Mrs Johnson, Mr Birley, Mrs Watson, or the school Careers Advisor who can be contacted via Mrs Pipe in the Library.

### **SOME GOLDEN RULES**

- Select subjects that you think you will really enjoy the most, as these will motivate you to achieve your highest grades in the examinations.
- Don't select a subject in the hope of being taught by a particular teacher or because particular friends are taking these options. The favoured teacher may not be taking your group next year and your friends could be in different classes, so focus on the subject itself.
- Don't panic – the guidance you will receive from school will ensure that you are following a well-balanced, broad programme of study which will allow you to change direction in later years. Most sixth form courses admit students with a wide variety of subject qualifications, they are just looking for students who have achieved good grades.

## IMPORTANT DATES

- 19 to 24 APRIL**      **Options Assemblies:** more information will be given to you about the options process and some of the new subjects on offer.
- 26 APRIL**            **Options Evening:** the Curriculum Choices process will be explained and Heads of Curriculum Areas and Subject Leaders will be present to answer your questions. You will be able to look at the resources used in Key Stage 4 and talk to current Key Stage 4 students about the subjects they are studying.
- 2 – 4 MAY**            **Options Interview:** meeting with your tutor to discuss your proposed options and complete your final option choices form which you will then take home to be signed by your parents.
- 8 MAY**                **Option Form Deadline – please be punctual**
- 9 – 25 MAY**        Between the Options Form submission deadline and Whitsun half term, course choices will be finalised, student numbers assessed, and courses confirmed. **During this time, you may be asked to make a change to your options since there are always some students whose choices do not fit when we start to try to put the timetable blocks together, and there are usually some courses which do not attract enough students to make them viable to run.**
- After half term, the Timetable Manager will begin to construct the school's timetable for the academic year 2018/19, so all elements of the process will need to be completed by then
- JUNE**                **Letters will be sent home confirming student option choices for September.**

# INFORMATION ABOUT THE KEY STAGE 4 CURRICULUM

The programme of courses available to students at Key Stage 4 aims to challenge all students, regardless of their abilities and aptitude. Some aspects of the programme are compulsory, not only at Alec Hunter but nationally. This is because they form an essential 'core' of learning experiences from which all students will benefit. Beyond this core, there is considerable flexibility and choice, which is designed to motivate students and encourage achievement.

However, we have found in recent years, that some students, having exercised a completely free choice, find themselves struggling in certain lessons because they are not suitably equipped to tackle the challenges that these courses present. Hence, we felt it would be helpful to our young people if, using our knowledge of their abilities and of the nature of the courses on offer, we made a recommendation as to which broad combination of subjects might be most appropriate for each individual. We have therefore devised a series of pathways, and we will advise each student as to which of these we feel would suit them best. Please rest assured that within each pathway, there is still considerable choice, so you will not be limited to a fixed, pre-determined curriculum. Also, please be aware that this 'guided process' is flexible and if you feel strongly that you wish to follow a different route, you will be able to discuss this with relevant staff, who will listen to your reasons and will be able to advise you accordingly.

The following summary sets out the school's Key Stage 4 curriculum for 2018-2019, with further details on the different pathways. **Please note that our curriculum offer is subject to any changes in statutory requirements or constraints and the availability of appropriately qualified and experienced teachers. There have been considerable modifications to subject specifications in the past two years and the list of those which are accredited by examining bodies has changed frequently. Hence, we are including all the information which we know to be correct at the time of writing, but this may be updated as courses are refined or amended, or as further details become available.**

## THE STATUTORY CURRICULUM

Students must have the following as part of their Key Stage 4 experience. For each compulsory area, there is an indication as to how these elements are delivered for the vast majority of students, together with an indication of the likely qualification/accreditation to be received. However, we do seek to offer alternative certified accreditation for some students to match their particular individual needs.

### English

All students will complete a GCSE in both English Language and English Literature.

### Mathematics

Students will follow a GCSE course in Mathematics.

### Science

All students will begin by following a Dual Award GCSE course in Combined Science, which equates to TWO GCSEs, throughout Year 9 and Year 10. At the end of Year 10, some students, who have displayed suitable ability and work ethic, will be selected to complete three separate GCSE courses in Biology, Chemistry and Physics (Triple Science) in Year 11. The remaining students will go on to complete the Combined Science Dual Award GCSE.

### Physical Education

Students will participate in Core PE each week and may also choose to take PE as a formal qualification as part of the options process.

### Learning for Life

Students will cover a range of topics in these lessons including RPE, PSHE, work-related learning, careers and RSE (Relationships & Sex Education).

## **OPTIONS PATHWAYS**

**Students will be guided towards ONE of the following pathways. Please note that students on different pathways but choosing the same subject may be taught together. This is NOT an ability banding system, it is just intended to steer students towards making appropriate choices.**

### **PURPLE PATHWAY**

The PURPLE PATHWAY is intended to ensure that students secure the **English Baccalaureate or E.Bacc**. The E.Bacc is not a qualification in itself, however, it does recognise where students have secured a strong pass across a core of rigorous academic subjects - English, Mathematics, at least two Sciences (one of which could be Computer Science), a Language, and a Humanities subject (Geography or History).

Achieving success in these courses demonstrates successful study skills and ensures that doors are not closed for future progression to higher education, since these are all considered to be 'facilitating subjects' with regard to university entrance. English, Maths and the Sciences are compulsory subjects at Alec Hunter, but **students on the purple pathway will all take a Language and a Humanities subject as two of their options.** The remaining two options can be chosen from any within this booklet.

All students guided towards the PURPLE PATHWAY should be considering applying for academic study at university in the future.

### **GREEN PATHWAY**

Students directed towards the GREEN PATHWAY can still choose the E.Bacc combination if they wish, but they are not required to do so. They will all need to select AT LEAST ONE subject from the E.Bacc. group (French, German, Spanish, History, Geography, Computer Science), and they may choose more than one, but their other 3 options are an open choice from any in the booklet.

Students guided towards the GREEN PATHWAY have shown that they are able to cope with the more demanding academic courses and could be considering university application in the future.

### **YELLOW PATHWAY**

Students directed towards the YELLOW PATHWAY will still need to select ONE subject from the E.Bacc. group (French, German, Spanish, History, Geography, Computer Science), but they may NOT choose more than one, and their remaining 3 options should be made from the other courses available within the booklet.

Based on evidence gathered since joining the school, students guided towards the YELLOW PATHWAY have shown that they may struggle to master the skills required to succeed in the more demanding academic courses. They may still be considering university application in the future but could also be considering other routes for further study or employment. This combination of subjects will still keep a wide range of possible routes open.

### **BLUE PATHWAY**

Students directed towards the BLUE PATHWAY will follow a curriculum which has been specially tailored to their needs. They will take the same core subjects as other students, but some of their other courses will be fixed, with a high emphasis on employability and vocational education. They will also take one subject fewer than other students, using this time to consolidate their learning in other subjects or to work on key literacy and numeracy skills. There will still be an element of choice, but from a more limited range of subjects which are considered to be more accessible.

## PATHWAY SUMMARY

PURPLE	GREEN	YELLOW	BLUE
<p><u>Core Subjects:</u>            English Language            English Literature            Mathematics            Dual Award Science            (Possibly Triple            Science in Year 11)            Core PE            Learning for Life</p>	<p><u>Core Subjects:</u>            English Language            English Literature            Mathematics            Dual Award Science            (Possibly Triple            Science in Year 11)            Core PE            Learning for Life</p>	<p><u>Core Subjects:</u>            English Language            English Literature            Mathematics            Dual Award Science            Core PE            Learning for Life</p>	<p><u>Core Subjects:</u>            English Language            English Literature            Mathematics            Dual Award Science            Core PE            Learning for Life</p>
<p>1 x Language            (French, German or            Spanish)            1 x Humanities            (History or            Geography)</p>	<p>ONE subject from:            French            German            Spanish            History            Geography            Computer Science</p>	<p>ONE subject from:            French            German            Spanish            History            Geography            Computer Science</p>	<p>2 x Vocational            Courses             1 x Study Group            Time</p>
<p>2 other options            (open choice)</p>	<p>3 other options            (open choice            INCLUDING those in            the list above)</p>	<p>3 other options            (open choice, but <u>NOT</u>            INCLUDING those in            the list above)</p>	<p>1 other option from            a selected range            (open choice)</p>

# GCSE English Language

Examination Board: AQA

Syllabus: 8700

## Description of the course:

The study of English language will enable learners to read a wide range of texts, fluently and with good understanding. You will also be encouraged to read critically, and use knowledge gained from wide reading to inform and improve your own writing.

You will be expected to write effectively and coherently using Standard English appropriately, use grammar correctly, punctuate and spell accurately.

Throughout the course you will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

## How you will be assessed:

You will be assessed on the outcomes of two exams that will cover a range of critical and creative writing skills covering a range of texts from the 19<sup>th</sup> to 21<sup>st</sup> century, and creative writing for a range of purposes (inform/explain/describe/argue/persuade/advise).

You will also be assessed on oracy (Spoken Language) – you will be asked to make a presentation and respond to questions appropriately.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

The course is 100% terminal assessment (there is no coursework/Controlled Assessment element).

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Doolan

Associate Head of Curriculum Area: Mrs Gillett

Subject Teachers: The English Team

# GCSE English Literature

Examination Board: AQA

Syllabus: 8702

## Description of the course:

The English Literature course will build on the foundations of critical reading built throughout Key Stage 3. You will be encouraged to think critically, creatively and analytically throughout the course – and the ability to form and support your own opinion is crucial to success.

As well as critically reading a text, you will be assessed on your ability to write clear and coherent responses about a range of literature and for a range of purposes: to describe, explain, summarise, argue and evaluate. You will need to write accurately and with a clear ability to use technical vocabulary.

You will study a Shakespeare play, a pre-19<sup>th</sup> century novel, a modern prose or drama text and a range of pre- and post-1914 poetry.

## How you will be assessed:

You will be assessed on the outcomes of two closed book exams – the first on 'Shakespeare and the 19<sup>th</sup> Century novel' (worth 40% overall) and the second on 'Modern Texts and Poetry' (worth 60% overall).

The course is 100% terminal assessment (there is no coursework/Controlled Assessment element).

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Doolan

Associate Head of Curriculum Area: Mrs Gillett

Subject Teachers: The English Team

# GCSE Mathematics

**Examination Board:** Edexcel

**Syllabus** 1MA1

## **Description of the course:**

This course covers more content than previous specifications and you will be expected to memorise the majority of the mathematical formulae that are used. There is also a greater emphasis on being able to answer longer problem solving questions.

The course is split up into the following categories: “Algebra”, “Geometry and Measures”, “Ratio, Proportion and Rates of Change”, “Number” and “Statistics and Probability”.

You will require commitment, determination, resilience, self-discipline and a capacity to think and to work hard. You will complete a range of exercises involving practical and/or investigational work on an individual basis and in small groups.

## **How you will be assessed:**

In both the Higher and the Foundation tiers there will be 3 examination papers equally weighted with a maximum of 80 marks each. There will be 2 calculator papers and 1 non-calculator paper. There are no Controlled Assessments in Mathematics and 100% of the examination will be used to determine the grading.

The Foundation tier has grades ranging from 1 to 5 while the Higher tier will cover grades from 4 to 9. There will be common questions between the 4 and 5 range in both tiers.

There will be no opportunities for early entry and your final tier of entry will not be decided until the spring term of Year 11.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mrs Watson

Subject Teachers: The Maths Team

# GCSE Science

Examination Board: AQA

Syllabus: 8641-8644

## Description of the course:

For all science subjects, you need commitment, good organisation, curiosity, a strong work ethic and an ability to work independently.

This course combines key aspects of the three main areas in science: Biology, Chemistry and Physics. Students will explore topics such as cells, ecology, evolution and homeostasis in Biology; atomic structure, organic compounds, rates of reaction and bonding in Chemistry and forces, energy, waves and electricity in Physics. Students will be encouraged to develop a critical approach to scientific evidence and methods, apply skills, knowledge and understanding of how science works and its essential role in society and acquire the scientific skills, knowledge and understanding necessary for progression to further learning.

## Triple science

All students will cover the same content in Year 9 and Year 10 which will build their knowledge and skills for a science qualification worth the value of two GCSE grades.

Those students who display a suitable work ethic and academic ability will be entered for the triple science course in Year 11. This will require an extra component of work but will allow these students to gain three GCSEs in the separate fields of Biology, Chemistry and Physics.

## How you will be assessed:

Each subject will be assessed through exams (100%) at the end of Year 11. There will be separate exams on each of the fields: Biology, Chemistry and Physics. Mathematical ability will be important for each of these exams and there will also be an element testing knowledge of key experiments that will be done throughout the course of the year.

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Fernandez

Lead Teacher: Ms Mackay

Subject Teachers: The Science Team

# GCSE Geography

Examination Board: AQA

Syllabus: 8035

## Description of the course:

“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.” - Michael Palin CBE.

The GCSE Geography course covers a range of topics based around Physical and Human Geography. We will be looking at the power of our planet and how humans adapt to their ever changing environment. The course is split into three sections with the first being The Physical Paper which covers natural hazards, The living world, physical landscapes in the UK and geographical skills. The second section is the Human Paper which covers Urban issues and challenges, the changing economic world, the challenge of resource management and geographical skills. The third section is evaluation, fieldwork and geographical skills

To become a good geographer you must be able to work independently as well as in groups. You will have to remember and recall information about places and events, interpret maps, diagrams and images as well as being able to demonstrate your understanding of issues in a variety of formats. Most importantly of all you must be prepared to work hard as Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide. The qualification leads on to IB and AS/A2 level Geography and contains all the knowledge, skills and understanding necessary for further study. This will open the door to a variety of careers with roles such as becoming an architect or urban planner, a surveyor, an environmental engineer, a teacher, a social worker, a cartographer, a military GIS specialist, an earth scientist, a weather forecaster, a hazard prediction and management and a flood protection manager amongst many others.

As geography does involve three exam papers you will need good written communication skills. Also confidence in Mathematics is very important due to the skills element of the paper which involves the interpreting and analysing of graphs and data. It is also beneficial to have an inquisitive mind and show an interest in the world around you through watching the news or documentaries and keeping up to date with current affairs.

## How you will be assessed:

There will be three written exams two lasting an hour and a half and the third will be an hour and fifteen minutes.

Paper 1 Living with the physical environment (35%),  
Paper 2 Challenges in the human environment (35%).  
Paper 3 Geographical Applications (30%)

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Miss Woolnough

Lead Teacher: Miss McLean

Subject Teachers: Miss McLean, Mr Moreno,

# GCSE History

**Examination Board:** Edexcel

**Syllabus:** 1HI0 – F5

## **Description of the course:**

Apart from being VERY interesting, History is useful for a wide range of careers such as law, journalism, politics, teaching and archaeology. History teaches you vital skills that employers want. Through History lessons you will learn to handle evidence and make informed decisions; you will be able to see more than one point of view and what motivates people, their thoughts and feelings. You will understand that different people see things differently. You will be able to find and read lots of different types of information and you will be able to communicate your ideas and thoughts clearly, both verbally and in writing; vital for making arguments or presentations.

As part of the course you will study the following units:

- Weimar Germany and Nazi Germany 1918-39 – a study of Germany between the wars. A study of life in Germany after the defeat of World War One, the rise of Hitler and life in Nazi Germany.
- Medicine in Britain 1250 – present. Including a depth study on Injuries, treatment and the trenches of World War One. – A study of how medicine and treatments have changed over time. This will include looking at beliefs about diseases such as the Black Death and Cholera as well as the effects the First World War had on medical techniques and technology.
- EITHER: American West 1835-1895 – a study of Plains Indians, Cowboys and Cattlemen, Gold Miners, Outlaws and Lawmen and Indian Wars. OR: Superpowers Relations 1943-91 – a study of the Cold War between the Soviet Union and America after World War Two. (This depend upon which teacher teaches you next year).
- Early Elizabethan England 1558-88 – All aspects of Elizabeth I's reign from how she ran the country, dealt with political and religious rivalry to exploring the New World. Major events will also be studied

Throughout the course you will be using these key skills: knowledge, understanding, evaluating evidence, debate, discussion, structured writing and source analysis.

It is important to have a good level in English as there is a lot of writing in this subject. You should also enjoy reading and would benefit from having a wider knowledge about the world around you and current affairs.

## **How you will be assessed:**

Paper 1 – Medicine through Time – worth 30%

Paper 2 – American West/Superpower Relations & Elizabethan England – worth 40%

Paper 3 – Weimar & Nazi Germany – worth 30%

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Miss Woolnough

Lead Teacher: Miss Depper

Subject Teachers: Miss Woolnough, Miss Depper and Mr Birley

# GCSE French/German/Spanish

**Examination Board:** Edexcel

**Syllabus:** 2FR01, 2GN01, 2SP01

## **Description of the course:**

You might think that everyone speaks English but actually 75% of the world's population don't. By learning a foreign language at GCSE, you are preparing yourself to be part of a global workforce. If you enjoy talking to others and being around people, then you'll enjoy a GCSE in languages.

The course covers all four skills; listening, reading, writing and speaking, each of which has an equal weighting. In lessons, you will learn how to communicate effectively in the language and you will learn to do this via five themes, each broken down into topics and sub-topics.

The themes are:

- identity and culture
- local area, holidays and travel
- school
- future aspirations, study and work
- international and global dimension

## **How you will be assessed:**

Students will be assessed at the end of the course on all four skills, with each assessment worth 25% of the final grade. Students will be entered for Higher or Foundation Tier but must take all four question papers at the same tier – there is no scope to mix and match papers from different tiers.

Skills are assessed as follows:

Paper 1 – Listening: Students listen to recordings of spoken language in various scenarios and answer questions on them to demonstrate their understanding.

Paper 2 – Speaking: A one-to-one oral exam, lasting around 10 minutes, comprising 3 sections (a role-play, a picture-based task and a conversation)

Paper 3 – Reading: Students are assessed on their understanding of written language across a range of different text types. This paper also includes some translation from the target language into English.

Paper 4 – Writing: Students are assessed on their ability to communicate effectively through written language. This paper incorporates tasks of varying lengths, along with some translation from English into the target language.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mrs Steward

Lead Teacher: Mrs Loué

Subject Teachers: The Languages Team

# GCSE Computer Science

Examination Board: OCR

Syllabus: J276

## Description of the course:

This course gives students a real, in-depth understanding of computational thinking and how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. You will develop your understanding of current and emerging technologies and how they work. You will learn about algorithms in computer games and become independent and discerning users of IT. You will be able to develop computer programs to solve problems, evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

The course is broken down into 3 units using the following content & assessment overview:

### Computer systems (J2701):

Systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software, ethical, legal, cultural and environmental concerns

Written paper, 80 Marks, 1 hour and 30 minutes (no calculators allowed)

50% of total GCSE

### Computational thinking, algorithms and programming (J276 02)

Algorithms, programming techniques including producing robust programs, computational logic, translators and facilities of languages, data representation

Written paper, 80 marks, 1 hour and 30 minutes. (no calculators allowed)

50% of total GCSE

### Programming project (J276 03/04):

Programming techniques, analysis, design, development, testing and evaluation and conclusions.

Programming project, totaling 20 hours.

## Entry requirements for the course:

You will need to have a solid understanding of Maths to at least a grade 3 by the end of Year 8 or a proven aptitude for computing.

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Butler

# OCR Level 1/2 Cambridge National Certificate in Information Technologies

Examination Board: OCR

Syllabus: J808

## Description of the course:

This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task.

They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The course is broken down into 2 units using the following content & assessment overview:

## Assessment Unit R012 - Understanding tools, techniques, methods and processes for technological solutions

Learners will sit an exam to assess their knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information. They will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with their knowledge of various information technologies, they will be prepared to develop technological solutions. They will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. They also need to understand how such risks can be mitigated.

50% of the total qualification.

## Assessment Unit R013 – Developing technological solutions

This assessment focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information. They will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills they have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web based technologies; keeping their project on track through on-going, iterative reviews. They will use different hardware and software technologies to create solutions.

50% of the total qualification.

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Butler

# GCSE Religious Studies: Philosophy and Ethics (RPE)

Examination Board: AQA

Syllabus: 8062 A

## Description of the course:

The course will consist of studying two main world religions alongside four philosophical and ethical topic areas. Topics which may be included:

- Peace and conflict (War, conflict, Weapons of Mass Destruction)
- Crime and Punishment (Capital punishment, Corporal punishment, forgiveness)
- Religion and Life (animal testing, origins of life etc)
- The Existence of God and Revelations (Miracles, visions, nature)

GCSE RPE gives students an opportunity to explore the world around them develop their own views and system of ethics. Students will investigate and critically analyse different beliefs and cultures that influence countries, their rules, laws and customs. GCSE RPE is essential in developing skills of critical and reflective thinking which will support students across other GCSE subjects. Moreover, these are skills highly valued by colleges, universities and by multiple employers.

A good RPE student needs to be able to;

- Present their thoughts in a clear manner.
- Argue their view, by giving evidence to prove it.
- Have excellent knowledge of current events and the world around them.
- Be able to evaluate and analyse society and its beliefs, culture, morals, ethics and laws.
- Critically assess philosopher's writings and draw out the strengths and weaknesses of the argument studied.
- Have an inquisitive mind.
- Have a love of how the world works and connects together in what is morally acceptable and unacceptable and how cultures and countries can differ.
- Good literacy skills.

The study of Religion, Philosophy and Ethics can be useful for embarking upon many **careers** particularly in: **medicine, policing, law, politics, journalism, psychology, criminology, and teaching.**

**How you will be assessed:** 100% final examination in Year 11

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Miss Woolnough

Lead Teacher: Miss McEvoy

Subject Teachers: Miss McEvoy, Miss Pepper

## **GCSE/Vocational Physical Education**

All pupils who opt for PE will spend the first year studying the same content and will then take an assessment at the end of Year 9. Based on this, and their work through the year, they will be allocated to the course which is considered most suitable (GCSE or Vocational) for Years 10 and 11. **Please note that the Vocational courses for PE are currently under review, and are subject to change, so we are unable to give more specific details about the course at this point.**

**Examination Board:** Edexcel

**Syllabus:** 1PE01/Various

### **Description of the course:**

Students will study areas that include applied Anatomy and Physiology, Sports industry and its effects on sport, Injury, Leadership, Diet and Nutrition, Sport Psychology and Movement Analysis.

Depending on the course, you will be expected to complete practical and theory lessons or use computers to create a portfolio of work.

This subject will develop your understanding and knowledge of how your body works in relation to physical exercise. You will be able to improve knowledge, understanding and performance in your chosen areas.

Students benefit from having a love of sport and a willingness to work hard even if you find the topic difficult or outside of your comfort zone. You will need an above average sporting ability in at least one sport for vocational and two sports for GCSE (three are needed for GCSE PE but we have access to sports that are not normally taught in school). A keen interest in the science behind sport and how sport can affect or be affected by society will also help.

### **How you will be assessed:**

GCSE: 40% Non-examined mark (practicals and coursework), in three sporting activities and a written analysis of performance about a Personal Exercise Programme.

60% Theory Mark (final exam), written paper on all theory aspects learned at the end of the course.

Vocational: 100% assignment assessment throughout the course. This includes one test during the course.

### **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr Edwards

Subject Teachers: The PE Team

# GCSE Music

Examination Board: Edexcel

Syllabus 1MU0

## Description of the course:

You will learn about Musical elements, musical settings and musical language.

You will study four areas of music;

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

You will develop your solo and group performance skills and also be expected to learn about music notation and theory.

The performance component requires you to perform a solo and ensemble piece.

You will be provided with instrumental tuition by the school on your selected instrument. In order to effectively prepare you for your performance assessments, it is expected that you will attend these lessons and consistently practise on your chosen instrument / voice. It is expected that you have a willingness to work with others to rehearse, and perform to an audience.

In composition, you will compose two pieces of music. One will be of your own choosing and the other will be to a brief set by the exam board. Your compositions ideas will be recorded using the Mac computers.

For Appraising, you will need to answer questions about the Areas of Study, dictation and unfamiliar pieces. In addition, you will be asked to compare one of the set works with a linking piece of music.

## How you will be assessed:

Controlled assessment;

Performing (solo and ensemble) – 30%

Composing (2 compositions) – 30% (5 hours per composition)

Final examination;

Listening exam - 40%.

Section A – Areas of study, dictation, and musical elements, contexts and language.

Section B – Extended response comparison between a set work and one unfamiliar piece.

## Entry requirements for the course:

You must already sing or play an instrument or be willing to practise and learn.

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Edwards

Lead Teacher: Mrs Davies

Subject Teacher: Mrs Davies

# GCSE Drama

**Examination Board:** Edexcel

**Syllabus:** 1DR0

## **Description of the course:**

The course will allow you to study a range of performance styles, play texts and theatre practitioners. Set texts will be studied and performed during the course which is an exciting opportunity to bring these texts from page to stage. You will also develop a range of devised performances using a different performance styles. Theatre trips to see live performances are part of the course as you will be asked to evaluate a live performance.

The course will develop your co-operation, communication and group work skills; employers in today's jobs market see these skills as essential. Many companies look for the teamwork skills developed in GCSE Drama when employing staff.

It is vital that you understand that performance and written work are part of the Drama course. You will also need to show commitment, reliability, determination, good organisation and self-discipline to develop confidence together with creative expression and co-operation.

You will develop important interpersonal skills like communication and the ability to work with a wide range of people. You will develop your imagination, self-control and explore issues and feelings through Drama.

## **How you will be assessed:**

### **Component 1: Devising (40% of the qualification – 60 marks)**

This component of the course requires you to work in a group to create, rehearse and then perform a devised performance from a piece of stimulus.

There are two parts to the assessment of this component:

1. The performance of the devised performance.
2. A portfolio that reflects on and evaluates the creating and development of ideas during the performance project, the rehearsal process and the actual performance.

### **Component 2: Performance from a text (20% of qualification – 48 marks)**

Students will be guided and directed in their performance work and will perform 2 short extracts of different key moments of their chosen play.

This performance is assessed by a visiting examiner.

### **Component 3: Theatre makers in practice (40% of qualification – 60 marks)**

This component is a written exam at the end of the course in two sections.

Section A: Study of a complete performance text - You will have studied and explored one of the set texts in class. You will be required to answer questions on an extract of text. They will answer questions on this extract from the perspective of an actor, director and designer.

Section B Live Theatre Evaluation

You will be required to review a live performance that they have seen during the course. You will also need to write about one live performance as part of the written exam.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr Edwards

Lead Teacher: Mrs Davies

Subject Teacher: Mr Holland

# GCSE Art and Design

**Examination Board:** Edexcel

**Syllabus:** 2FA01

## **Description of the course:**

Currently we follow the Edexcel syllabus for GCSE Art and Design (fine art). Assessment for this three-year qualification is based on two units of practical work, chosen by the student under the teacher's direction. This includes critical study and research, involving some writing, which links up with and derives from the student's own work/ideas. The first unit, the larger of the two, makes up 60% of the total mark and the second smaller, externally set exam unit, which culminates with a 10-hour exam, constitutes 40% of the total mark.

This course concludes with the end of year GCSE exhibition and moderation.

Successful completion of a GCSE in art allows students to go on to study A Level Art, which in turn opens doors to a whole range of arts related opportunities within University arts faculties, including degrees in: Painting, Sculpture, Printmaking, Curating and Museum Education, Graphic Design, Fashion, Architecture, Animation, Photography, Film, Advertising, Interior design, 3-D Design and Stage Design.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in their work. Students will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

## **How you will be assessed:**

Work is assessed every 6 lessons and students receive written and verbal feedback from their teacher.

In year 9, students will sit one 5-hour formal exam.

In year 10, students will sit two 5-hour formal exams.

In year 11, students will sit a 10-hour formal exam, this will be sat a term before their actual exam. These exams prepare students for Unit 2s externally set assignment.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr Todd

Lead Teacher: Mrs De Kadar

Subject Teachers: Mrs De Kadar, Miss Ram

# Level 1/2 Award in Engineering

Examination board: WJEC

Syllabus: 979OA1

## Description of Course:

Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering.

Finding solutions to problems to ensure a product is fit for purpose involves:

- **learning about materials**
- **design processes**
- **engineering processes**
- **safe use of tools and equipment**
- **mathematics that engineers use**

**The Level 1 / 2 Award in Engineering** provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field.

The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

## How will you be assessed:

<b>WJEC Level 1/2 Award in Engineering</b>			
<b>Unit number</b>	<b>Unit title</b>	<b>Assessment</b>	Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.
1	Engineering design	Design Folio	
2	Producing engineering products	Production of a manufactured item	
3	Solving engineering problems	Written Exam 90 minutes	

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Todd

Lead Teacher: Miss Birrell

Subject Teacher: Mr Todd

# GCSE Design and Technology Textiles

Examination Board: Edexcel

Syllabus: 1DTO

## Description of the Course:

GCSE Design and Technology Textiles will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

GCSE Design and Technology Textiles allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

Design & Technology Textiles is concerned with the development of skills, knowledge and understanding required when handling and studying textile materials. Students are able to design and make products which can be functional, creative, worn as items of clothing or used to decorate living spaces.

This option looks at the use of textiles in its widest sense. Students will analyse and gain experience of textiles and fabrics associated with fashion, furnishing and interior design. As a result of the new industrial processes and extending the range of modern fabrics students will be expected to relate their work to current industrial practice. In this area, students work with a range of compliant materials, including smart materials and also other discipline materials. Textiles is suitable for students with an interest in fashion and/or interior design who enjoy working with textiles. The further study of textiles can lead to careers in textile management, fashion or costume design, retail management, buying and fashion promotion, children toys designer, machinist, manufacturer, buyer.... The potentials of textiles are endless.

## How will you be assessed:

Through Year 9 students will follow a number of short assignments that build and develop their skills in particular areas, including CAD/CAM. This culminates in the choice of a major project piece that starts towards the end of Year 10 and is completed in Year 11.

The assessment for all D&T courses is;

- Assessment by the exam board: 1 written 1 hour 45 minutes paper, 50% of total marks.
- A Non-Examined Assessment that represents 50% of total marks. This NEA consists of a project which addresses all the assessment objectives holistically. The evidence required for the project consists of a prototype and a design folder with appropriate ICT evidence. The task is selected from a list of contextual challenges from the exam board. **Students are expected to provide their own fabrics to complete their practical work.** Basic materials will be provided by the school.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in their work. Students will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr J. Todd

Lead Teacher: Miss C. Birrell

Subject Teacher: Miss L. Chamberlain

# Level 1/2 Certificate in Creative Studies: Craft (Wood)

Examination board: NCFE

Syllabus: 601/0043/6

## Description of Course:

This qualification is designed for learners with an interest in wood crafts.

This qualification aims to:

- Develop a broad and comprehensive understanding of craft
- Develop a significant knowledge core which spans the vocational sector
- Provide academic and study skills that will support progression within craft and more broadly.

The objectives of this qualification are to help learners to:

- Use raw materials, tools and equipment in a safe and competent manner
- Develop analytical and research skills
- Evaluate their own work, develop ideas and learning through the craft process
- Develop an understanding of health and safety considerations in the craft environment
- Develop an overview of enterprise skills and characteristics present in successful enterprising individuals
- Develop communication skills through a range of media.

## How will you be assessed:

This qualification consists of:

Unit number and title	Assessment
Unit 1 Exploring craft and enterprise skills	Internally assessed portfolio Controlled assessment
Unit 2 Research and develop design ideas for craft item	Internally assessed portfolio Controlled assessment (30 Hours)
Unit 3 Respond to a Craft Brief	Externally assessed Practical Exam
Unit 4 Produce final craft work	Internally assessed portfolio Controlled assessment

To be awarded the NCFE Level 2 Certificate in Creative Studies: Craft, learners are required to successfully complete all **4** units.

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr J. Todd

Lead Teacher: Miss C. Birrell

Subject Teacher: Mr G Manley

# GCSE Food Preparation & Nutrition

**Examination Board:** WJEC Eduqas

**Syllabus:** C560

## **Description of course:**

This GCSE will teach students the science behind food preparation, how to cook a range of savoury and sweet dishes and how to plan nutritious meals that can form part of a healthy, balanced diet. Not only will you learn how to cook but you will learn about the relationship between diet, nutrition and health and understand the economic, environmental and ethical influences on food choices. We will explore a range of ingredients and processes from different culinary traditions and investigate the functional properties and chemical processes involved in food preparation. The course will be delivered through a mixture of practical food preparation, investigations and theory lessons.

## **How will you be assessed:**

One written exam 1 hour 45 minutes (50%)

### **Non-exam assessment**

- Food investigation (15%)
- Students have to create an investigation, following scientific principles, carry out their experiments then write a report showing their understanding of the scientific principles that underpin the preparation and cooking of food.
- Food preparation assessment (35%)  
Students plan, prepare, cook and present a three dishes and appropriate accompaniments in response to a practical question set by the board. They will make their dishes in a three hour practical exam.  
Students will produce a concise portfolio that:  
Demonstrates their application of technical skills and their practical outcome  
Explains how they planned and carried out the preparation, cooking and presentation of their three final dishes  
Includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr Todd

Lead teacher: Miss Birrell

Subject Leader: Miss Birrell

# Level 1/2 Award in Hospitality & Catering

**Examination board:** WJEC

**Syllabus:** 601/7703/2

## **Description of Course:**

The course is designed to help students develop knowledge and understanding of this important sector of industry. You will learn how businesses in this sector operate and what they have to consider to be successful. You will also learn about nutrition and food safety and how they affect successful hospitality and catering operations. You will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units you will get an overview of the hospitality and catering industry and the type of job roles available which will help you to choose what type of job might suit you.

## **How will you be assessed:**

You have to complete two units

Unit 1 (40%)- The Hospitality and Catering Industry is externally assessed. The online assessment will last 90 minutes. It is a mixture of short and extended answer questions based around applied situations.

Unit 2 (60%)- Hospitality and Catering in Action is internally assessed and you will have to apply your learning to prepare, cook and present nutritional dishes. Students need to show how they have considered the different needs of a range of customers.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr J Todd

Lead Teacher: Miss C Birrell

Subject Teacher: Miss C Birrell

# Cambridge National Certificate Level 2 in Child Development

Examination Board: OCR

Syllabus: J818

## Description of Course:

This qualification is divided into 3 units, two centre assessed units with practical task-based assessment opportunities and one examined unit.

Unit 1 - This unit covers reproduction, parental responsibility, antenatal care, birth, post natal checks, care, and conditions for development, childhood illness and safety.

Unit 2 - In this unit, students will learn about the equipment needs of children and gain an understanding of factors to consider when choosing equipment. They will also learn about nutrition and how to prepare food hygienically.

Unit 3 - In this unit, students will gain knowledge and develop skills in, developing activities to observe developmental norms in children up to the age of five. This unit will include researching, planning and carrying out activities with children and observing and reviewing these activities, as well as understanding developmental norms and the benefits of play in child development.

The skills developed in all the units are transferable and would be of use in further study.

## How will you be assessed:

Unit R018: Externally assessed written exam 50%

Unit R019: Understanding the equipment and nutritional needs of children from birth to five years. OCR-set assignment 25%

Unit R020: Understanding the development of the child from birth to five years. OCR-set assignment 25%

## Who to speak to, if you want to find out more:

Head of Curriculum Area: Mr Todd

Lead teacher: Miss Birrell

Subject Leader: Miss Birrell

# Vocational Option

**Examination Board:** TBC

**Syllabus:** TBC

## **Description of the Course:**

In recent years, the school has had considerable success in delivering Pearson BTEC Level 1 and Level 2 qualifications. These are equivalent to a GCSE but are more suited to students who do not wish to follow more traditional, academic routes. They tend to prepare students for careers in specific sectors of the employment market, such as Retail, Business, Tourism, Media or Sport.

Unfortunately, it is unclear at this point which vocational qualifications will be accredited for completion in summer 2021. However, we still feel that they are valuable and appropriate to a significant number of our students and will allow them to achieve a successful outcome. We are therefore proposing the following course structure:

Year 9: Students choosing this option will experience a range of vocational units in Year 9, to provide a foundation for the skills needed for this type of qualification. This means that they will study a sample of elements from a variety of existing BTEC courses, such as Travel & Tourism, Retail Business, Creative Media and Enterprise, but these will also be combined with Employability Skills, ICT and possibly even First Aid.

Years 10 & 11: By the end of Year 9 (2018-19), we anticipate that we will have confirmation of which vocational courses have been approved for 2021. Students on the Vocational Option will then be offered a choice from 3 or 4 of these courses, likely to be drawn from Enterprise & Marketing, Retail Business, Travel & Tourism, Creative Media, or similar. Whichever two proposed subjects prove the most popular will be offered and students will then follow one of these in Years 10 & 11, achieving the equivalent of a full GCSE qualification at the conclusion of the course. All of these courses can be completed within the 2 years available.

## **How will you be assessed:**

Assessment in vocational qualifications is usually through a combination of internally and externally assessed units.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr Fox (current); Mr Jones (from September 2018). Mr Jones will be available at Options Evening to answer questions

Teachers: Miss Judson, Mrs Hewes, Miss Dean and Mr Fox

# Pearson BTEC Level 1/Level 2 First Award in Animal Care

Examination Board:

Edexcel

Syllabus: YHU24

**Please note that this course is ONLY available to students on the BLUE PATHWAY.**

## **Description of Course:**

The Pearson BTEC Level 1/Level 2 First Award in Animal Care has been developed to provide an engaging introduction to the animal care sector for learners aged 14 years and above.

It is designed to be taken as part of a broad curriculum, alongside GCSEs and/or other vocational subjects.

Learners will study animal health, animal handling skills, animal welfare, animal housing and accommodation and principles of animal behaviour.

There will be a fortnightly visit to a farm unit in Saffron Walden for the practical work, as well as classroom-based lessons to explore other learning.

**Please note that, in order to accommodate travel time, students taking this course may have an altered timetable, with an earlier start or a later finish, on the day they are visiting the farm unit.**

## **How will you be assessed:**

The BTEC Level 1/Level 2 First Award in Animal Care includes one externally assessed core unit, remaining units are internally assessed.

## **Entry requirements for the course:**

This course is only available to students who are invited to follow the Blue Pathway.

## **Who to speak to, if you want to find out more:**

Head of Curriculum Area: Mr Gilbert

Teacher: Mrs Maragkakis

## Draft Options Form for September 2018 – Purple Pathway

Please choose ONE subject from Block 1, ONE from Block 2 and TWO from Block 3, plus a Reserve.

Block 1	Block 2	Block 3		
Geography	French	Geography	History	Religious Studies: Philosophy & Ethics
History	German	French	German	Spanish
	Spanish	Computer Science	ICT	Physical Education
		Music	Drama	Art & Design
		D & T: Textiles	Craft	Food Preparation & Nutrition
		Hospitality & Catering	Child Development	Vocational Option
<b>Choose ONE:</b>	<b>Choose ONE:</b>	<b>Choose TWO plus a Reserve:</b>		
•	•	1.		
		2.		
		Reserve:		

**\*\*\*PLEASE NOTE\*\*\***

**You may NOT choose:**

- Art & Design and Craft
- Computer Science and ICT
- Food Preparation & Nutrition and Hospitality & Catering
- More than one of these technology subjects (Engineering, D & T: Textiles, Craft, Hospitality & Catering)

## Draft Options Form for September 2018 – Green Pathway

Please choose ONE subject from Block 1 and THREE from Block 2, plus a Reserve.

Block 1	Block 2			
Geography	Geography	History	Religious Studies: Philosophy & Ethics	
History	French		German	Spanish
French	Computer Science		ICT	Physical Education
German	Music	Drama	Art & Design	Engineering
Spanish	D & T: Textiles		Craft	Food Preparation & Nutrition
Computer Science	Hospitality & Catering	Child Development		Vocational Option
<b>Choose ONE:</b>	<b>Choose THREE plus a Reserve:</b>			
•	1.			
	2.			
	3.			
	Reserve:			

**\*\*\*PLEASE NOTE\*\*\***

**You may NOT choose:**

- Art & Design and Craft
- Computer Science and ICT
- Food Preparation & Nutrition and Hospitality & Catering
- More than one of these technology subjects (Engineering, D & T: Textiles, Craft, Hospitality & Catering)

## Draft Options Form for September 2018 – Yellow Pathway

Please choose ONE subject from Block 1 and THREE from Block 2, plus a Reserve.

Block 1	Block 2			
Geography	Religious Studies: Philosophy & Ethics	ICT	Physical Education	
History	Music	Drama	Art & Design	Engineering
French	D & T: Textiles	Craft	Food Preparation & Nutrition	
German	Hospitality & Catering	Child Development	Vocational Option	
Spanish				
Computer Science				
<b>Choose ONE:</b>	<b>Choose THREE plus a Reserve:</b>			
•	1.			
	2.			
	3.			
	Reserve:			

**\*\*\*PLEASE NOTE\*\*\***

**You may NOT choose:**

- Art & Design and Craft
- Computer Science and ICT
- Food Preparation & Nutrition and Hospitality & Catering
- More than one of these technology subjects (Engineering, D & T: Textiles, Craft, Hospitality & Catering)

## Draft Options Form for September 2018 – Blue Pathway

Subjects for Blocks 1, 2 and 3 are fixed for this pathway. Please choose ONE subject from Block 4, plus a Reserve.

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
Animal Care	Vocational Option	Study Group	Physical Education Music                  Drama Art & Design Craft                          D & T: Textiles Hospitality & Catering                  Child Development
			<b>Choose ONE plus a Reserve:</b>
<ul style="list-style-type: none"> <li>• Animal Care</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational Option</li> </ul>	<ul style="list-style-type: none"> <li>• Study Group</li> </ul>	1. Reserve: