



options

2022 - Your choice at Key Stage 4

YOUR CHOICE AT KEY STAGE 4

We have put together this booklet in order to help you to choose subjects which you will study in Years 9, 10 and 11.

So far, you have been studying a wide range of subjects and now you will have to think carefully about these, so that you can choose a smaller number to study in greater depth over the next three years.

Everyone will study the following common core of subjects for 16 out of 25 of their timetabled lessons per week. This will include: -

ENGLISH	(5 periods)
MATHEMATICS	(4 periods)
SCIENCE	(5 periods)
PHYSICAL EDUCATION	(2 periods)

Students will then identify six options subjects that they are interested in. Ultimately, you will end up studying three of these. You will have each of the three option subjects for three periods each, nine periods per week in total. **The first of your option preferences must be from the following: Geography, History, French or Spanish, you have to choose one of these as your first preference.**

For your remaining options (6 periods per week), we offer a wide range of subjects. See the following pages for details.

Subject combination restrictions:

There are some subject combinations that we do not allow students to do (because the government believes them to have too much subject overlap). Combinations that are not allowed include:

- Art / Textiles (you can only do one of these two)
- Dance / Drama (you can only do one of these two)

Good reasons for choosing a subject include; you're good at it, it will help you in a career you are keen on, or simply that you enjoy it.

Bad reasons to choose a subject include; your friend is doing it, or you think it will be easy; students who think a subject will be easy are often mistaken!

Above all, it is essential that you try to ensure that your education remains broad-based and balanced. In addition to the information included in this booklet, you will be given advice in school by your subject teachers, form tutors, your Head of Year and by Mr Lawson who is in overall charge of the Options process. Your form tutor or a more senior member of staff will be working closely with you to help you complete your Options Form and to make sure that your choices are the most suitable and appropriate for you.

Please note:

With over two hundred students choosing from a wide variety of options it is very challenging to try to give everybody what they want. This is partly why we ask you to identify six options subjects that are of interest to you. Experience shows that we do manage to give the vast majority of our students what they request, but numbers of students opting for subjects and staffing implications may mean that there have to be further conversations. If this is the case, we will speak with the individuals involved.

Potential subject changes:

Whilst the courses that are offered in this option booklet are what we believe students will undertake in September, there can be factors that may cause this to change. For example, a course that we believed was available could be removed or altered, or new courses may be approved that we believe suit students better.

It could become apparent that a course is not working or performing as intended and therefore we may take the view that a change is in the best interests of a student or a group of students. We will always endeavour to communicate clearly with students and parents if such a situation was to arise. Please be assured that in the vast majority of cases courses proceed as planned.

A photograph of two students in purple Kingswood Secondary Academy uniforms. The student on the left is wearing a white shirt and a striped tie. The student on the right is wearing a purple sweater with the school's crest and name. The text 'FREQUENTLY ASKED QUESTIONS' is overlaid in large white letters.

FREQUENTLY ASKED QUESTIONS

Can I choose two subjects from the same area?

Yes, in some cases, but we do urge caution and encourage students to have a broad and balanced curriculum. For example, if a student has a particular interest and aptitude for the humanities then it may be possible to do both geography and history. We are cautious because we know how challenging and how much revision these subjects entail, and we do not want to put students on to courses that we know they will struggle with for three years.

What is the English Baccalaureate?

The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification for students. It is not compulsory. It shows where students have secured a grade 5 or above across a range of academic subjects (English, maths, science, geography or history, and a language).

Can students at Kingswood do the EBacc?

Yes, and we very much encourage and promote the EBacc for students who we believe will enjoy and be successful with this route, but we do not make it compulsory. In essence the EBacc is a more academic pathway and demonstrates a broad academic education. All students will be doing English, maths and science already, so if you want to do the EBacc then you simply need to do geography or history and a language.

What is a BTEC?

BTEC stands for the Business and Technology Education Council. BTECs are specialist work-related qualifications available in a range of sectors. They combine practical learning with subject and theory content. The BTECs that we offer at Key Stage 4 are equivalent to 1 GCSE and offer the equivalent levels of rigour and challenge to a GCSE. BTECs also have clear progression routes and career pathways beyond Key Stage 4. For specific subject details, see the relevant subject page later in this booklet.

What is a Cambridge National?

Cambridge Nationals (CNat) are equivalent in size to GCSEs and are available in a range of subject areas. They are considered an excellent start to vocational study and enable progression to Level 3 vocational qualifications. For specific subject details, see the relevant subject page later in this booklet.

YOUR CHOICE AT KEY STAGE 4

In addition to your core curriculum that everyone will study, you are able to choose up to three additional subjects to study

The available options are:

Art & Design (BTEC)	P 14
Business - Enterprise and Marketing (CNat)	P 20
Child Development (CNat)	P 19
Design & Technology - Engineering Design (CNAT)	P 10
Design & Technology – Hospitality & Catering (Technical Award)	P 9
French (GCSE)	P 15
Spanish (GCSE)	P 16
Geography (GCSE)	P 6
Health and Social Care (CNat.)	P 18
History (GCSE)	P 7
IT – Information Technology (CNat.)	P 12

Performing Arts – Dance (BTEC)	P 13
Performing Arts – Drama (BTEC)	P 13
Physical Education (GCSE / CNat.)	P 17
Religious Studies (GCSE)	P 8
Textiles (BTEC)	P 11

Core subject information

English Language & Literature (GCSE)	P 3
Mathematics (GCSE)	P 4
Science (GCSE)	P 5

The following pages contain more information about each of these subjects.

ENGLISH LANGUAGE & LITERATURE

English GCSE

The English Department offers both Language and Literature courses for the majority of GCSE students, providing you with two GCSEs at the end of the course.

English Language GCSE

The course encourages you to enjoy and appreciate language, teaching you analytical skills and the ability to communicate accurately, appropriately, confidently and effectively. You will explore how writers influence readers and use these skills in your own writing. This course will be assessed by examination in Year 11.

English Literature GCSE

GCSE English Literature allows you to explore several aspects of literature through the in-depth study and wider reading genres: prose (novels or short stories); poetry; drama. The course will be assessed by examination in Year 11.

From your study of Literature, it is hoped you will gain the benefits of enjoying books, of being exposed to writing from different cultures and of experiencing emotional and intellectual growth through reading about new experiences and considering different viewpoints. You will develop an appreciation of literary tradition and heritage, develop your powers of analysis and learn to make connections between texts with greater skill, confidence and independence. You will study:

- **A play by Shakespeare**
- **A nineteenth century novel**
- **A selection of poetry since 1789**
- **Post 1914 fiction or drama**



Mathematics GCSE

The GCSE mathematics course follows the National Curriculum & students will study topics relating to Number, Algebra, Geometry & Measures, Probability & Statistics.

Students will need to reach certain levels of competency in mathematics to undertake Sixth Form courses, to be admitted to colleges and universities, and to have a wide variety of career choices.

As a faculty, we aim to:

- Equip students with the mathematical skills required for their future.
- Provide a broad Mathematical learning experience.
- Provide the skills required to succeed in Higher Education and employment.
- Promote a positive attitude to the study of mathematics.
- Ensure students have a feeling of success, and progress is appropriate to their level.
- Encourage students to continue Mathematics study post-16 where appropriate.
- Play an active role in contributing to cross-curricular themes and improving literacy, numeracy, and IT.

Key Stage 4

During Years 9, 10 and 11 students follow a GCSE course suited to their ability level. Students are initially set according to their teacher assessment level achieved in the previous year. They are put into ability groups and follow the OCR GCSE Course. The OCR GCSE Mathematics emphasises and encourages competency to apply mathematical skills in a range of contexts, fluency in procedural skills, sound understanding of concepts and confidence in mathematical problem solving. It provides a broad, coherent, satisfying, and worthwhile course of study.

The OCR GCSE Mathematics qualification will encourage students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. Students will build on a sound base of conceptual understanding to apply mathematics techniques in a variety of authentic contexts. It will provide a strong mathematical foundation for learners who go on to study mathematics at a higher level, post-16.

Equipment

All pupils are expected to have their own calculator (Casio fx85gt plus), a red pen, a black pen, a pencil, and Geometry equipment. Calculators can be purchased through the Academy [ParentPay shop](#).

Key Stage 5

Our A Level syllabus fully prepares students for undergraduate study in STEM subjects. Mathematics at A Level is desirable for those wishing to pursue a career in Engineering, Data Science, Economics, Technology, Medicine, and Design. Simultaneously, mathematics is a self-contained subject that is worth studying simply for its elegance. While challenging at times, the study of mathematics can bring tremendous sense of accomplishment. Mathematics is an ideal subject for people who enjoy or want to develop their problem-solving skills and logical, abstract, and analytical thinking.

Students study Pure Mathematics, Applied Statistics and Mechanics in both year 12 and 13. We also offer AS and A level further maths for high calibre students wishing to study in-depth mathematical skills. In the first year of the course, students will further develop their algebraic knowledge and skills, introducing binomial expansion, Trigonometric identities, Vectors, Logarithms, Calculus, Hypothesis testing, Forces and Motion. Students will begin to transform real-life scenarios into mathematical models to solve complex mathematical problems. In Year 13, students will further develop knowledge and skills from Year 12, and they will study Sequences, Series and Parametric Equations, Normal distribution, Moments, Projectiles and Kinematics, with a greater emphasis on forming a mathematical model for real life problems and solving these problems using a range of techniques developed during the course with the aid of technology. The course is assessed through three examinations at the end of Year 12 and 13, accumulating all the knowledge and skill students have developed throughout the course.

We would recommend graphical calculator – Casio Fx CG20 or CG50.



Science GCSE

From deepest space to the smallest molecule, Science affects all that we see and do. Science is full of excitement, wonder and interest, which stimulates imaginative and creative thinking.

Whether your plans are to follow a career in the Sciences or not, there are many skills that you will learn during your studies of Science that will help you throughout life.

The Science curriculum at Kingswood aims to offer you a variety of options that supports you in your destinations beyond GCSE.

Courses Offered

Combined Science: Trilogy leads to the award of two GCSE qualifications that cover Biology, Chemistry and Physics

The Separate Sciences, which leads to the award of three GCSE qualifications, one for each separate subject.

Most Students embarking on their GCSE Science journey will, in class, follow the Combined Science Trilogy course throughout years 9/10/11. For students who show an aptitude and a willingness, and have their teacher and parent / carer support, then there is the opportunity to complete the Separate Sciences content starting in Year 9 and continuing throughout KS4. Undertaking the Separate Sciences will require significant additional and independent study as it will take place within the same curriculum time as Combined Science Trilogy. The students doing this may also need to commit an extra hour per week after school, and if necessary, on other days outside of normal school days. During Year 9 and 10, students covering the additional Separate Sciences content would sit the Separate Sciences papers to ensure they are coping with the additional content and faster pace. If not, they will move onto the Combined Science course. If they continue into year 11, the final decision about which version they sit will be taken after their Y11 PPEs (mocks), to ensure we enter them for the best qualification for them.

Combined Science: Trilogy

This course is followed by all students in normal lesson time and aims to provide you with a challenging and stimulating study of the Sciences in a combined manner. Taking this course, you will cover Biology, Chemistry and Physics in a combined manner. Successful completion of the course will be awarded two Science GCSEs that cover all three sciences. Progression to study A-Level Sciences or related courses at the Academy or at College is possible with these qualifications.

The Separate Sciences - 3 separate GCSEs in Biology, Chemistry and Physics.

The Separate Sciences aims to offer a broader and deeper knowledge base of the Sciences and bridge the gap between GCSE and A Level and on successful completion of the course, a student is awarded three separate Science GCSEs.

There is no better way to learn about science than through purposeful practical activities as part of day-to-day teaching and learning in Science. The knowledge and understanding of these practicals is assessed in the terminal examinations and is worth 15% of the final grade.





GEOGRAPHY

Geography GCSE

Page 6

Geography involves the study of our environments, what natural environments look like, the processes that form them and how people interact with them.

It offers the opportunity to develop a variety of valuable skills including map reading; IT skills; mind mapping and investigating contemporary issues and the Academy's core competencies, particularly teamwork; communication; creativity and initiative. Within the GCSE curriculum you will have the chance to work together in group work and in peer teaching activities; understand the impacts of natural disasters; know how and why tropical storms change and how enough food can be produced to feed a growing global population. If you are interested in the relationships between people and their natural environments, understanding how the world around you works and your place within it, then Geography is for you.

Geography is not just about the physical features of different places or what people think about where they live, in this course you have the chance to investigate issues affecting people and the environment across the world. You will learn what it is like to live in a squatter settlement, how to survive an earthquake or tsunami and what happens when countries do not have enough food.

You will study Geography at GCSE through 3 units:

1. Living with the physical environment

- Tectonic hazards and tropical storms
- Physical landscapes of the UK: Rivers and Coasts
- Ecosystems including Tropical Rainforests and Cold environments

2. Challenges in the human environment

- Urban issues and challenges
- Changing economic world
- Resource management (food, water and energy) with a focus on FOOD

3. Geographical Applications

- Issue evaluation
- Fieldwork (and skills)
- Statistical and mapping skills

Field trips:

During the course you will take part in two compulsory field trips in order to complete the skills paper. These field trips enable students to collect primary data and explore a location away from home to investigate issues that are happening there and the reasons behind them.

Assessment:

The course is assessed in 3 sections:

- 1 A human exam which will take place in Year 11 (35%)
- 2 A physical exam which will take place in Year 11 (35%)
- 3 Geographical application and issue evaluation (30%)

The physical environment and human environment papers are an hour and a half each and worth 35%. The Geographical applications paper is worth 30% and lasts an hour, based on the field work carried out.

If you would like to know more or have any questions, see Mrs Hardy, Mr Lawson, Miss Grace and Mr Mbelesi or see your Humanities teacher.



HISTORY

History GCSE

- Who held the 18th Century leg amputation record and managed to chop off some other bits into the bargain?
- Why did Adolf Hitler become German Chancellor in 1933?
- Why did Plains Indians and white settlers scalp each other?

These are the sort of questions you will be asked to find answers for if you study GCSE History.

History can be defined as an attempt to interpret the past in order to gain an insight into the present. History attempts to develop your abilities to analyse and interpret sources of information, and it encourages you to think logically and critically. Emphasis is also placed on developing your writing skills, so that you can present information and arguments in an appropriate manner. History is a very valuable subject providing skills and knowledge helpful in further study and a wide range of employment situations. History demands research, interpretation, analysis and the ability to express information clearly in writing.

The emphasis is on developing skills and on encouraging you to solve historical problems for yourself. You will be assessed in three examinations.

The course consists of three sections:

Paper 1: Thematic Study and Historic Environment

Medicine in Britain, C1250-present and The British sector of the Western Front, 1914-18: injuries, treatments and the trenches. This paper examines the ideas of progress and change over time. It asks the question: 'Do things always get better as time goes by?'

Paper 2: Period Study and the British Depth Study

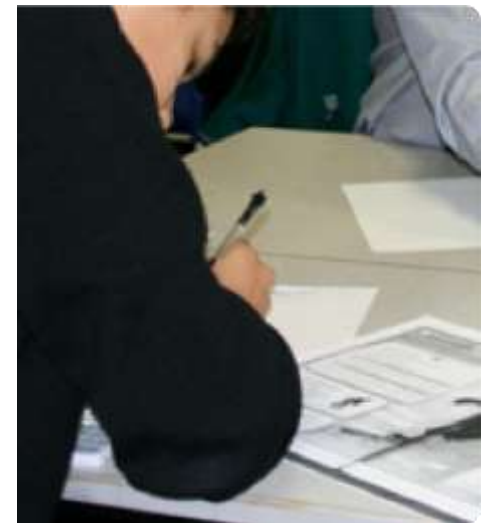
Early Elizabethan England, 1558-88. This topic looks at the changes to society and foreign policy during the reign of Elizabeth I.

The American West C.1835: This topic looks at how the Plains Indians were treated by the US Government and how the 'West was won'.

Paper 3: Modern Depth Study

Weimar and Nazi Germany, 1918-39. This paper examines how Germany fared after the Great War, how Hitler was able to come to power and what life was like in Nazi Germany.

If you would like to know more, or have any questions, see Mrs Paul, Miss Magee, Mr Pyecroft and Miss Martindale or see your Humanities teacher.





RELIGIOUS STUDIES

Religious Studies GCSE

If you have an interest in the world we live in, Religious Studies could be for you.

It helps us understand people – what they think, what they believe, their culture and way of life.

The content of the course is outlined below. Many of these issues are often discussed in the media, but this course gives you the chance to have your say and listen to the views of others.

Aims and objectives:

This course will provide opportunities for you to engage with questions of belief, value, meaning, purpose, truth and their influence on human life.

It will challenge you to reflect on and develop values, beliefs and attitudes in light of what you learn and contribute.

You will have the ability to construct well-argued, well-informed, balanced and structured written arguments.

You will be assessed in two examinations.

Why choose GCSE Religious Studies?

This course will help you gain a better understanding of these key questions:

- **Why do people have beliefs?**
- **How do beliefs influence society?**
- **What do you believe is important in the way you live your life?**
- **What do Christians and other religious groups believe is important in their lives?**

You should seriously consider choosing this course if you respond 'yes' to the following questions:

Do you want to explore the views of others?

Do you like discussing and debating religious and moral issues?

Do you want to learn more about the world we live in?

Course overview:

Religion and Ethics through Christianity:

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

Religion, Peace and Conflict through Islam:

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

If there is anything else you would like to know, please see Miss Hodgkins or see your Humanities teacher.



DESIGN & TECHNOLOGY

WJEC Level 1/2 Hospitality and Catering (Specification A)

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

- Knowledge and understanding of the hospitality and catering industry
- Develops ability to plan, prepare and cook dishes
- Develops practical skills for the catering industry

This qualification is on the DfE 2020 Performance Tables and contributes to the Progress 8 measure as one of the 'other' qualifications.

WJEC Level 1/2 Hospitality and Catering Award is designed primarily for 14-16-year-old learners in a school environment. The course is graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Why Study Hospitality and Catering?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1P

The course will give students a basic understanding of the skills required for a career in food, careers in the hospitality industry, further study at college or simply preparing students for being independent and maintain a healthy lifestyle.

Course content

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 The Hospitality and Catering Industry

- The Hospitality and Catering Industry – Onscreen written assessment 90mins, which is externally assessed.
- The Hospitality and Catering Industry – Paper based written assessment 90mins, which is an externally assessed

Unit 2 Hospitality and Catering in Action Hospitality and Catering in Action – This is a course work brief which is given in year 11. Students by working to the brief, independently go through a series of research both written and practical which leads the student to their final food preparation. This is internally assessed.

Learners must complete both units.

Important information regarding the course content:

You will spend a large part of your lesson time planning and preparing a wide variety of dishes that you will take home to share with your family. You may cook once a week, and although the school will provide some basic ingredients, you will need to be able to provide most of these from home. If there are any reasons why you think that providing ingredients from home could be difficult it is important that parents contact the school, so we can make alternative arrangements

DESIGN & TECHNOLOGY

Page 10

OCR Cambridge National Level 1/2 -Engineering Design

This option is only available to students who have undertaken the Engineering Taster Day.

What skills do I need to succeed?

Be **confident in the workshop** making things and using equipment
An interest in **how products are made** to include processes, materials and their properties

Be able to **design and communicate your ideas** through sketching techniques, **this is important.**

Be confident using **PCs for Computer Aided Design. (CAD)**

I should choose this course if –

I have enjoyed DT, (designing and making products)

I would like to go on to follow a career in-

Product Design, Mechanics, Engineering, Carpentry

Computer Aided Design or any Apprenticeship route.

What is the course about?

Engineering Design is a process used to develop and enhance new products and systems as a response to market opportunities.

This qualification is an opportunity for you to develop a design specification and study the processes involved in designing new engineered products.

You will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

The qualification will also encourage you to consult with a client and, with its practical focus, will engage you in producing, testing and evaluating a prototype in the form of a model.

Assessment and Course Content

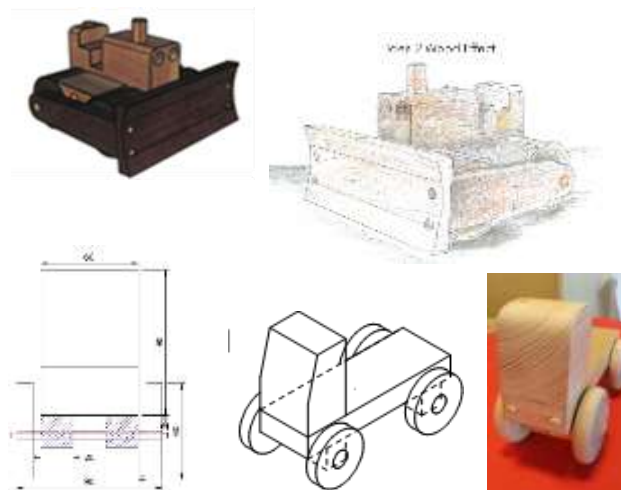
R038: Principles of engineering design

External Exam

In this unit you will learn about the design process, and all of the stages that are involved.

Topics include:

- o Designing processes
- o Designing requirements
- o Communicating design outcomes



Assessment and Course Content

R040: Design, evaluation and modelling

This is assessed by a set assignment.

In this unit you will learn how to create and test models of your design. Topics include:

- o Product evaluation
- o Modelling design ideas

R039: Communicating designs

This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include:

- o Manual production of freehand sketches
- o Manual production of engineering drawings
- o Use of computer aided design (CAD)

TEXTILES through Pearsons BTEC Level 1/Level 2 Tech Award

BTEC in Art through Textiles

Page 11

You will be studying a BTEC Tech award in Art and Design but through Textiles

Programme Overview

This course is for learners who wish to acquire knowledge and technical skills through vocational assessment in Textiles. It consists of 3 components (units)

Component 1 and 2 are internally assessed Textiles projects that are set by school.

Component 3 is Textiles work set and assessed externally.

Internal assessment (component 1 and 2) are assessed through textile projects and learners complete two or more projects and produce evidence for assessment. This style of assessment promotes deep learning by ensuring the connection between knowledge and practice in textiles.

External assessment (component 3) provides assessment for the qualification that covers all the skills and techniques students learn in textiles. It is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories. The set task is taken under supervised exam conditions, which is then marked and a grade awarded by the exam board.

As well as Textiles you also need to have good IT skills as lots of the coursework is completed on the computer for research and analysis.

Learners who achieve at least a pass can progress too:

- A Levels 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 Art and Design, which prepares learners to enter employment or apprenticeships,
- To move on to higher education by studying a degree in the art and design areas.

Students will gain a Pass, Merit, Distinction or Distinction *.

Please speak to Miss Wray to determine whether this course is right for you. You will be notified if we think you are suitable for the course.

If there is anything else that you would like to know please see your Textiles teacher.

INFORMATION TECHNOLOGY (IT)

IT - Cambridge National Certificate in IT

Who we are:

We are IT, sometimes fun, always hardworking. A team with high expectations of all of our students. We want to teach a new generation of coders, technicians, designers and maybe the next Bill Gates.

The Bigger Picture:

This IT course aids the progression into the IT field, as well as gaining a knowledge of pre and post-production expectations of projects.

IT is a key part of many areas of our everyday lives. The production of digital products is required in almost every business, which is causing a bigger demand for highly skilled and digitally literate individuals.

Could this be you?

The Course and how it works:

For three lessons a week for three years, you will be put through your paces, through various digital obstacle courses.

The IT course is constructed of three different units; and each unit contributes to your final grade! You have an exam unit, and then two units of coursework. These units of coursework test your research skills, report writing skills, planning and interpretation skills, your creation and creative skills and your ability to review. That is many skills!

The Units:

Unit R050: IT in the digital world

Unit R060: Data manipulation using spreadsheets

Unit R070: Using Augmented Reality to present information

PERFORMING ARTS

Level 1/2 BTEC Tech Award in Performing Arts

How does the course work?

You can choose either the Dance or Drama pathway for this course, you cannot do both subjects.

The course is made up of **three components**: two that are internally assessed and one that is externally assessed. Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Explore Develop Apply	Exploring the Performing Arts <ul style="list-style-type: none"> Internally assessed assignments 30% of the total course
	Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Internally assessed assignments 30% of the total course
	Performing to a Brief <ul style="list-style-type: none"> Externally assessed task 40% of the total course

Explore

Component 1

Exploring the Performing Arts – students explore the processes used to create a performance

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments.

Weighting: 30% of total course.

During Component 1, students will:

- explore** performance styles, creative intentions and purpose
- investigate** how practitioners create and influence what's performed
- discover** performance roles, skills, techniques and processes

Develop

Component 2

Developing Skills and Techniques in the Performing Arts – students develop performance skills and techniques by reproducing existing performances

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments.

Weighting: 30% of total course.

During Component 2, students will:

- take part** in workshops, classes and rehearsals
- gain** physical, interpretative, vocal and rehearsal skills
- apply** these skills in performance
- reflect** on their progress, their performance and how they could improve.

Apply

Component 3

Performing to a Brief – students pull together all they have learned and apply their knowledge in a performance

Aim: consider how practitioners adapt their skills for different contexts and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course.

To achieve this aim, students will:

- use the brief and previous learning to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

If there is anything else you would like to know please see Mrs Geoghegan, Mrs Hempink or your Performing Arts teacher.

Pearson BTEC Level 1/Level 2 Tech Award in Art Practice

Page 14

BTEC Level 1/Level 2 Tech Award in Art

You will be studying a BTEC Tech award in Art

Programme Overview

This course is for learners who wish to acquire knowledge and technical skills through vocational assessment in Art. It consists of 3 components (units)

Component 1 and 2 are internally assessed Art projects that are set by school.

Component 3 is Art work set and assessed externally.

Internal assessment (component 1 and 2) are assessed through projects and learners complete two or more projects with evidence for assessment. This style of assessment promotes deep learning by ensuring the connection between knowledge and practice.

External assessment (component 3) provides assessment for the qualification that covers all the skills and techniques students learn. It is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories. The set task is taken under supervised exam conditions, which is then marked, and a grade awarded by the exam board.

As well as Art you also need to have good IT skills as lots of the coursework is completed on the computer for research and analysis.

Learners who achieve at least a pass can progress too:

- A Levels 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 Art and Design, which prepares learners to enter employment or apprenticeships.
- To move on to higher education by studying a degree in the art and design areas.

Students will gain a qualification at Pass, Merit, Distinction or Distinction *.

Please speak to Mrs Evans or Mrs Mandziuk to determine whether this course is right for you. You will be notified if we think you are suitable for the course.

If there is anything else that you would like to know please see your Art teacher.





MODERN LANGUAGES

French GCSE

Many students continue with a Modern Language in Years 9, 10 and 11.

Students currently in Year 8 can choose to take French for GCSE.

Acquiring a Modern Language involves work in four skill areas: -

- Listening
- Reading
- Writing
- Speaking

Therefore, all of the classwork and homework will involve practising these four skills, just as in Year 8 and you will develop all four skills to a much higher level.

By learning a foreign language, you are acquiring a skill - a skill for which there is a steadily growing demand. A working knowledge of one or more languages is a useful asset in many areas of employment. Furthermore, a steadily increasing number of Higher Education courses offer the possibility of combining continued foreign language learning with other subjects.

Over the last four years there has been a steady national decline in the number of students who take GCSE Languages. Very soon Linguists will be in short supply in the Country.

**Stand out from the crowd,
take a language**

This is what the course looks like:

Unit 1 Listening 25%

Unit 2 Reading 25%

Unit 3 Speaking 25%

Unit 4 Writing 25%

If you do have any questions, you can always see your Language teacher for advice.



Spanish GCSE

More and more students are choosing to continue with a Modern Language in Years 9, 10 and 11 at Kingswood!

Students currently in Year 8 can choose to take Spanish for GCSE.

By learning a foreign language, you are acquiring a skill - a skill for which there is a steadily growing demand. A working knowledge of one or more languages is a useful asset in many areas of employment.

Recently there has been a steady national decline in the number of students who take GCSE Languages. Very soon, linguists will be in short supply in the country.

Choosing Spanish at GCSE can therefore help you to stand out when applying for a job, an apprenticeship or University!

What will you study?

The GCSE Spanish course focuses on 3 key themes, which each include a number of sub-topics. You will learn how to be able to talk about each of these topics in Spanish.

Theme 1: Identity and Culture (*Sub-Topics: Family and Friends, Free Time, New Technology, Customs and Festivals*).

Theme 2: Local, National, International and Global Areas of Interest (*Sub-Topics: Town and Region, Holidays, Global Issues, Social Issues*).

Theme 3: Current and Future Study and Employment (*Sub-Topics: School, Future Plans, The World of Work*).

In addition to these themes, if you choose the GCSE Spanish course at Kingswood, you will also learn about the culture of Spain and Spanish-speaking countries across the world. We will also engage with Spanish literature, music and films throughout the course.

How is the course examined?

The GCSE Spanish exams will all be at the end of Y11. There is no coursework.

The four exams cover each of the 4 key skill areas, and are worth an equal amount:

- **Paper 1 Listening Exam** (worth 25%).
- **Paper 2 Speaking Exam** (worth 25%).
- **Paper 3 Reading Exam** (worth 25%).
- **Paper 4 Writing Exam** (worth 25%).

"If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart". (Nelson Mandela)

"To learn a language is to have one more window from which to look at the world". (Chinese Proverb)

If you do have any questions about Spanish GCSE, please feel free to contact Miss Woodford, whose email address is: awoodford@kingswoodsecondaryacademy.org.



PHYSICAL EDUCATION

Page 17

AQA Physical Education GCSE

This qualification is linear which means that you will sit all your exams and submit all your practical coursework at the end of the course in Year 11. Your final grade is 60% theoretical and 40% practical.

For the theory element of the course you will study seven units:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

A weekly theory lesson is used to prepare you for this. Topics covered include the Skeleton, Muscles and Movement, the Heart, the Circulatory and Respiratory System, along with training principles/methods and the effects of exercise. You also learn about injuries and their treatment, sponsorship, school sport and media issues related to sport.

For the practical performance you will be assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Activities offered in school include Netball, Hockey, Softball, Golf, Table Tennis, Badminton, Football, Basketball, Athletics, Dance and many others. If you take part in other sports in your own time you are often able to be assessed in these activities. You are also required to conduct an analysis and evaluation of performance to bring about improvement in one activity. This highlights your understanding of theoretical concepts and how they link into development and improvement of performance.

Cambridge National Sport Science

Cambridge National Sport Science consists of three units:

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

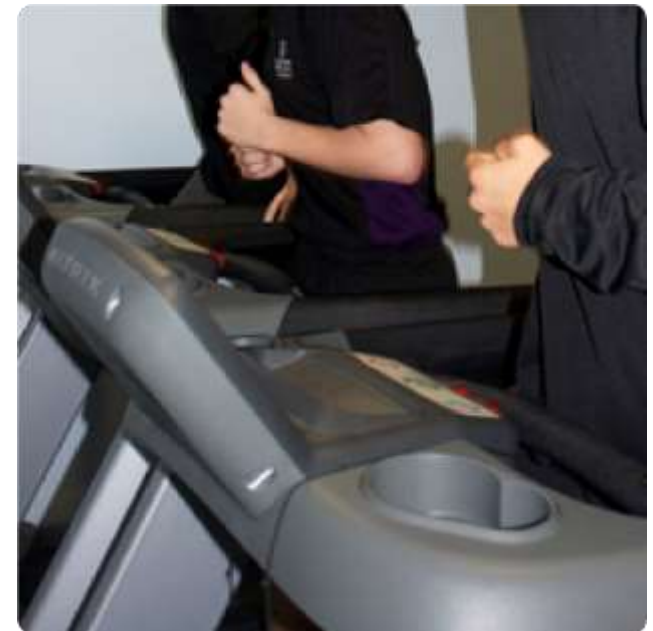
Unit R181: Applying the principles of training: fitness and how it affects skill performance.

Unit R183: Nutrition and sports performance

Units R181, which is worth 40%, and R183, which is worth 20%. These are both assessed internally before sent off to be moderated externally. You will complete a number of written and practical assignments, each with specific criteria which must be met in order to successfully complete the qualification. Unit R180 will be assessed using an externally marked exam, which is worth 40% of Cambridge National qualification. Each unit must be fully completed against the marking criteria in order for you to gain the Cambridge Nationals Sports Science Level 2 award.

For more information, see Miss Meekcom for GCSE or Miss Copson for CNAT.

If you opt for PE, you will be advised which course will suit your abilities.





Level 1/2 Cambridge National in Health and Social Care

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare services as well as a range of independent providers that provide care in a variety of settings.

It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid.

As you might expect, some elements of the assessment are practical.

This qualification consists of three units; one externally assessed exam and two internally assessed pieces of coursework which will then be moderated externally.

R032 Principles of care in Health and Social Care settings is an externally assessed exam worth 40% of the overall grade.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include the rights of service users in health and social care settings, person-centred values, effective communication in health and social care settings and protecting service users and service providers in health and social care settings.

R033 Supporting individuals through life events is an internally assessed/externally moderated piece of coursework worth 30% of the overall grade.

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include life stages, impacts of life events and sources of support.

R034 Creative and therapeutic activities is an internally assessed/externally moderated piece of coursework worth 30% of the overall grade.

In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual. Topics include therapies and their benefits, creative activities and their benefits, plan a creative activity for individuals or groups in a health or social care setting and deliver a creative activity and evaluate your own performance.

CHILD DEVELOPMENT

options

Page 19

OCR Level 1/2 Cambridge National Certificate in Child Development



Our Cambridge National in Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.

- Are you interested in how children learn and develop physically, intellectually, and socially?
- Are you considering a career working with babies or children?
- Would you like to gain a greater understanding of the development, health, and well-being of a child from birth to five years?
- Are you interested in the health and wellbeing of children and creating conditions in which children can happily thrive?

Who is this qualification for? This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in Child Development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Development, Health and Social Care, Psychology, Sociology and Biology.



Overview of the qualification / what will the student study as part of this qualification?

Health and well-being for child development

In this unit, students will learn about the importance of pre-conceptual, ante natal and post-natal health care, creating suitable environmental conditions in which a child can thrive, creating a safe and loving environment for children, explore the prevention and management of common childhood illnesses and accidents. Many more interesting biological, physiological and psychological topics are taught throughout this unit.

Overview of the qualification continued -

Creating a safe environment and understand the nutritional needs of children from birth to five years

In this unit, students will learn how to create a safe environment for children from birth to five years both within the home and childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about babies and children nutritional and dietary needs. Midwives and other healthcare professional guest speakers join us in the Academy.

Understand the development of a child from one to five years

Students will learn the expected developmental phases for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students learn about the importance of creating plans and providing different play activities to support children in their development. We explore a variety of Childcare settings virtually and in person to further enrich learning.

For more information on this course, please contact Miss Carroll.



OCR Level 1/2 CNAT in Enterprise and Marketing

This qualification is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

RO67: Enterprise and marketing concepts - EXAM

The first topic underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

Assessment - 1 hour 15 minutes written examination 70 marks (80 UMS) OCR-set and marked This question paper has two parts: Part A - comprising of 10 multiple choice questions (MCQs) Part B – comprising of short answer questions and three extended response questions.

RO68: Design a business proposal – COURSEWORK

In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

Assessment- 36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated. The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

RO69: Market and pitch a business proposal – COURSEWORK

In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

Assessment – 36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated

The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Which Unit R067: Enterprise and marketing concepts
48 GLH

This question paper has two parts: Part A - comprising of 10 multiple choice questions (MCQs), Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.

Unit R068: Design a business proposal
36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated
The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

Unit R069: Market and pitch a business proposal
36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated
The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.



Options – Career websites

Read the Options booklet on the school website. Ask your subject information on the courses you need to choose from



Read “G.C.S.E.’s explained” and “What subjects should I choose at G.C.S.E.?”
www.brightknowledge.org



Start is a website offering information and articles on choosing G.C.S.E.

Options

www.startprofile.com



Ask a question on the forums and read existing posts from people seeking help with their career choice

www.thestudentroom.co.uk



Look at different choices for Year 9

www.careerpilot.org.uk



This website allows you to find information about the options available to you in Year 9.

www.sacu-student.com



Go to the National Careers website for information on job profiles, apprenticeships and a free job health check.

www.nationalcareersservice.direct.gov.uk



Look at this website to find information on Science and Maths at Key Stage 4 and beyond

www.futuremorph.org



The Source is a website for young people in Suffolk with information about their G.C.S.E. choices

www.thesource.me.uk/learning/choices-at-13

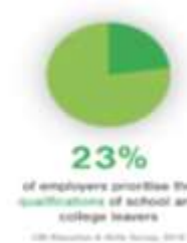


www.icould.com is an excellent place to start with its buzz quiz to think about your future job (s) with the Buzz Quiz. You can also research how to choose your options and watch videos about options.



Parental Guidance is a site for Parents to help guide them through the options process. There is information on this website that could be useful when deciding what options you could take.
www.parentalguidance.org.uk





Options – Employability Skills

Page 22

At G.C.S.E. level students will learn and analyse a wealth of subject-specific information that can be used within particular jobs or help them progress along a career path. However, our students are now preparing for jobs that might not yet exist and therefore, the **employability** or personal skills they develop alongside this knowledge will be key for their career success. These are the skills that students will need to demonstrate to an employer and are **transferable** across a range of jobs. These skills will be developed through learning in subject departments and through the PSHE curriculum from Year 7 to 13.

Problem solving, creativity, enthusiasm and initiative

Being able to look at a problem and suggesting original, unique ways to overcome it or using well-known methods in innovative ways



Personal presentation

Being able to take information that has been collected and present it to other groups (large and small) so that it is easily understood



Teamwork

Working independently is excellent but working together as a team to resolve an issue can be more enjoyable and more efficient / effective within a workplace



Decision making and negotiation

The ability to make decisions based on information provided and specific factors. Discussing issues with others and reaching a decision that suits a majority of people



Leadership

Not everyone will reach the position of Managing Director. Leadership is not about being in charge, it is being a role model, helping others to reach their true potential, being a mentor

Communication and literacy (including listening)

Being able to read a variety of sources of information, communicate verbally with other people, listen and share ideas with others in small groups



Time management and organisation

Making sure that you are on time within the workplace, from the initial interview, the very first day and every business meeting



Numeracy

Being able to work with numbers, analyse trends and patterns, complete simple calculations and use money and numbers accurately



Aspiration (aiming high)

If students do not aim high or do not reach as far as they can imagine is possible they will restrict their options. This could lead to them taking low paid, local jobs with fewer opportunities



IT / Digital Skills

Coding, programming and network skills are essential skills that lie behind the word processing, spreadsheets and email programmes used in every workplace.



Notes

Year 8 Options Application Form

options

Name _____

Form _____

Your first choice **MUST** be either Geography, History, French or Spanish. Put a 1 next to your choice.

You then have five more preferences to indicate.

Number these 2/3/4/5/6, in order of importance to you.

All preferences will be evaluated for suitability. If we do need to make changes, then we will communicate with students and/or parents.

Subject combination restrictions:

There are some subject combinations that we do not allow students to do (because the government believes them to have too much subject overlap). Combinations that are not allowed include:

- Art / Textiles (you can only do one of these two)
- Dance / Drama (you can only do one of these two)

Please tick here if you are interested in studying The Separate Sciences. ☐

This is not one of your options choices. It is an additional commitment which will involve significant additional independent study.

This is an expression of interest and not a guarantee of a place on the course.

Student Signature: _____

Parent Signature: _____

Tutor Signature: _____

Tutor/Parent comments (if required)

Art & Design (BTEC) - (you cannot do this with Textiles)	
Business – Enterprise and Marketing (CNAT)	
Child Development (CNAT)	
Engineering Design (CNAT) (You can only choose this if you undertook the Engineering Taster Day)	
French (GCSE)	
Geography (GCSE)	
Health and Social Care (CNAT)	
History (GCSE)	
Hospitality & Catering (Tech Award)	
Information Technology (CNAT)	
Performing Arts - Dance (BTEC) – (you cannot do this with Drama)	
Performing Arts - Drama (BTEC) - (you cannot do this with Dance)	
Physical Education (GCSE/CNAT)	
Religious Studies (GCSE)	
Spanish (GCSE)	
Textiles (BTEC) - (you cannot do this with Art)	

All forms must be returned by Tuesday 22nd February 2022

You can return this form by post to:

Y8 Options, Kingswood Secondary Academy, Gainsborough Road, Corby,
Northants, NN18 9NS

The form can also be handed in at reception, it must be enveloped and marked 'Y8 Options'

Alternatively, you can send a scan/photo of the form by email to
ksaoptions@kingswoodsecondaryacademy.org



KINGSWOOD
secondary academy