

**Year 8**  
**Choices Booklet**  
**2024**

## Welcome to the Year 8 Choices Booklet for Year 9 September 2024

The curriculum for these students will consist of the Core Subjects which everyone studies. These are English (Language and Literature), Mathematics, Religious Education, Science, History or Geography, Core Information Technology, Careers, Core Physical Education and PSHE. Most students will study French or Spanish; a number will use this time for additional support with Literacy in Year 9. This will be decided after consultation between students, staff and parents.

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

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

- OCR PE and GCSE PE
- Art and Art: Textiles

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

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

Although we try very hard to make sure students get the subjects they choose this is not always possible. Some subjects may not run if not enough people want to do them (we need at least 10 students on a course). If too many people want to do a subject, we may not have enough staff to let everybody take it. For this reason students will be asked to identify a first, second and third choice subject.

This information will then be processed and students will be informed which of their selected subjects they have been allocated. If there are difficulties with any particular courses or selections we will contact you directly for further discussion and planning.

<b>Timeline :</b>	Options Evening	7 March
	Taster Week	11-15 March
	Options Form issued	18 March (end of day)
	Return date for Form	22 March

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

C Siddall  
Deputy Headteacher

<b>Course Title</b>	<i>Art, Craft and Design</i>
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	<i>Mrs K Bown</i>
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<b>Qualification</b>	GCSE
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GCSE Art, Craft and Design provides students with a wide range of creative, exciting and stimulating artistic opportunities and explores their interests in ways that are both personally relevant and developmental in nature.

This two-unit specification enables students to develop their ability to actively engage in the processes of Art, Craft and Design. Students build creative skills through learning and doing, developing imaginative and intuitive ways of working along the way. Knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures are also explored.

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

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

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

**Assessment Objectives are as follows :**

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

Component 1 60% Coursework/portfolio  
 Component 2 40% Externally set assignment

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

<b>Course Title</b>	<i>Art and Design - Textiles</i>	<b>Examination Board</b>	AQA
<b>Contact Name</b>	<i>Mrs W Pearson</i>	<b>Qualification</b>	GCSE

### **Content**

Vibrant and dynamic, this creative course will give you the freedom to study Textiles in a way that will inspire and bring out the best in you, whilst equipping you with the skills to continue the subject with confidence at A-level and beyond.

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

**Students must complete both components :**

#### **Component 1: Portfolio (internally assessed)**

This must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### **Component 2: Externally set assignment**

Students will respond to their chosen starting point from an externally set assignment paper, evidencing coverage of four assessment objectives.

### **Skills**

Within the context of textile design, students must demonstrate the ability to:

Use textile design techniques and processes, appropriate to students' personal intentions, for example:

- weaving
- felting
- stitching
- appliqué
- construction methods
- printing

### **Assessment**

The course will be assessed by a combination of the portfolio (with no time limit) - 60% of the GCSE, and an externally set assignment (Preparatory period followed by 10 hours of supervised time) - 40% of the GCSE.

### **What It Leads To**

This qualification is designed for students who want to study art textiles in a hands-on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the textiles industry. Upon completion, learners can progress to A-level Design and Technology: Fashion and Textiles or A-Level Art and Design as well as vocational pathways.

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

The ASDAN award scheme allows students to develop and recognise a range of skills that will be invaluable as they enter the world of work and begin living independent lives. These will include :

- Teamwork
- Independent Learning
- Coping with Problems
- Using Maths, English and ICT

The students work towards completing a range of challenges selected from 12 modules covering different topic areas including :

- Communication
- The Environment
- The World of Work
- Expressive Arts
- Health and Survival

Students then complete a Summary of Achievement and a Personal Statement which leads to the Bronze Award Personal Development Programme.

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

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

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

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

**Theme 1: Investigating Small Business**

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

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

**Theme 2: Building a Business**

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

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

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

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

Computer Science opens doors to your future!

This exciting GCSE gives you an excellent opportunity to investigate how computers work, how they are used, and to develop your computer programming and problem-solving skills. You will also complete fascinating in-depth research and practical work. For example, some of the current investigations look at JavaScript, encryption and assembly language programming. This is considered to be a challenging subject that prepares you for the world of work, Sixth Form and study at university.

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

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

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

**Exam Paper 1:** Computer Systems – Written examination worth 50% of overall grade.

**Exam Paper 2:** Computational thinking, algorithms and programming – Written examination testing practical skills worth 50% of overall grade.

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

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

**Component 1 – Exploring the Performing Arts (Internally assessed – coursework based controlled assessment)**

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. Examples of repertoire studied are Cinderella by Matthew Bourne, Everybody's Talking About Jamie by Jonathan Butterell and Hairspray by Adam Shankman. Learners will capture their ideas on planning, development and effectiveness of the performance process in a written journal.

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

Learners will develop their dance skills and techniques through the reproduction of dance. They will apply the skills and techniques in rehearsals and performance. They will participate in practical technique classes and creative workshops. Learners will review and evaluate their progression in dance in a written logbook.

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

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus set by the exam board. Throughout the process learners will capture their ideas on planning, development and effectiveness of the performance process. They will evaluate their skills throughout.

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

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



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

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

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

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

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

### **Skills**

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

### **Assessment**

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

### **What It Leads To**

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

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

GCSE Drama explores:

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

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

**Candidates will study :**

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

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

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

**Assessment Objectives are as follows :**

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

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

<b>Course Title</b>	<i>Food Preparation and Nutrition</i>
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	<i>Mrs S Hirst / Mrs K Skinner</i>
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<b>Qualification</b>	GCSE
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GCSE Food Preparation and Nutrition will require pupils to acquire a proper understanding of the scientific principles behind food and nutrition and use a number of practical cooking techniques to prepare and cook food. At the heart of this GCSE is a focus on developing practical cookery skills and a strong understanding of nutrition, and healthy lifestyles.

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

**Students will study five areas :**

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

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

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

**Assessment Objectives are as follows :**

The examination and non-examination assessment (NEA) will measure how students have achieved the following assessment objectives :

- AO1 Demonstrate knowledge and understanding of nutrition, food cooking and preparation
- AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation
- AO3 Plan, prepare, cook and present dishes, combining appropriate techniques
- AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and other

GCSE Food Preparation and Nutrition is a strong foundation for further progression to related courses such as WJEC Food Science and Nutrition (Level 3) and enhanced vocational and career pathways in healthcare, fitness, catering and hospitality.

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

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

<p><b>Human Lifespan Development</b> You will explore human growth and development from infancy to later adulthood. You will explore different events that can impact on an individual's physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.</p>	Internal assessment
<p><b>Health and Social Care Services and Values</b> Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.</p>	Internal assessment
<p><b>Health and Wellbeing</b> You will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and person-centred approaches to make recommendations to improve an individual's health and wellbeing.</p>	External assessment

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

**What can the qualification lead to?**  
Career progression can include A levels as preparation for entry into higher education in a range of subjects.

Study of a vocational qualification at Level 3, such as the BTEC National in Health and Social Care which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

<b>Course Title</b>	Music
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<b>Examination Board</b>	AQA
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<b>Contact Name</b>	Mrs T Nicholas / Mr C Brown
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<b>Qualification</b>	GCSE
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GCSE Music helps students to develop subject knowledge, understanding and skills, through listening to music from a range of genres and styles, performing and creating their own music.

This course will encourage candidates to:

- actively engage in the process of music study in order to develop as effective and independent learners
- develop their own musical interests and skills including the ability to perform and compose music individually and in groups
- understand and appreciate a range of different kinds of music.

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

Assessment Objectives are as follows:

#### **Component 1**

Understanding music: pupils are assessed on listening and contextual understanding of a wide variety of music including Western Classical, Blues, Popular Music and 20<sup>th</sup> Century Art Music whilst developing their understanding of music theory. This component is assessed externally via a listening examination.

#### **Component 2**

Performance: pupils are assessed on a solo and an ensemble performance on an instrument/voice for a minimum of four minutes.

#### **Component 3**

Composition: pupils are assessed on composing to a brief set by the exam board and composition of their own free choice.

It is encouraged that students will already be learning to play a musical instrument/receiving vocal tuition and are suitably committed to continuing lessons throughout the course.

GCSE Music offers a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career in a sector which contributes £3.5 billion to the UK economy. Our course provides the opportunity for students to develop valuable transferable skills such as critical thinking, self-confidence, concentration, creativity, evaluation and teamwork which are vital in a wide range of careers and jobs.

Previous students have gone on to study at some of the country's top universities and conservatoires.

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

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

If you undertake this course you will develop your practical performance skills in both team sports and individual sports whilst also increasing your knowledge and understanding of the theoretical elements that underpins sports participation. GCSE Physical Education will also improve your leadership skills, your sports strategy skills and your sports analysis.

There are 3 components of assessment:

**1. Practical performance – this is worth 30% of the marks for the GCSE**

In this section students are assessed on their different activities: this includes at least one team sport, one individual sport and a third assessment which can be either team or individual sports.

The practical performance part of the course requires students to demonstrate physical skills and techniques in both a practice and competitive situation.

**2. Analysis and Evaluation (coursework) – this is worth 10% of the marks for the GCSE**

In this section students are assessed on their ability to evidence theoretical understanding of their own performance level, justifying corrective measures aimed at developing their own areas for improvement.

**3. Knowledge and understanding of physical activity - this is assessed by examination and is worth 60% of the marks for the GCSE**

Students will understand what makes the human body work, the principles of training for sports, the relationship between health and fitness and how to prevent injury. Students will learn about the psychology of sport including target setting and giving and receiving feedback on your performance.

**Paper 1:** Anatomy and physiology, movement analysis and physical training

**Paper 2:** Sports psychology, socio-cultural influences and health, fitness and well-being

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

<b>Course Title</b>	OCR Level 2 in Sport Science
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<b>Examination Board</b>	Cambridge National Certificate
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<b>Contact Name</b>	Mr B Morgan
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<b>Qualification</b>	Equivalent to 1 GCSE
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**About the course**  
 The Cambridge National in Sport Science offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles.

Learners are required to complete and achieve all the components included in the qualification

OCR Level 2 Cambridge National in Sport Science				
Unit	Unit title	GLH	Level	Assessment
R180	Reducing the risk of sports injuries and dealing with common medical conditions	48	1 and 2	Mandatory Synoptic External
R181	Applying principles of training: fitness and how it affects skill performance	48	1 and 2	Mandatory Internal
R182	The body's response to physical activity and how technology informs this	24	1 and 2	Optional Internal

**Internal assessment**  
 Units R181 and R182 are assessed through internal assessment in the form of assignments that are subject to external standards verification.

**Synoptic external assessment**  
 There is one external assessment, Unit R180, which provides the main synoptic assessment for the qualification. The course has been written in a way that allows learners to sequentially build up their knowledge, understanding and skills between the units and over the course of their programme of learning, which will support them in the assessment of their units.

**Skills developed and opportunities available**  
 Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning either generally or in this sector of sport. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- **A Level PE** as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a **BTEC National in Sport and Exercise Science**, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the sport or sport and exercise areas

The course lays the foundation for any further study of sport or related subjects in higher education. Possible careers include: Sports Coach, PE Teaching, Leisure Facility Manager, Sports Development Officer or any other position linked to the sport, leisure or fitness industry.

<b>Course Title</b>	Travel and Tourism	<b>Examination Board</b>	PEARSON
<b>Contact Name</b>	Ms J Thomas	<b>Qualification</b>	BTEC TECH AWARD

### Why Study Travel and Tourism?

The Travel and Tourism course gives you the opportunity to develop knowledge and technical skills within the travel sector including accommodation, tourism development and promotion, transport and visitor attractions.

You will investigate the importance of the travel and tourism sector to the UK, and different types of customer and destinations, both within the UK and internationally as well as influences on global travel and tourism.

### What will I study?

You will study the following components, covering the knowledge and practical skills required to work in the travel and tourism industry:

**Component 1: Travel and tourism organisations and destinations** – here you will examine the types and aims of travel and tourism organisations and different travel destinations.

**Component 2: Customer needs in travel and tourism** – here you will understand how organisations use market research within the travel and tourism industry.

**Component 3: Influences on global travel and tourism** – in this component you will investigate global travel and tourism and its impact on global destinations.

### How will I be assessed?

Each component is assessed as follows:

**Component 1: Travel and tourism organisations and destinations** – internally assessed assignments (30% of the total course)

**Component 2: Influences on global travel and tourism** – internally assessed assignments (30% of the total course)

**Component 3: Customer needs in travel and tourism** – external synoptic examination (40% of the total course)

### What skills will I learn by studying Travel and Tourism?

You will learn important skills of researching and report drafting as well as developing your writing skills and project management.

Studying Travel and Tourism can lead to a number of different career paths including air cabin crew, tourism manager, hotel manager, travel agent as well as a number of other travel/tourism related occupations.



# Other Courses

<b>Course Title</b>	<i>Modern Foreign Languages from Year 9</i>
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<b>Exam Board</b>	AQA
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<b>Contact Name</b>	<i>Mrs K Bown</i>
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<b>Qualification</b>	GCSE
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At All Saints we recognise the value and importance of studying a language.

### **Course content and assessment**

Studying a GCSE in a language will give you the opportunity to listen to and read authentic material in the target language on a wide range of topics such as festivals in other countries, leisure time, technology and French or Spanish speaking regions. Learning a language opens eyes and minds to other cultures. You gain a unique appreciation of different cultures through literature, music, and film and will develop a greater understanding of the world. You will explore what life is like for young people in the French or Spanish speaking countries and relate it back to your own life, gaining a more profound understanding of your own culture.

We will also cover topical issues such as media and technology, celebrity culture, cultural differences across the world, and social issues. You will be encouraged to develop your own thoughts and opinions on these issues and then express them in the French or Spanish.

Students find that studying a foreign language allows them to deepen their knowledge of how their own language works. You develop your vocabulary, grammar, reading, writing and oracy all of which are vital to your studies across the curriculum. You will learn ways to think and research that can be applied all your subjects.

### **Why study a Modern Foreign Language?**

Language learning will support you to develop a wide range of skills. You will need to plan, solve problems, challenge yourself and take risks. Learning a language can help you to improve your memory, to develop your creativity and self-determination and to develop your confidence to speak in front of others and communicate your ideas and opinions effectively in different ways. All of these are life skills that universities and employers are looking for.

Studying a language at GCSE is hugely advantageous in many careers and stated as desirable, and in some cases a requirement, for entry to a growing number of our top universities. In today's global community, knowledge of a language can open many doors for you, whatever industry you go on to work in.

An appreciation of other cultures will make travel more enjoyable and give you the chance to make lifelong friends around the world.

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

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

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

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

### **Physics**

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

### **Chemistry**

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

### **Biology**

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

### **This course could lead to :**

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

