



Options Booklet 2018

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DEADLINES

Friday 4 May 2018	Option Form deadline
July 2018	Confirmation of options
September 2018	Commence courses

INTRODUCTION

Crestwood Community School is built on the belief that all learners can succeed through developing their aspirations, creativity and independence. The Options process will be the first genuine opportunity students have to influence their own education. With such an important decision, we want to ensure students are able to make the right choices, having been given as much support and guidance as possible.

KS4 CURRICULUM

Throughout Key Stage Four, all students study qualifications in English Language, English Literature, Mathematics, Science and ICT. In addition, all students follow non-exam courses in PE and in Ethics and Philosophy. Students are able to choose four optional subjects:

Humanities	Geography (EB), History (EB), Ethics & Philosophy
Modern Foreign Languages	Spanish (EB)
Arts/PE	Art, Drama, Music, Physical Education
Technology	Design & Technology: Resistant Materials, Textiles/Fashion, Food
Science	Astronomy, Computer Science

English Baccalaureate (EB) subjects are those which the government, further education providers and higher education providers consider to be traditionally academic GCSEs.

PATHWAYS

When choosing their options, students should be mindful of their potential future Pathways. Those students who should be aiming to attend university should choose two EB subjects: Spanish, Geography and/or History. All students are strongly encouraged to choose an appropriate mix of subjects and all students are required to choose at least one English Baccalaureate subject. Please see the diagram on Page 4 for more information.

NATIONAL CONTEXT

The DfE and Ofqual have instigated national changes to GCSEs which are being phased in over the next three years. The information contained in this booklet is the most up-to-date available at time of writing (March 2018) and is presented in good faith.

GENERAL GUIDANCE FOR STUDENTS

- DO** find out as much as possible about what you will learn in all courses.
- DO** consider how much progress you have made in this subject previously.
- DO** take into account how interesting and enjoyable the subject has been to you.
- DO** consider whether the subject is necessary for any future further education course or career.
- DO** take advice from teachers about the suitability of the course.
- DO** seek advice from a variety of sources: parents, older students and form tutors.
- DO** consider subjects you think will motivate and inspire you to learn.

- DO NOT** choose a subject because a friend is choosing it
- DO NOT** choose a subject because it appears to be an easy option.
- DO NOT** choose a subject because it seems new and interesting, before obtaining full details about all that the course involves.
- DO NOT** choose a subject because of a particular teacher, he/she may not be teaching the subject at KS4.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at college

English Language

Course content

All students will be taught and encouraged to read fluently and write effectively. They will be able to demonstrate a confident control of Standard English and be able to write grammatically correct sentences, deploy figurative language as well as analyse a wide range of texts. In addition, students will acquire and apply a wide vocabulary, alongside a knowledge and understanding of terminology for reading, writing and spoken language. Students will be encouraged to listen to and understand spoken language and use spoken Standard English effectively.

Course assessment

English Language is designed to be studied over two or three years with all assessments taken at the end of the course.

In class assessments over the two or three years will include questions or tasks which allow students to:

- Provide extended responses
- Draw together different areas of knowledge, skills and understanding from across a wide range of texts
- Write for a designated audience, purpose and form

The spoken language endorsement will be reported on as part of the qualification but will NOT form part of the final mark and grade for English Language.

English Literature

Course content

All students will be taught and encouraged to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge and appreciate the depth and power of the English literary heritage. Students will read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. Students will be taught and encouraged to write accurately, effectively and analytically about their reading, using Standard English.

Course assessment

English Literature is designed to be studied over two years with all assessments taken at the end of the course.

In class assessments over the two years will include questions or tasks which allow students to:

- Provide extended responses
- Draw together different areas of knowledge, skills and understanding from across a wide range of texts

Combined Science

Course content

Students will study AQA Combined Science- Trilogy specification. This is a three year course covering Biology, Chemistry and Physics. Offered at both Higher and foundation tiers

Biology topics covered are: 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology

Chemistry topics covered are: 1. Atomic structure and the periodic table, 2. Bonding, structure, and the properties of matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. The rate and extent of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere, 10. Using resources.

Physics topics covered are: 1. Energy, 2. Electricity, 3. Particle model of matter, 4. Atomic structure, 5. Forces, 6. Waves, 7. Magnetism and electromagnetism.

Upon successful completion of the Combined Science course, students will receive two grades

Course assessment

The course is linear and 100% exam based assessment at the end of Year 11. There will be regular mock exams across the three years to check progress.

Exams test subject knowledge, mathematical ability, and understanding of laboratory skills and data analysis.

Separate Science

Course content

Students will study AQA Single Sciences. This is a three year course covering Biology, Chemistry and Physics.

Biology topics covered are: 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology,

Chemistry topics covered are: 1. Atomic structure and the periodic table, 2. Bonding, structure, and the properties of matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. The rate and extent of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere, 10. Using resources.

Physics topics covered are: 1. Energy, 2. Electricity, 3. Particle model of matter, 4. Atomic structure, 5. Forces, 6. Waves, 7. Magnetism and electromagnetism, 8. Astrophysics.

Students are invited to study the single sciences based upon their Key Stage 3 exam results and attitude and effort. Studying three single sciences requires a significant amount of home study alongside normal class time and homework.

Course assessment

These courses are linear and 100% exam based assessment at the end of Year 11. There will be regular mock exams across the three years to check progress.

Exams test subject knowledge, mathematical ability, and understanding of laboratory skills and data analysis.

Mathematics

Course content

- Number and calculation
- Fractions, percentages and decimals
- Measures and accuracy
- Algebra notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences
- Ratio, proportion and rates of change
- Geometrical properties and constructions
- Vectors
- Mensuration and calculation
- Probability
- Statistics

Course assessment

Students will be assessed on their ability to:-

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts

ICT - CiDA (Certificate in Digital Applications)

Course content

Edexcel CiDA (2012) has been developed from the popular Edexcel DiDA qualifications, with a change of focus to emphasise creative computing. It aims to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor made to meet the needs of today's creative industries, the qualification covers imaging, creative multimedia, website development and computer game production.

This course is worth one GCSE.

Course assessment

- Unit 1: Web Design – All students learn how to create a website using web authoring software. They have to learn to manipulate images, text and special features to meet the needs of a specific audience. As well as using HTML coding to edit some of the content. This unit is assessed by a two and half hour practical exam, where students will be given a scenario and have to create a multi-page website based on a fictitious client brief.
- Unit 2: Game Making - Students will create an original game based on one of three stories. They start by planning and designing the game. The main software used for this is Gamedemaker. They must also produce a promotional product (promo) for the game. This is assessed via a piece of coursework which will be submitted in January of Year 11.

GCSE Spanish (EB)

Course content

Spanish will cover the following broad themes: Identity and culture, local area, holiday and travel, school, future aspirations, study and work international and global dimension.

A qualification in Spanish should allow students to:

- Communicate coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Respond to a rich range of authentic spoken and written material, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Develop language learning skills to prepare them for further language study and use in school, higher education or employment.

Course assessment

- AO1 Listening (25%): understand and respond to different types of spoken language.
- AO2 Speaking (25%): communicate and interact in speech. Speaking will comprise of three tasks. Task 1 - a role-play based on one topic allocated by the exam board. Task 2 - a task containing a picture and questions drawn from one topic allocated by the exam board. Task 3 - a conversation based on two themes. The teacher selects one theme from a choice provided by the exam board and the student chooses the other theme in advance.
- AO3 Reading (25%): understand and respond to different types of written language including literary texts. A translation from Spanish to English will also be required.
- AO4 Writing (25%): communicate in writing. A translation from English into Spanish will also be required.

Homework/independent study

Homework will be set once per week and will comprise one learning-homework and one activity-homework, which could be research, reading/listening comprehension or written work.

Post-16 progression

- Natural progression from KS4 to an A-Level in Spanish. At KS4 we try to instil the key grammatical structures needed to access the highest grades, which will help students who continue their language studies at A-Level.
- Students are encouraged to develop research skills, which will stand them in good stead in Further Education.
- The importance of giving their opinion and presenting opposing facts is taught from KS3 but becomes more significant at KS4 and further study.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy skills are fundamental in the learning of any language.	Opportunities to develop numeracy skills are addressed at various points of the course.	Understanding of the culture and identity of the countries and communities where the language is spoken.

GCSE Geography (EB)

Course content

Students will study topics under two main units and complete two pieces of fieldwork.

- Topic 1: Living with the physical environment: This unit focuses on physical geography including the study of Natural Hazards, Ecosystems, Extreme Environments, Rivers and Coasts.
- Topic 2: Challenges in the human environment: This unit focuses on human geography including the study of population growth, world development, sustainable management and resource management.
- Fieldwork: Students will take part in a minimum of two fieldwork days in which they will collect primary data in a 'physical environment' and a 'human environment'. Fieldwork is now assessed through a terminal exam.

Course assessment

This course is assessed through three terminal exams to be sat in the summer of 2019.

- Paper 1: Living with the physical environment: 1 hour 30 mins (35% of GCSE, including 3 marks for spelling, punctuation, grammar and specialist terminology [SPGST]). This paper includes multiple choice, short answer and extended answer questions based on the topics learnt in Unit 1.
- Paper 2: Challenge in the human environment. 1 hour 30 mins (35% of GCSE including 3 marks for [SPGST]). This paper includes multiple choice, short answer and extended answer questions based on the topics learnt in Unit 2.
- Paper 3: Geographical Applications: 1 hour 15 mins (30% of GCSE, including 6 marks for [SPGST]). This paper is split into two sections. In the first section students will be asked a series of questions based on the two pieces of fieldwork study that they have completed. In the second section students will be required to complete an issue evaluation which will be based on a pre-release resource booklet. Students will need to demonstrate critical thinking and problem solving skills.

Homework/independent study

Students will be set homework weekly which may include case study tasks, practice questions and other activities designed to extend the learning of your child.

Post-16 progression

Geography is up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. Choosing geography at school can open the doors to a university degree, either specifically in geography or by combining geography with other A Levels to gain a place on a degree programme in another subject. An A-Level in geography is recognised for its academic 'robustness' and, most importantly, it also helps students into the world of work.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Extended, comparative and descriptive report writing Reading Place specific detail Key terminology	Drawing and interpreting graphs and data ICT skills Correct use of maps/GIS	Decision making Problem solving Providing solutions Sustainability Interpretation

GCSE History (EB)

Course content

Students will take two studies in depth looking at the social, cultural, economic and political challenges and changes of four historical periods. One is The USA: A Nation of Contrasts, 1910-1929, considering issues like immigration, gangsters, the KKK, silent movies and the changing lifestyle of women. The other is The Elizabethan Age, 1558-1603 where we will consider the government, the lifestyle of the rich and poor, popular entertainment, the problems caused by religion and the Spanish Armada. Students will also take two studies in breadth. These are the Development of Germany 1919-1991 that looks at how the lives of the German people changed from the Weimar Period, through the Third Reich and the Second World War, during the Allied military occupation and the division into West Germany and East Germany to reunification. We also take a thematic study, covering the period 500 AD to the present day on the topic of Changes in Health and Medicine. We will look at the causes of illness and disease, advances of medical knowledge, developments of patient treatment and care and developments in public health. As part of this we will look at an historic environment which will be the village of Eyam, at the time of the plague in 1666.

Course assessment

There will be two written examinations of two hours each that will be taken at the end of Year 11. There is no coursework.

Homework/independent study

This is a demanding course in terms of the large amount of knowledge to learn from different historical periods. There will be a requirement to commit to independent study and a substantial part of the homework tasks will be about learning information. There will also be many opportunities to research and complete written tasks.

Post-16 progression

Some students will take A-Level History at college. It is a subject valued by universities. History GCSE is favoured by many, taking careers in journalism, teaching and the law etc.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Good literacy skills are desired for and developed by studying History GCSE. The qualification allows students to improve their communication skills, verbally and in writing, and aids their ability to support their views with evidence and to make reasoned judgements.	Basic numeracy skills would be useful for the analysis of sources like graphs and a grasp of dates.	Students will learn about and reflect on the feelings and values of the past, recognise historical examples of right and wrong, and understand the way communities and societies function. Students have the opportunity to appreciate how a wide range of cultural influences have shaped our heritage and cultural diversity.

GCSE Astronomy

Course content

The perfect course to build on students' innate fascination for space. Discover the wonders of the universe and explore the solar system using a real telescope. Learn how stars are born and die and how your own body is made from stardust.

This course would run along side and complement either the Separate sciences or Combined science

Naked-Eye Astronomy: Topic 1 – Planet Earth. Topic 2 – The lunar disc . Topic 3 – The Earth-Moon- Sun system . Topic 4 – Time and the Earth-Moon- Sun cycles. Topic 5 – Solar System observation. Topic 6 – Celestial observation. Topic 7 – Early models of the Solar System. Topic 8 – Planetary motion and gravity

Telescopic Astronomy: Topic 9 – Exploring the Moon. Topic 10 – Solar astronomy. Topic 11 – Exploring the Solar System. Topic 12 – Formation of planetary systems. Topic 13 – Exploring starlight. Topic 14 – Stellar evolution. Topic 15 – Our place in the Galaxy. Topic 16 – Cosmology

High level of mathematical ability required to study on this course.

Course assessment

These courses are linear and 100% exam based assessment at the end of Year 11. There will be regular mock exams across the three years to check progress.

Exams test subject knowledge, mathematical ability, and understanding of laboratory skills and data analysis.

Homework/independent study

Due to the nature of the course a large amount of after school time will be required to carry out astronomical observations using the telescope. Homework will be set weekly and involve a variety of tasks from subject recall to observational reports.

Post-16 progression

This course is perfect for students interested in a career in physics and astronomy in the future.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Literacy skills will be developed by the writing of reports of observations and through research of cosmological events.	Astronomy requires the use of a large number of mathematical equations to solve complex problems	Students will develop an understanding of our place within the universe and deal with the big questions of life about where we came from.

GCSE Religious Studies (Ethics & Philosophy)

Course content

Ethics & Philosophy develops key skills and topics studied during key stage three. The course has six units - 4 which are ethics based and 2 which are theology based, as follows:

- Issues of Relationships - including marriage, divorce, families.
- Issues of Life & Death - including medical ethics, creation theories, evolution.
- Issues of Good & Evil - including prison, crime, capital punishment, free will.
- Issues of Human Rights - including poverty, discrimination, charity, sexism.
- Beliefs, teachings and practices in Islam.
- Beliefs teachings and practices in Christianity.

Students will learn how to constructively critique views and opinions, all the while forming their own understanding of the world around them, their own identity and how to contribute as a tolerant and respectful citizen within society. They will attempt to answer challenging philosophical questions such as “Why are we here?” and consequently develop higher-order thinking skills that will benefit their attainment across the curriculum, as well as through later life. Both religious and non-religious views will be explored and encouraged in relation to beliefs, teachings, stories and practices.

Course assessment

Exam papers assess students' ability to recall factual information, show an understanding of Christian and Muslim beliefs and practices, and evaluate concepts using different views - religious, secular and their own. Students will need to relate traditional teachings to modern and current world events, such as poverty and discrimination.

Homework/independent study

A key feature is the ability to link classwork to what is happening outside in the real world. Students will need to engage with news stories, organisations and politics to fully support their understanding of where this subject fits within their development as considerate and competent young people. Students will also have homework that either requires research and analysis of world events or the completion or redrafting of practice exam questions.

Post-16 progression

AS and A-Level RS and Ethics & Philosophy is offered at all local Sixth Form Colleges where students could develop their understanding and critical evaluation skills at a more cognitively demanding level. Ethics & Philosophy also complements the study of other evaluative subjects, including Critical Thinking, History, Geography and English. Skills developed during the course, such as communication, literacy, empathy and balanced analysis lend themselves well to assisting student progress in further education and the workplace. Ethics & Philosophy lends itself to career progression in a range of areas, including the Police force, Military, Teaching, Social Work and Healthcare.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students are marked on their use of spelling, punctuation and grammar so this is prioritised in all written work. New key words and the development of written arguments are also main features of the course.	Students will be required to work with percentages and census material and interpret numerical data. Understanding and learning key facts and figures will support and develop their written responses.	Students consider their place within society and the impact of their actions and beliefs. They learn to look at the world with compassion and empathy, aiming to explore their own views while respecting and valuing others' views.

Art and Design/Photography

Course content

During the course students will develop skills in the following areas:

- Studying the work of other artists/cultures
- Using a range of media and techniques (Pencil, Pen, Oil pastels, Chalks, Water paints, Photography, Lino printing, Silk screen printing and Card sculpture).
- Observational drawing, collecting ideas and resources
- Completing a personal response

Course assessment

- The assessment of Art and Design is in two parts; Unit One (coursework) and Unit Two (externally set exam).
- Unit One (Coursework) is everything which is done in school and at home before Christmas of year 11 and is 60% of the final grade.
- Unit Two (the external exam) is a project set by the Exam Board. The preparation completed in lessons and at home is worth another 30% of the final grade it ends with a ten-hour exam condition assessment worth the final 10%.

Homework/independent study

- To be successful in Art and Design students will need to do a great deal of independent work both in school and at home.

Post-16 progression

Success in GCSE Art and Design can lead on to many courses post-16

- A level Art, Photography or Textiles (at Barton Peveril College)
- Level 1 to 3 courses in Child Care, Hairdressing or Design (Eastleigh College)

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students are taught how and where to use a specialist vocabulary which develops into extended writing about artists as well as personal evaluations.	Enlargement and reduction in designing and planning. Tessellation and repetition in creating pattern. Measuring scale with and without a ruler. Use of symmetry in designing. Drawing proportions and scale. Construction, 2D into 3D, relief within sculpture and 3D design.	Students develop their art work by using the artist/craft/culture as a source of inspiration. Students are encouraged to express their ideas and opinions as well as respect those of others. Students enjoy using their imagination and creativity to learn about the world around them.

Drama

Course content

Component 1 – Understanding Drama

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

Component 2 – Devising Drama

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

Component 3 – Texts in Practice

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

Course assessment

Component 1

- Written exam - 1 hour and 45 minutes
- Open book
- 80 marks
- (Scaled to) 40% of GCSE

Component 2

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- (Scaled to) 40% of GCSE

Component 3

- Performance of Extract 1 (20 marks)
- Performance of Extract 2 (20 marks)
- 40 marks in total
- (Scaled to) 20% of GCSE

Homework/independent study

Drama is a practical subject however homework and independent study is vital to a successful student of drama. Whether it be in the form of learning lines, practising for the written exam or updating their devising logbook, the latter example being perhaps the most important, pupils will not be successful if this core fundamental aspect of GCSE Drama is not followed.

Post-16 progression

A-Level Drama and Theatre courses, including those at Barton Peveril. Opportunities to join youth theatre organisations such as The Point and The National Youth Theatre. Transferable social skills.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Pupils will study an assortment of different plays for performance and for written exam. Pupils will also keep a logbook during the devising process.	Pupils will have to manage their time efficiently across all periods of rehearsal. Pupils will need to consider space, shapes and angles when designing or writing about set, costumes and lighting.	GCSE Drama covers all aspects of SMSC. We look into the social context scenes and the moral, spiritual or cultural compasses of a diversity of characters. These often provoke a discussion in class.

Music

Course content

There will be four areas of study

- Western classical music 1650 – 1910
- Popular music
- Traditional music
- Western classical music since 1910.

Set works include part of a Haydn symphony, songs by the Beatles and Carlos Santana and parts of an American ballet. Pupils will develop their understanding and use of the key elements of melody, harmony, tonality, tempo, rhythm, metre, texture, dynamics, structure and timbre through composing, listening and performing.

Course assessment

Pupils are assessed on three core areas

- Performing (30%) – solo and ensemble recordings made during final year of the course.
- Composing (30%) – two pieces composed during final year of the course.
- Listening/theory (40%) – final exam(s).

Homework/independent study

Homework towards performance takes the form of daily practice on your instrument/voice. Pupils ought also to be rehearsing as part of a group on a regular basis between lessons. For the listening exam there are a series of structured listening workbooks for pupils to work through, with some exercises due in each lesson. To support composing work pupils need to build in some composing into their regular practice routine. It is advisable that pupils have specialist tuition on their instrument/voice.

Post-16 progression

Success at GCSE Music develops many valuable transferable skills and competences, such as creativity, attention to detail, planning, confidence, fine motor skills, listening and teamwork for example. It is therefore of benefit in many other areas of work and study. Some pupils may wish to study music further and this can lead to A-level and BTEC courses in Music, Music tech and Music production. There are also popular music performance-based courses that pupils move on to.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
<ul style="list-style-type: none"> ● Essay-writing. ● Large quantity of key vocabulary. 	<ul style="list-style-type: none"> ● Numeracy is involved in dealing with rhythm, metre, intervals, as well as chord construction and relationships. 	<ul style="list-style-type: none"> ● Teamwork. ● Cultural significance of music as an art form. ● Music from other cultures. ● Self-expression.

Physical Education

Course content

GCSE Physical Education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Students will cover a variety of team and individual sports through their practical lessons and the following topics through regular theory lessons.

Course assessment

Students who choose GCSE PE will be assessed through 60% examination and 40% practical ability. For the practical element of the course, which is worth 40% of the overall grade, students must be assessed in three different activities in the role of player/performer. One of these activities must be a team sport/activity and one must be an individual sport/activity. The third activity may come from either list.

Homework/independent study

Students will complete homework tasks throughout the course based on the topic they are covering within theory lessons. Students will also be expected to attend after-school clubs to enhance the practical element of the course. This is a course for students with a strong commitment to regular practical activity to a high standard.

Post-16 progression

Students will have the option to study at a variety of colleges within the local area which offer courses such as A-Level PE (Barton Peveril) and BTEC Sport Studies (Eastleigh College).

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students will learn new key words and spellings associated with topics and sports which they are covering. Students will be encouraged within their theory lessons to keep written evidence of their work to use for their exams.	Through both practical and theory element of the course students will have to use a variety of mathematical elements to assist them within their learning and development. This could be using equations to calculate their overall grade or keeping score within a practical session.	Students will develop socially within PE through working with others and experiencing opinions different to their own. Through theoretical elements of the course students will learn about a variety of socio-cultural influences.

Food (two courses)

Introduction

We are very excited to be able to offer 2 different food courses. We have the opportunity to offer either GCSE Food Preparation and Nutrition or NCFE Level 2 Certificate in Food and Cookery. Subject to the student and student capabilities, we will offer the course that best meets their needs. During Year 9 students will be introduced to the courses by concentrating on our annual 'Christkindlmarkt'. Students will work in groups to produce gifts and products to sell at this event. Throughout the year students will learn basic and medium cookery skills. We will assess students at the end of the year to determine which course is best for each young person.

GCSE Food Preparation and Nutrition

An exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: food, nutrition and health, food science, food safety, food choice, food provenance.

Exam Paper (1): 100 marks – 50% of GCSE.

- Theoretical knowledge assessed through a written exam of 1h 45min.
- Non-exam assessment (NEA)

Task 1: Food investigation (30 marks – 15% of GCSE)

- Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'.

Task 2: Food preparation assessment (70 marks – 30% of GCSE)

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

NCFE Level 2 Certificate in Food & Cookery

This qualification is designed for students who have an interest in food and cookery. It will provide students with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

The course consists of 3 internally assessed portfolios (1 of which includes a cookery exam) and 1 externally assessed exam paper.

Unit 01: Preparing to cook-the safe and hygienic preparation of the cooking environment and ingredients. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.

Unit 02: Understanding food-provides learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

Unit 03: Exploring balanced diets-Learners will understand the individual requirements of a balanced diet, including changing recipes to make them healthier. Externally assessed exam paper.

Unit 04: Plan and produce dishes in response to a brief-This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes. Internally assessed, 2 hour cookery exam.

Grading is either Pass, Merit or Distinction and is the equivalent of GCSE points. Students will need to pass every unit to be able to achieve the Level 2 Certificate.

Design and Technology: Resistant Materials

Course content

Design and Technology is a new course. It 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.

The course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Design and Technology: Resistant Materials helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

Year 9 – During the Autumn Term students will take part in the annual ‘Christkindlmarkt’ project, for which they form small businesses to then design and make high quality products to sell at the annual event in December. The Spring Term will then be based on building up a broad based subject knowledge through focused practical tasks, before completing a Furniture Design Project.

Year 10 – Mechanical toy project followed by a Lighting project and skills modules preparing for the Controlled Assessment task in Y11.

Year 11 – Students undertake a single design and make activity which is selected from a range of exam board-set tasks. They submit a three-dimensional outcome and a concise design folder and/or appropriate ICT evidence.

Course assessment

Unit 1: Written Paper - 2 hours – 100 marks – 50%.

- Section A : Core technical principles
- Section B : Specialist technical principles
- Section C : Designing and making principles

Unit 2: (Non-Examined Assessment)

- Approximately 30-35 hours – 100 marks – 50%
- Substantial design and make task - Investigating - Designing - Making - Analysing and Evaluating. Contextual challenges to be released annually on 1st June. Students will produce a working prototype and a portfolio of evidence (max 20 pages)

Homework/independent study

- Preparation for controlled assessment lessons
- Exam preparation through subject knowledge based revision tasks
- Further reading of Design related news articles

Post-16 progression

- A-level Design and Technology/Product Design

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Spelling, punctuation and grammar feature in the assessment of D&T.	<ul style="list-style-type: none"> ● CAD/CAM work ● Measurement ● Graphs ● Costings 	The course covers the impact that SMSC factors have had on the design of products and their manufacture.

Textiles GCSE

Course content

Textiles GCSE helps students develop the ability to design and make products with creativity and originality, using a range of fabrics, components and techniques. They will prepare a portfolio of work, along with a product (whether that be an outfit/garment/home accessory) and will present this as part of their final GCSE qualification.

Year 9 – During the Autumn Term students will take part in the annual ‘Christkindlmarkt’ project, for which they form small businesses to then design and make high quality products to sell at the annual event in December. The Spring Term will then be based on building up a broad based subject knowledge through focused practical tasks, before completing a product based on the theme of Nature

Year 10 – Students will produce a sampling portfolio where they practise skills needed for their final GCSE coursework. This will then lead to a Fashion based project where they will produce a garment using the skills learnt previously

Year 11 – Students undertake a single design and make activity which is selected from a range of exam board-set tasks. They submit a Fabric-based outcome and a concise design folder and/or appropriate ICT evidence.

Course assessment

- Students will gather up evidence of a variety of practical skills and will present these in folder/s that they build up in Year 9 and 10
- When in Year 11, students will create one final folder/folio of work and one product to support the research they have carried out
- Their practical work is worth 50-60% and the written assessment is worth 40-50% (yet to be confirmed)

Homework/independent study

- Preparation for folder based lessons
- Preparation through subject knowledge based revision tasks

Post-16 progression

- A-level Design and Technology, A-level Textiles, BTEC Fashion Studies, retail studies, graphic design A-level, illustration courses.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Spelling, punctuation and grammar feature in the assessment of the level 2 award	<ul style="list-style-type: none"> ● CAD/CAM work ● Measurement ● Graphs ● Costings 	The course covers the impact that SMSC factors have had on the design of products and their manufacture.

Computer Science

Course content

Computer Science is a course designed for those with a deep interest in computing and new technologies. Students will develop a range of programming skills and knowledge of algorithms. Students will use a range of different softwares to help them manage data. In addition to this, they will go inside the computer to understand the different parts which make up a computer system. Wider world issues such as cyber security, ethical and legal impacts of technology will also be studied.

Course assessment

Unit 1 - Written exam, practical programming skills, 40%
 Unit 2 - Written exam, theoretical subject knowledge, 40%
 Unit 3 - Non-Exam Assessment, project on developing a Computer Program

Homework/independent study

Students should be developing their own programming skills in their own time. There is a vast array of online materials which we ask students to use to help support their learning in the classroom.

Post-16 progression

Students who are successful in this course can go on to A-Level Computer Science. Beyond this they can develop careers in programming, AI, game development, website development, engineering, hardware maintenance and a wide range of Computing and IT related areas.

Cross-curricular skills

Literacy	Numeracy	Social, Moral, Spiritual and Cultural (SMSC)
Students will get assessed on spelling, punctuation and grammar as part of this course.	Students require a strong mathematical understanding to undertake the course. Programming and the development of algorithms rely heavily on numerical skills and problem solving.	Students will investigate the ethical and legal issues involved in new technologies as well as the impact of the internet on society.

OPTIONS FORM 2018

Name	
Campus	
Tutor Group	

Students are able to study **four optional subjects** during Key Stage Four. As it is not possible to guarantee all students will get all four of their first-choice options, we ask that they rank their six preferences from the following subjects. Obviously, every effort will be made to give students as many of their first four choices as possible.

Humanities	Arts/PE
Geography (EB) History (EB) Religious Studies (Ethics & Philosophy)	Art Drama Music Physical Education
Modern Foreign Languages	Science & Technology
Spanish (EB)	Astronomy D&T: Resistant Materials D&T: Textiles Food Computer Science

- All students *must* choose at least one **English Baccalaureate (EB)** subject
- Those students who should be aiming to attend university should choose two EB subjects
- All students are strongly encouraged to choose an appropriate mix of subjects

Please rank your top six subject preferences	
Preference 1	
Preference 2	
Preference 3	
Preference 4	
Preference 5	
Preference 6	

Student signature	
Parent / Carer signature	

LAYOUT FOR OPTIONS EVENING

MAIN HALL

English Literature

Mathematics

Science

ICT

Computer Science

Astronomy

Food Preparation and Nutrition

Resistant Materials

Textiles

DRAMA STUDIO

Spanish

Geography

History

Ethics & Philosophy

Art

Drama

Music

Physical Education