

**KS4 courses starting September 2019**

# KS4 OPTIONS BOOKLET 2019 - 21



Information and details for  
Students, Parents and Carers

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## **OPTION SUBJECTS (YELLOW/RED/GREEN)**

### **Ebacc GCSEs (YELLOW) 10**

History / Computer Science / Geography / French or German

### **BTECs/Technical Award (RED) 16**

Music / Performing Arts / Health and Social Care / Sport /  
Information Technologies

### **Other GCSEs (GREEN) 22**

Food Tech / Graphics / Textiles / Resistant Materials / Art and Design /  
Sociology / Religious Studies (Philosophy, Ethics and Religions) / Business

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# Introduction

This booklet has been designed to inform you about this exciting phase in your child's education. You may have already been discussing this important step with your son/daughter for some time. The deadline for making these decisions is now approaching quickly. It is highly important that your child's future learning choices are made for the right reasons. These are not decisions that should be made hastily and for this reason the options process takes time to complete.

The courses that are followed throughout years 10 and 11 will influence your son/daughter's longer term future. The decisions involved are further complicated by the different qualification types that are available at Chase Terrace Technology College as well as the national changes to the GCSE/BTEC grading systems.

You and your child will be invited to a number of different information sessions over the coming weeks. Some of these you will attend together; others will target your child more directly. All of these will help you to make the right choices.

Here is a reminder of **key dates** that should be entered onto family calendars. These are as follows:

Monday 4th February, 5pm - 8pm	Year 9 Subjects / Parents Evening (Parents and Students)
Monday 4th - 8th February	Information Assemblies (Students Only)
Wednesday 13th February, 6pm - 9pm	Options Information Evening and presentation. (Parents and Students)
Tuesday 26th February, 9am	Deadline for Option Form return

We offer a wide variety of courses, both academic and vocational. Our aim is to provide courses that will provide all students with a broad and balanced curriculum whilst still giving each individual a degree of choice. This booklet gives you a detailed outline of all the opportunities available to our students. The success of each student at Key Stage 4 will provide the basis for further education and training beyond the age of 16.

There have been a number of Government-led changes over the past few years and we understand that some of the information that will have gone out in the national press can be confusing. We aim to give practical and straightforward information that will guide and advise students to take courses that suit their abilities and aspirations.

# Core Subjects

Some subjects will be studied by everyone. These are:

Mathematics  
English  
English Literature  
Science  
Physical Education  
Religious Education

# Option Subjects

In addition to the **Core Courses** above students are asked to choose **3 subjects** from the table below.

**At least 1 of the 3 subjects must be from Group A.**

<b>Group A</b> Ebacc GCSEs	<b>Group B</b> BTECs/Technical Award	<b>Group C</b> Other GCSEs
History Computer Science Geography French or German	Music Performing Arts (Drama) Health & Social Care Sport / PE Information Technologies	Food Prep and Nutrition Graphic Products Textiles Resistant Materials Art Sociology Religious Studies (Philosophy, Ethics and Religions) Business

We will do our utmost to satisfy the choices of all students. It is, however, never possible to do this for all the wide range of different combinations which may be chosen. A few individual students will, unfortunately, be disappointed by having to make slight alterations to their original choices.

**We will be looking especially closely at the abilities of individual students and guiding them towards taking courses that will give them the best opportunity of success. This will include individual interviews with senior staff.**

Careful consideration will have to be given to the size of teaching groups. We may be unable to permit certain courses to operate if student numbers are too low.

# Important Information for All Students

It is important to stress that your future career options will not generally be affected by the choices you make at this stage in your education. You need to make certain considerations that guide your choices.

## Choose Subjects You:

- like
- are good at
- are particularly interested in
- feel might help you in the general career area that you are interested in, such as 'working with people' or 'using practical skills'

## Do not choose subjects because:

- You like the teacher – as you may have a different one next year.
- Your friends have chosen it as they may be in a different group.

If there is **ANYTHING** that you do not understand at any stage then talk to one of the people listed at the end of this booklet.

The decisions that you make over your options are some of the most important you make. They determine what you do for the next two years and can make a big impact on what you go on to achieve.

## Note to Parents

Once course choices have been made, the timetable for next year will be built to fit them. It may be difficult, if not impossible, to change course at a later date. Please stress to your son/daughter the importance of thinking things through carefully and discussing choices thoroughly with everyone in order 'to get it right first time'

# Grade Descriptions and Equivalences

- **GCSE** – General Certificate of Secondary Education grades 9 to 1
- **GCSE Higher** – grades 9 to 4 (A\*- C)
- **GCSE Foundation** – grades 5 to 1 (C - G)
- **BTEC First Award Level 2** is equivalent to 9 to 4 GCSE grade
- **BTEC First Award Level 1** is equivalent to 5 to 1 GCSE grade

**GCSE Grading for September 2016:** This is an example of the new GCSE grades and how they will match up with the current grading system in 2017.

New Grade	Equivalent Old Grade
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

# Core Subjects

These subjects are compulsory and therefore studied by everyone – they are no choices to be made from this section – the information is included to help you to understand what your programme of courses will look like overall.

## Course Title: GCSE Mathematics

Awarding Body: OCR

Further information available from: Mr Brown

Mathematics is an exciting and vibrant subject. As well as leading directly to many higher level qualifications and careers, skills such as problem-solving, creative thinking and organised working are relevant to almost every walk of life.

All students in Years 10 and 11 study for a GCSE in Mathematics. The course is delivered by an experienced team of specialist maths teachers, and takes in a wide range of topics from the areas of number, algebra, shape and data handling.

Students are grouped in sets according to ability, knowledge and learning needs. The topics studied in each set are a mixture of consolidating previous learning and introducing new skills, so that students maximise their progress and confidence in the subject. Students are moved between sets where evidence from GCSE assessments and teacher observation suggest that work in an alternative set would be better suited to the individual student.

Assessment is by three written papers at the end of Year 11: one non-calculator and two calculator. (There is no coursework component. All work is exam-based.)

There are two tiers of entry:

- Higher Tier - leading to GCSE grades 4 to 9 (formerly C to A\*)
- Foundation Tier - leading to GCSE grades 1 to 5 (formerly G to C/B)

The Mathematics Department will select the most appropriate tier of entry for each student during Year 11.

It is essential that all students have their own scientific calculator and basic mathematics equipment (pencil, ruler, protractor and compasses) for every lesson, so that they are able to fully participate in the learning taking place.

The key to success in Mathematics is small amounts of regular practise of challenging topics. The students who make the most progress are those who make the most of their valuable lesson time, make full use of the opportunities for independent study outside school, and seek out their teacher for extra help with any problems.

## Course Titles: GCSE English Literature and GCSE English Language

Current Awarding Body: Edexcel

Further information available from: Ms Gough

All students will study **two separate qualifications: GCSE English Language and GCSE English Literature**. We will ensure that all students follow a challenging, exciting programme which features literature of the highest quality.

We aim to:

- empower students, so that they have as much awareness and control as possible of the language they hear, read, speak and write;
- enable students to build on the skills and knowledge developed at Key Stage 3;
- follow the National Curriculum;
- engage the students so that they have a sense of pride in and enjoyment of their work;
- maintain a high standard in the study of English Language and English Literature which have been established by this department over many years.

All students will study a wide range of texts, from Shakespeare to a range of non-literary material, achieving a greater understanding of how writers use language. They will develop as writers, learning more about how to match their own language choices to the demands of audience, context and purpose.

Assignments will integrate the four skills of listening, speaking, reading and writing. Particular activities will vary according to the demands of the assignment and the needs of the group, but will be various and stimulating, including such things as: role-play, hot-seating, group work, pair work, drafting, note-making and practical drama-based activities.

Self-assessment, negotiation and debate are very important aspects of our teaching; we encourage students to take responsibility for their own learning and aim to develop the skills necessary for them to become independent learners.

Further details about the specific texts and skills examined in both subjects can be found on the Edexcel website. Alternatively, Mrs Cowley or Ms Gough would be happy to answer any questions.

All students will be entered for GCSE English Language. As is the case with all English Language GCSEs, assessment is through terminal written examination.

All students will be entered for GCSE English Literature. As is the case with all English Literature GCSEs, assessment is through terminal written examination.

## Course Titles: GCSE Combined Science (double award) or Separate GCSE courses in Biology, Chemistry and Physics

Awarding Body: AQA

Further information available from: Mr Trickett

All students will follow one of the science courses below:

- GCSE Combined Science (double award /2 GCSEs)
- Separate GCSEs in Biology, Chemistry and Physics. (3 GCSEs)
- In 2018 grades A\* to G were replaced by 9-1. Combined Science will have a 17 point grading scale from 9-9, 9-8 through to 2-1, 1-1

The GCSE Combined Science course follows the AQA trilogy specification (which can be found on the AQA website). Students study all three sciences and sit six exams at the end of year 11.

Students will sit either the higher tier (grades 9-4 available) or foundation tier (grades 5-1 available). Their final grade is an average of all the papers they sit in year 11.

Some students may express an interest in studying the single sciences as an option. Studying single sciences (Biology, Chemistry, Physics) will result in students obtaining 3 separate GCSEs. Students that express an interest in this course will need to have demonstrated a consistently high performance throughout year 9 to be chosen to do this.

The three separate science programme is an ideal preparation for any student considering any or all of the sciences at KS5. It is also a solid foundation for students who wish to move on into a Science, Technology, Engineering or Maths degree at University but also it has broader currency. However it is still possible to study any of the three science courses at A level from a Combined Science (double award) background providing a high standard is achieved.

## Course Title: CORE Physical Education

Awarding Body: Non Exam

Further information available from: Mr Swannell

The Physical Education programme in Key Stage 4 is designed to further develop students' physical skills, thinking skills, and healthy habits through the medium of sport.

During the two years of Key Stage 4 students will be given the opportunity to study activities in greater depth and potentially achieve certification in Leadership, and some other sporting qualifications accredited by the sport's national governing bodies.

In years 10 and 11 we introduce a number of new activities. This enables students to find an activity that they could pursue when they leave school. Over the two years they will study activities in depth demonstrating an ability to participate at a high level and also to plan, coach and evaluate other's performance effectively.

Activities included in the programme are revised each year but sports usually include:-

Badminton, Netball; Basketball; Hockey; Rugby; Fitness training; Aerobics & Step Aerobics; Football; Self Defence; Dance; Table Tennis; Trampoline; Tennis; Swimming; Athletics; Cricket; Rounders and Golf.

The Physical Education Department continues to place high importance on competitive sports both within and outside the school curriculum.

## Course Title: Core Religious Education

Awarding Body: NOCN

Further information available from: Miss Roach

Teaching time: Equivalent to 1 period every two weeks over Year 10 and Year 11.

In an ever diversifying society Religious Education allows students to understand and appreciate the religious lifestyles of those around them.

Through the provision of core RE lessons students at CTTC will be able to explore issues and beliefs relevant to today's society, reflect on fundamental questions of life and debate ethical questions raised in the modern world. Crucially, students will develop a sense of fairness and religious acceptance, both essential to success in a multicultural community and world. As well as engaging with the beliefs of others, students will reflect upon and develop their own values, attitudes and opinions, developing the communication skills and confidence required in further education, apprenticeships and the world of work.

The progress and development of students will be monitored and recorded over the two years and each student will be awarded with a certificate of completion to recognise the skills and understanding shown.

Topics to be covered will include, but not be limited to:

- Peace and violence
- Human relationships
- Good and evil
- Festivals

# Optional Subjects

## Group A

### Ebacc (English Baccalaureate) GCSEs

**Students must choose at least 1 of these courses.**

A familiar approach to learning and assessment that commonly features a combination of coursework and terminal examination. Entry for some GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

## Course Title: GCSE History

Awarding Body: AQA

Further information available from: Mr Ferguson

The GCSE History course is made up of the following units:-

### Paper 1 – Understanding the Modern World

This has 2 components:

**Section A: Period Study** – Germany 1890-1945: Democracy and Dictatorship. This period study will focus on the development of Germany during a turbulent half century of change. It was a period of Democracy and Dictatorship – the development and collapse of Democracy and the rise and fall of Nazism.

**Section B: Wider World Study** – Conflict and Tension: The First World War, 1894-1918. This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states at the start of the Twentieth Century. It focuses on the causes, nature and the conclusions of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.

### Paper 2 – Shaping the Nation

This has 2 components:

**Section A: Thematic Study** – Health and the People c.1000 to the present day. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature, and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

**Section B: British Depth Study including the Historic Environment study** – Elizabethan England c.1568-1603. This option allows students to study in depth a specific period, the last 35 years of Elizabeth I's reign. The study will focus on major events during this period based around economic, cultural, religious, political and social events. There will also be an opportunity to focus on a specific historical environment during this topic, such as a specific building or a town or village. This will change each year and will form the basis of one question on this paper.

The course is assessed through two single tier exam papers that are 1 hour 45 minutes each. The History Department selected this GCSE syllabus from the wide range on offer for a range of reasons.

Firstly, because it includes a range of interesting study units which build on the topics students have studied in Year 9, therefore students will have a good foundation of knowledge and skills to build upon. Secondly, because the examination questions are very clear and are designed to find out what a student has learned and can do, not to catch students out.

If you require any further information please speak to any member of the History Department.

## Course Title: GCSE Computer Science

Awarding Body: OCR

Further information available from: Mr Davidson

Technology has never been so prevalent in our day to day lives. You are now growing up in a society that is almost totally reliant on technology that improves our standard of living, makes our jobs easier and enables us to work and communicate in ways that were impossible only a short time ago. The best part about this is that it's only just beginning – the entire of computing history fits easily in to one person's life time, and the pace of change is incredible. The technology you have in your pocket today was unimaginable 10 years ago and will be unimaginably old and outdated in 10 years' time.

The aim of the Computer Science GCSE is to enable you to not only understand how these systems work, but also to examine the wider impact that technology is having for good and bad on all of our lives. You will learn about how computers and the internet work, security issues, how software works and, most importantly of all, you will learn how to take control of computer systems through programming.

Programming enables you to manipulate a machine in any way you like – to get it to do whatever you want, from creating a game to coding a monitoring system that sends you a picture message every time someone rings your door bell. All of this is possible, and more, with a little programming knowledge.

You do not need previous programming experience to take this course, but you will have experience from your Year 7 – 9 lessons that should enable you to progress smoothly through the course. You do need an interest in technology and a creative, curious mind set!

This GCSE course is graded on the new 9 – 1 system and consists of three sections. All assessment is taken at the end of Year 11.

1. Computer Systems – Written Exam (40%)
2. Computational Thinking, Algorithms and Programming – Written Exam (40%)
3. Programming Project Coursework (20%)

## Course Title: GCSE Geography

Awarding Body: AQA

Further information available from: Mr Ray

Is GCSE Geography, the subject for me?

Geography inspires students to become global citizens by exploring their own place in the world, and their values and responsibilities to other people, to the environment and to the sustainability of the planet.

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

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Many students don't realise that geography also equips them with a broad range of personal learning and thinking skills, such as teamwork, independent enquiry and creative thinking this makes it a highly valued EBACC subject by employers and top universities.

### The course structure:

#### Unit 1 – Living with the Physical Geography - 90 minute exam (35% of the full GCSE)

1. *The Challenge of Natural Hazards*    2. *The living world*    3. *Physical landscapes of the UK*

#### Unit 2 – Living with the Human Geography - 90 minute exam (35% of the full GCSE)

4. *Urban issues and challenges*    5. *The Changing economic world*    6. *The challenge of resource management*

#### Unit 3 – Geographical Application - 75 minute exam (30% of the full GCSE)

7. *Issues evaluation*    8. *Fieldwork*    9. *Geographical skills*

### How will I be taught?

Geography encourages the development of a range of skills desperately sought by employers and universities. You will be experience a range of teaching and learning styles including group work, presentations, filming and documentary enquiries, and independent working. The department also has a range of relevant and up to date media resources and camera's to help students document the findings. In addition to classroom learning we also participate in several fieldwork experiences to Bakewell, Carding Mill Valley and Tenerife. We also develop the following attributes:

- Communication skills
- Graphical and cartographical skills and technological skills, including ICT and GIS.
- Interpersonal skills through debate and discussion
- Literacy and numeracy
- Problem solving skills
- Entrepreneurial skills and awareness of career possibilities

### What can I do with my GCSE in Geography?

Geography is a sought after qualification by employers and universities due to the diverse range of skills that students develop. Some of the careers geographers can go on to include law; planning; resource management; tourism; recreation; environmental management; construction and journalism. Geographers enter a very wide range of career areas and put simply **there is no such thing as a geography job, there are jobs that geographers do**. Studying geography provides you with valuable skills and a firm base for life-long learning.

## Course Title: GCSE MFL French or German

Awarding Body: AQA

Further information available from: Mr Lancett or Mrs Scholes

As we face an uncertain future in a post Brexit Britain, we will need to establish stronger links with other countries and the ability to communicate in a foreign language will become more and more important. Students who study a foreign language don't just gain language skills – they develop excellent communication skills. Learning a Modern Foreign Language such as French or German boosts brain power, improves memory and enhances the ability to multi-task. It is also shown to improve performance in other academic areas.

The course contains three themes which apply to all four question papers:

- Theme 1: Identity and culture
- Theme 2: Local, national and international areas of interest
- Theme 3: Current and future study and employment

The GCSE course builds on what has been studied since Year 7 and is based on the four language skills of -

- **listening**
- **speaking**
- **reading**
- **writing**

The examinations are divided into two levels and students will be entered for the one most suited to their ability. Students will be expected to keep a folder into which useful phrases, vocabulary and dialogues will be written. Students will be taught and encouraged to cope with a variety of activities and tasks, ranging from basic word recognition and phrases to writing letters abroad and holding a conversation with a native speaker. A foreign language dictionary is essential in Key Stage 4.

The emphasis is placed equally on the four skills of listening, speaking, reading and writing, each worth 25% of the final mark. All skills will be assessed by examination at the end of the course.

Students of all abilities can take a language at GCSE and the most able linguists would be encouraged to consider doing so. All that is needed is a great deal of enthusiasm, commitment to independent learning and preparation at home.

People with qualifications in Modern Languages like French and German may work on a self-employed basis as interpreters or translators. However, many others choose careers not directly related to their subject but where there is the opportunity to use their language skills, for example working for companies who trade or offer services internationally or to non-English speaking customers and suppliers as a broadcast journalist, a diplomat, a logistics manager or a sales executive amongst others.



# Optional Subjects

## Group B

### BTECs/Technical Award

A BTEC or Technical Award course offers students the chance to study in a different way to more familiar GCSEs. Course content is often more “hands on” in nature and features unit tasks that need to be completed practically and then written up with advice and guidance from the teacher.

BTEC students enjoy independent learning approaches; assessment is through 75% coursework assignments with 25% of the final grade from an external examination. BTEC courses also emphasise the relevance of study to the world of work.

## Course Title: RSL Level 1 & 2 Certificate in Performance for Music Practitioners

Awarding Body: RSL

Further information available from: Mr Till

This course aims to provide students with a practical appreciation of what the music industry entails and provides students with the opportunity to further their musical skills in a practical way. This course is equivalent to one GCSE and is graded at Pass, Merit, Distinction and Distinction\*.

The course is designed to inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally. It will also give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing.

### What will I study?

The course consists of three units that allow students opportunities to develop new and existing musical skills. The qualifications are 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining units are optional units and are internally assessed (i.e. staff in centres provide assessment opportunities for, and assess the work produced by learners).

**Live Music Performance** – This unit enables learners to develop their skills as performers, both as solo artists or working in an ensemble through developing rehearsal and performance techniques.

**Instrumental Study** – This unit aims to enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. The purpose of this unit is to facilitate the learner's ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development.

**Music Style Development** – The aim of this unit is to facilitate the learner's ability to study, contextualise and understand the impact of contemporary music styles. The purpose of this unit is to generate an illustration and description of a chosen genre of music, including an exploration of its sub-genres in an historical, cultural, social and economic context, with reference to key exponents within the genre.

### How will I be assessed?

This qualification is designed to meet the needs of students who prefer coursework to exams. Assessment is 75% coursework, which is assessed internally. In addition, there is a one-hour examination for the unit *The Music Industry*.

### Is this Course for me?

An enthusiasm for practical work is vital, as you will be expected to perform your music to an audience. Ability to work independently and manage your work is also important. You will need to rehearse on your own or as part of an ensemble, as well as researching and providing written documentation as evidence. To succeed in this course, determination and hard work is needed. Students who enjoy performing and have the ability to express themselves creatively enjoy this subject immensely.

## Course Title: BTEC Level 2 Tech Award in Performing Arts

Awarding Body: Pearson

Further information available from: Mrs Maymand

The BTEC Level 2 Tech Award in Performing Arts covers the key knowledge and practical skills required for the Theatre Industry. It is designed for anyone who is interested in performing, acting and theatre.

The Award is equivalent to 1 GCSE grade 4 - 8.5 graded by Pass, Merit or Distinction.

### Why Study Acting and Performing Arts?

Students develop the knowledge, skills and understanding to approach a role.

Students develop essential technical and interpretive skills fundamental to the art of acting.

Working as a cast develops mutual respect and understanding; the concept of teamwork is of paramount importance.

By exploring and appreciating characters, students consider other people's perspectives and are able to think about, express and critically evaluate views that are not their own.

Students negotiate and make decisions, both in role and as themselves.

Students learn the skills of exploring a text from initial understanding and textual analysis through character creation and development, rehearsal techniques and the exploration of text to the requirements for performance.

### What will I study?

The course consists of three components.

#### Component 1: Exploring the Performing Arts

Assessment type: **Internal**

This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications. You will watch three performances as part of this unit

#### Component 2: Developing Skills and Techniques in the Performing Arts

Assessment type: **Internal**

You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.

You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work.

#### Component 3: Performing to a Brief

Assessment type: **External**

Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

The performance skills you will use will vary depending on features such as your performance discipline and the content of the work, your venue and target audience.

You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance.

## Course Title: BTEC Level 2 Tech Award in Health and Social Care

Awarding Body: Edexcel

Further information available from: Mrs Pymm

Do you fancy studying something new and exciting? Then why not consider...

### **BTEC Health and Social Care**

This is a new vocational course suitable for all students considering a career in the country's largest employer - the Health and Social Care sector. The course is equivalent to 1 GCSE but is graded using a pass, merit or distinction grading system.

#### **What will I study?**

There are three components studied over two years.

#### **Components**

##### **Component 1: Human Lifespan Development**

This component provides you with the opportunity to explore how we grow and develop throughout our lives and investigates the factors that affect growth and development. It also looks at the impact of life events on growth and development.

##### **Component 2: Health and Social Care Services and Values**

In this component you will gain an understanding of how care values are applied in Health and Social Care settings and their importance to the work in this sector. You will also look at how Health and Social Care services meet the needs of individuals.

##### **Component 3: Health and Well Being**

This is an externally assessed component which asks students to produce a health improvement plan for a person in a scenario who is unhealthy.

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

**The course is 60% internal assessment.** This is based on assessment of a range of assignments for components 1 and 2.

**It will also involve 40% exam.** This will be a 2 hour test sat in Year 11 and based on component 3.

#### **What can I do after Level 2?**

Students who study this course will develop the skills and attributes essential for successful performance in all aspects of their working life, not just the Health and Social Care sector. The course allows students to progress to Level 3 Health and Social Care or directly into the work place. This course can subsequently be continued at a higher level as professional development within the Health and Social Care sector.

The course will involve links with external agencies and will involve a vocational style of delivery.

Interested in knowing more? Then come and see Mrs. Pymm!

## Course Title: BTEC Level 2 First Award in Sport

Awarding Body: Edexcel

Further information available from: Mr Swannell or Mr Barter

The First Award in Sport is designed to give learners a basic grounding in understanding and knowledge of the sport and active leisure sector.

The BTEC First Award in Sport has been designed to build on learning from Key Stage 3. It also provides a good foundation for learners in post-16 education. This course also prepares students for further study within the sports sector through progression on to qualifications such as the Edexcel Level 3 BTEC Nationals in Sport and Sport & Exercise Sciences, and A Level PE.

The BTEC First Award in Sport enables learners to develop the knowledge, understanding and skills required for progression within sectors such as: exercise, training, fitness, leisure management, leadership, coaching and adventurous activities.

This qualification provides opportunities for learners to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

**Students will follow 3 mandatory units.**

### 1. Fitness for sport and exercise

This unit is externally assessed using an on-screen test. Edexcel sets and marks the test. The test lasts for one hour and 15 minutes. The unit covers the areas listed below:

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.

### 2. Practical sports performance

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Be able to review sports performance

### 3. Applying the principles of personal training

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Design a personal fitness training programme
- Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal fitness training programme

**Students will also complete a further unit shown below:**

### 4. The sports performer in action

This unit is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. In this unit you will:

- Know about the short-term responses and long term adaptations of the body systems to exercise
- Know about the different energy systems used during sports performance

## Course Title: Cambridge Nationals Information Technologies (Level1/2)

Awarding Body: OCR

Further information available from: Mr Davidson

**Aim of 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

This course will suit learners who want to progress onto other related study, such as qualifications in IT, Digital Media, Computer Science

**Assessment Structure** - There are two units of assessment. To claim the OCR Level 1/2 Cambridge National Certificate Information Technologies qualification, learners must complete both units of assessment. Performance in both assessments will be underpinned by acquiring the knowledge, understanding and skills specified for the qualification through learning by doing.

All results are awarded on the following scale: Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.

### Entry Code RO12 - Understanding tools, techniques, methods and processes for technological solutions

- 1 hour 45 minutes written examination
- 80 marks (120 UMS)
- OCR-set and marked
- Exam assessment in June 2018 and then every January and June

This will directly assess the learning outcomes titled as 'Understand':

*LO1: Understand the tools and techniques that can be used to initiate and plan solutions*

*LO3: Understand how data and information can be collected, stored and used*

*LO4: Understand the factors to be considered when collecting and processing data and storing data/information*

*LO6: Understand the different methods of processing data and presenting information.*

### Entry Code RO13 - Developing technological solutions

- Approximately 20 hours
- 80 marks (120 UMS)
- An assignment set by OCR, marked by teachers and moderated by OCR
- The assignment will include a context and set of tasks
- A new assignment will be released each series and published on the OCR website
- Assessment series in June 2018 and then in two series each year, January and June.

This will directly assess the learning outcomes titled as 'Be able to':

*LO2: To be able to initiate and plan a solution to meet an identified need*

*LO5: To be able to import and manipulate data to develop a solution to meet an identified need*

*LO7: To be able to select and present information in the development of the solution to meet an identified need*

*LO8: To be able to iteratively review and evaluate the development of the solution.*

# Optional Subjects

## Group C

### Other GCSCs

A more familiar approach to learning and assessment with a terminal examination. Entry for many GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

## Course Title: GCSE Food Preparation and Nutrition

Awarding Body: AQA

Further information available from: Mrs Pymm

This new exciting GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food. 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:

1. Food, nutrition and health – Macro nutrients, micro nutrients, Nutritional Needs and Health.
2. Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food
3. Food safety – Food spoilage, Contamination and the Principles of Food Safety.
4. Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

### Course components

**Written Paper** 1hr 45mins – 50%

*Section A:* Multiple choice questions structured to reflect the sections of the specification.

*Section B:* contains five questions varying in styles of approach and content.

PLUS

**Food Investigation – 15%**

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.

**Food Preparation Assessment – 35%**

Students will plan, prepare, cook and present three dishes within 3 hours.

### Written Paper – 50%

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

### Food Investigation – 15%

Students' understanding of the working characteristics, functional and chemical properties of ingredients are assessed through research and experimentation. Students will submit a written report (1,500 – 2,000 words) including the photographic evidence of the practical investigation.

### Food Preparation Assessment – 35%

Student' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

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. Students will submit a written portfolio including photographic evidence.

### Which careers will this lead to?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines. For more information on food careers please visit [www.tastycareers.org.uk](http://www.tastycareers.org.uk)

## Course Title: GCSE Design & Technology (Graphic Products)

Awarding Body: AQA

Further information available from: Mr Tennant or Mr Ferns

This new 2 Year GCSE course allows students to gain a broad understanding of technical, designing and making principles.

You will produce imaginative practical work. Students will explore, design, create and evaluate products that solve real world problems.

Your products can be made using a range of different materials.

You will have the opportunity to explore Graphical materials such as card, paper other compliant materials in greater depth.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-aided Manufacturing will be included in the practical work.

### How is it assessed?

**2 hour written exam**

**Non-exam assessment (controlled assessment)**

**Each component is 50% of the GCSE**

### Written Paper

#### Section A - Core technical principles

- Multiple choice and short answer questions.
- Questions cover a broad range of technical knowledge and understanding.
- 20 marks.

#### Section B - Specialist technical principles.

- Several short answer questions and one larger question to assess in more depth.
- 30 marks

#### Section C— Designing and making principles

- Short and extended questions including a 12 mark design question.
- 50 marks

### Non-exam assessment

- 35 hour Controlled Assessment.
- Design folder, 20 A3 pages.
- A substantial Design and Make task responding to a context set by the exam board.
- Assessing: Investigation, designing, making, analysing and evaluating.

### Post 16 Study

Students who achieve a grade 4 or above would be well prepared to study OCR A Level Art & Design 3D Product Design.

## Course Title: GCSE Design & Technology (Textiles)

Awarding Body: AQA

Further information available from: Miss Pearce

This new 2 Year GCSE course allows students to gain a broad understanding of technical, designing and making principles.

You will produce imaginative practical work. Students will explore, design, create and evaluate products that solve real world problems.

Your products can be made using a range of different materials.

You will have the opportunity to explore Textiles materials such as cotton, polyester and wool and Textiles techniques and processes in greater depth.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-aided Manufacturing will be included in the practical work.

### How is it assessed?

**2 hour written exam**

**Non-exam assessment (controlled assessment)**

**Each component is 50% of the GCSE**

### Written Paper

#### Section A - Core technical principles

- Multiple choice and short answer questions.
- Questions cover a broad range of technical knowledge and understanding.
- 20 marks.

#### Section B - Specialist technical principles.

- Several short answer questions and one larger question to assess in more depth.
- 30 marks

#### Section C— Designing and making principles

- Short and extended questions including a 12 mark design question.
- 50 marks

### Non-exam assessment

- 35 hour Controlled Assessment.
- Design folder, 20 A3 pages.
- A substantial Design and Make task responding to a context set by the exam board.
- Assessing: Investigation, designing, making, analysing and evaluating.

### Post 16 Study

Students who achieve a grade 4 or above would be well prepared to study OCR A Level Art & Design Textiles.

## Course Title: GCSE Design & Technology (Resistant Materials)

Awarding Body: AQA

Further information available from: Mr Douglas, Mr Tennant or Mr Bullock

This new 2 Year GCSE course allows students to gain a broad understanding of technical, designing and making principles.

You will produce imaginative practical work. Students will explore, design, create and evaluate products that solve real world problems.

Your products can be made using a range of different materials.

You will have the opportunity to explore Resistant Materials such as wood, metal and plastics in greater depth.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-aided Manufacturing will be included in the practical work.

### How is it assessed?

**2 hour written exam**

**Non-exam assessment (controlled assessment)**

**Each component is 50% of the GCSE**

### Written Paper

#### Section A - Core technical principles

- Multiple choice and short answer questions.
- Questions cover a broad range of technical knowledge and understanding.
- 20 marks.

#### Section B - Specialist technical principles.

- Several short answer questions and one larger question to assess in more depth.
- 30 marks

#### Section C— Designing and making principles

- Short and extended questions including a 12 mark design question.
- 50 marks

### Non-exam assessment

- 35 hour Controlled Assessment.
- Design folder, 20 A3 pages.
- A substantial Design and Make task responding to a context set by the exam board.
- Assessing: Investigation, designing, making, analysing and evaluating.

### Post 16 Study

Students who achieve a grade 4 or above would be well prepared to study OCR A Level Art & Design 3D Product Design.

## Course Title: GCSE Art and Design

Awarding Body: OCR

Further information available from: Mr Marinkovic

The course offers students a wide range of creative and exciting opportunities to explore Art and Design through a variety of media with reference to contemporary artistic practice.

This is a very successful course with high pass rates that lays strong foundations for post-16 students studying either Art or Photography.

Students considering Art and Design at GCSE should have a real interest in the subject. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week.

Students complete a coursework portfolio worth 60% of their final mark. Through their work students will record ideas through drawing, painting and photography. They will develop their skills in this area through a variety of media and will learn how to refine their use of tone, experiment with mark-making techniques, compose photographs effectively and use materials to produce increasingly skilled and expressive pieces. They will also develop their own ideas by exploring the work of contemporary artists and producing appropriate responses. They will experiment in a range of media from printing, knitting, ceramics, and textiles to photography and ICT. Projects develop from a single starting point in a variety of directions, exploring a wide range of expressive techniques. Students conclude their project by producing a relevant final piece. The coursework portfolio and exam are marked against four assessment objectives that represent all aspects of the course evenly including drawing and painting, artist's research, use of media and final piece.

At the end of the course students sit an externally set exam worth 40% of their final mark. Students receive an early release paper with a selection of titles to choose from. Like their coursework, these titles are starting points for a project. Students respond to these in the same way as they do with their coursework producing drawings, paintings and photographs of relevant objects, researching and responding to relevant Artists, and exploring ideas through a variety of media. This period of preparation begins in January and the work produced in and out of class is worth 30% of their final mark. Students then produce a relevant final piece during a 10-hour exam (held over 3 sessions under exam conditions over March and April of Y11) worth the remaining 10% of their mark.

The course is structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary artists and express their own ideas. It is an excellent grounding for further study of art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

## Course Title: GCSE Sociology

Awarding Body: AQA

Further information available from: Mr Giles

Sociology is the study of Society and groups of people, it adds real understanding to a students knowledge and the world around them.

Sociology equips students with knowledge and language to challenge their own beliefs and perceptions of Society, it furthers their understanding of Economic, Social and Political Powers.

Specific course areas are as follows –

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

**Assessment – Two papers each with a written exam: 1 hour 45 minutes worth 100 marks.**

Students must be prepared to give opinions about the world around them and have a desire to follow current affairs and news. The nature of the subject means that students need to be prepared to produce written notes to follow the course and produce work that can show balanced arguments.

A mature attitude to their studies is very important as the subject will look at their own views of life and cover topic areas that require thought and understanding.

The subject is very useful for students who want to work with people in the future. It links well with care professions, teaching, working with the law, media and social work.

For further information please see Mr Giles.

## Course Title: GCSE Religious Studies (Religions, Philosophy and Ethics)

Awarding Body: AQA

Further information available from: Miss Roach

Religions, Philosophy and Ethics explores faith and the big questions of life and the universe. Students will investigate the beliefs, teachings and practices of major world religions, alongside the philosophical and ethical investigation of morality, right and wrong. Students will consider questions such as is it ever right to go to war? Are modern developments in medicine positive, or have we gone too far? How should criminals be treated? And is there any such thing as the perfect family?

### The course enables students to:

- Adopt an enquiring, critical and reflective approach to study.
- Explore issues and beliefs, reflect on fundamental questions, engage with them in an intellectual manner and respond to them personally.
- Understand and appreciate the religious lifestyles some people choose to lead.
- Develop their interest in Religions, Philosophy and Ethics.
- Reflect upon and develop their own values, attitudes and opinions.

### Topics to be covered:

#### Beliefs teachings and practices of two major world religions:

- Christianity
- Judaism

This component of the course is assessed through a written examination. 1 hour 45 minutes. 50% of the course.

#### Religious, philosophical and ethical studies of four themes to be selected from:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice.

This component of the course is assessed through a written examination. 1 hour 45 minutes. 50% of the course.

## Course Title: GCSE Business

Awarding Body: AQA

Further information available from: Mr Davidson

Whether we realise it or not, all of our lives are affected by businesses and how well they are doing. When the companies and businesses in our country do well, we all benefit and when performance is poor there can be huge implications for us all in terms of employment. An understanding of Business is absolutely essential if you are to understand how the world around you works and how you will be impacted by decisions businesses make. More than ever you are growing up in a society where an understanding of Business is essential for your future financial security. Whether you are interested in starting your own business, management, finance or simply want to understand how our economy and the world around us works, GCSE Business will give you the essential insight and skills you need.

You do not need any previous experience or understanding of Business, however our units in Years 8 and 9 Computing will give you a head start on this course.

You will study a range of topics including:

- Marketing – How products are sold to us, how marketing works and how we are all influenced by product placement and promotion.
- People in Business – How people are deployed, communicate and managed in a company.
- Business Activities – The types of business, how they are set up, owned and managed
- Business operations – How products are produced, sold and how consumer law works.
- Finance – Sources of money, profit and loss, cash flow.
- The interdependent nature of business – How different types of business work together or affect each other.
- Influences on business – Environmental and ethical issues and economics.

There are two exams at the end of Year 11:

- Paper 1 – Business activity, Marketing and People – 80 Marks, 1 hour and 30 minutes, worth 50% of your GCSE
- Paper 2 – Operations, Finance and Influences on Business – 80 Marks, 1 hour and 30 minutes, worth 50% of your GCSE

# CEIAG (Careers Education, Information, Advice and Guidance)

CTTC employ our own Head of CEIAG (Careers Education, Information, Advice and Guidance). Mrs Poppleton is a very highly qualified and experienced careers advisor, who offers specialist and impartial careers advice and guidance.

A few examples of what Mrs Poppleton can help with:

- Helping to plan individual futures in giving careers advice and guidance to students of all levels and abilities. This includes choosing the right subjects, courses, training and careers
- Helping to find that job or training opportunity and preparing a student for employment, training, voluntary or work experience
- Supporting with personal issues such as relationships, health, drugs, abuse and homelessness
- Signposting and referring to specialist support services in their local area
- Helping with personal development through volunteering / community activities, sport and the arts
- Helping overcome barriers which may stop a student from succeeding

You may have a query which I can assist you with on the Year 9 options evening. If you just come to see me in New Hall. You may need to book an interview with me which you can make either on the evening or by contacting me on 01543 682286 ext 336 or emailing [j.poppleton@cttc.staffs.sch.uk](mailto:j.poppleton@cttc.staffs.sch.uk)

# People to Contact

If there is anything that you do not understand at any stage during this decision-making process then get in touch and discuss your problem with your form tutor or with the most suitable person from the following list:-

1. Queries about overall choice and/or balance of subjects	Head of Year - Mrs Scholes Head Teacher - Mr Chamberlin Deputy Head - Ms Mason
2. Queries about the effects of choice on 'A' level and Further Education possibilities	Mr Giles (Head of Sixth Form) Head of CEIAG - Mrs Poppleton
3. Queries about careers	Head of CEIAG - Mrs Poppleton
4 Student Support for Year 9	Mrs Graham
5. Queries about individual subjects:	
Art and Design	Mr Marinkovic
Science	Mr Trickett
Business	Mr Graham
Health and Social care	Mrs Pymm
Resistant Materials	Mr Douglas
Graphic Products	Mr Ferns
Food Preparation	Mrs Pymm
Textile Technology	Miss Pearce
Performing Arts Drama	Mrs Maymand
Music	Mr Till
French	Mr Lancett / Mrs Scholes
Geography	Mr Ray
German	Mr Lancett
History	Mr Ferguson
ICT / Computer Science	Mr Davidson
Philosophy and Ethics	Miss Roach
Sport	Mr Swannell / Mr Barter
Sociology	Mr Giles

