



**Year 8**

# Options Information Booklet

October 2025



# Contents Page

Covering Letter	1
Year 8 Options Timeline	2
Frequently Asked Questions	3
Subject Information Pages	6
GCSE Art	
GCSE Business Studies	
GCSE Computer Science	
GCSE Dance	
GCSE Design & Technology	
GCSE Drama	
GCSE Food Technology	
GCSE French	
GCSE Spanish	
GCSE Geography	
GCSE History	
GCSE Photography	
GCSE Physical Education	
GCSE Music	
BTEC Tech Award in Digital Information Technology	
BTEC Tech Award in Business Enterprise	
BTEC Tech Award in Sport, Activity & Fitness	
BTEC Tech Award Health & Social Care	

Monday 29<sup>th</sup> September 2025

Dear Parent/Guardian,

Please find enclosed with this letter a copy of our Year 8 Options Information Booklet. During this academic year, we will be organizing which subjects your child will continue to study in Year 9 and their remaining time with us at Saint George Catholic College.

Alongside the information contained in the booklet, there are two other important sources of information for you. Firstly, I will record a presentation that explains the options process, our rationale for organising things the way we do and an outline of the support and guidance on offer. This presentation will be made available on the College website and we will share a link on the Year 8 MS Teams page to help you navigate to this easily. It will be available by Monday 6<sup>th</sup> October.

We would also like to invite you to our Curriculum Information Evening on Thursday 23<sup>rd</sup> October 2025 at Saint George Catholic College, starting at 6pm in the main hall. It is an important year for your son or daughter and together we need to support them in making decisions on suitable option subjects to study alongside GCSEs in Maths, English Language & Literature, Science (Combined Award) and RE from year 9 onwards. Therefore, I hope you are able to attend this evening, where you will have the opportunity to speak to Heads of Department about the full range of subjects and courses on offer. If you have queries about the options process I will also be present on the night, along with Mr Habberley, and we will be happy to answer any questions you may have. We strongly recommend you make time to watch the recorded presentation before attending the information evening, as well as taking time to read the information contained in the Options Information Booklet.

We understand the choices we will be making during this year are important, and from past experience we know that the more closely we work and communicate between home, pupils and the school the better are able to do. Please do not hesitate to contact us if you do have any questions at any point. You will also find a helpful series of Frequently Asked Questions (FAQs) in the Options Information Booklet, answering some of the common queries we received each year.

Yours sincerely



Mr E Douglas

Senior Assistant Head Teacher

[edouglas@stgcc.co.uk](mailto:edouglas@stgcc.co.uk)

## Year 8 into 9 Options Timeline: 2025-26

Date	Event
Monday 22 <sup>nd</sup> September 2025	Letter out to all year 8 pupils/parents with the enclosed options booklet and timeline.
Monday 29 <sup>th</sup> September 2025	<p style="text-align: center;"><b>Presentation explaining Options process available</b></p> <p>The presentation will be recorded and released on the College website for parents and students to view together ahead of the upcoming Information Evening.</p>
Tuesday 21 <sup>st</sup> October 2025	<p style="text-align: center;"><b>Year 8 into 9 Options Assembly</b></p> <p>To explain the process to students and introduce new subjects that are available to them.</p>
Thursday 23 <sup>rd</sup> October 2025	<p style="text-align: center;"><b>Year 8 Curriculum Information Evening in the main hall starting at 6pm</b></p> <p>This is an opportunity to speak to Heads of Department about the subjects and courses on offer. Mr Douglas, Mr Habberley and Mr Fields will be available to answer other general queries in person.</p> <p style="text-align: center;"><b>Please watch the presentation on the College website <u>before</u> attending the evening as this explains the options process in detail.</b></p>
Week Beginning Monday 3 <sup>rd</sup> November 2025	<p style="text-align: center;"><b>First indication poll</b></p> <p>Year 8 Pupils will speak individually to Mr Douglas or Mr Habberley during lesson time to collect their initial preferences.</p>
Wednesday 17 <sup>th</sup> December 2025	<p style="text-align: center;"><b>Mentoring Day – Options meetings in the School Canteen</b></p> <p>A member of the Senior Leadership Team will meet your son/daughter and parents following their tutor meeting to look at the options.</p>
June 2026	<p style="text-align: center;"><b>Final confirmation of Year 9 Options</b></p> <p>Parents &amp; Students receive written confirmation of their final choices for Sept 2026.</p>

# Options Process Frequently Asked Questions (FAQs)

We know it can seem like there is a lot of information to take in throughout this process, and you are likely to have questions at different stages. We have tried to pull together answers to the questions we most frequently answer each year to try and help. Of course, we are always here to answer any questions you have any support you through this important process. Please contact Mr Douglas ([edouglas@stgcc.co.uk](mailto:edouglas@stgcc.co.uk)) in the first instance.

## 1. What guidance and advice does Saint George Catholic College offer?

All students attended an Options Assembly. In this, the process was explained and each Head of Department described the courses on offer. The information from this assembly was posted on MS Teams to allow students to refer back to it as we know there was a lot to take in.

A presentation was prepared and recorded by Mr Douglas to explain the process to parents and this is available on the College website. Further information on the process and the individual courses on offer is in this booklet.

We also encourage all students and parents to attend the Options Information Evening to discuss with Heads of Department the subjects and courses on offer. Mr Douglas, Mr Habberley and the Year 8 Progress Leader will also be available to answer any questions on the evening.

On Mentoring Day you will have an appointment to meet with a member of the Senior Leadership Team to discuss the options; this is following the usual meeting you have with tutors.

Throughout the options process we encourage students to discuss and ask questions of their class teachers who know the most about the courses on offer and how suitable they are to individual students. If you have any questions at any stage please do not hesitate to contact Mr Douglas ([edouglas@stgcc.co.uk](mailto:edouglas@stgcc.co.uk)).

## 2. My child has Special Educational Needs or a Disability; what account is taken of this and extra support offered?

All students have the same access to the curriculum, and this is not affected by additional needs or disability. Where it is needed, reasonable adjustments are made to allow this access to take place. Some students will receive extra support and guidance from Trinity staff during the options process, and if you have any queries or concerns please contact Mr Guyer (SENDCo) ([sguyer@stgcc.co.uk](mailto:sguyer@stgcc.co.uk)) and a member of the team will be in touch.

## 3. Why can I not have free choice for all four options? Why are some of my 'options' restricted?

We want all students to study a broad and balanced curriculum. We also know it is important that they study subjects that match their interests, motivations and abilities. Because we make options decisions earlier than many other schools (due to our accelerated Key Stage 3) we have to be mindful not to narrow students' curriculums too early, and this is why we expect some students to continue studying a language in year 9 for example. Every student is different, which is why we make time to speak to everyone individually both when they make their first indication of choices in October and again on Mentoring Day in December. This gives the chance to talk through any specific concerns or factors that you are concerned about.

## 4. What is the difference between GCSEs and vocational courses (including BTECs)?

The main difference is in how they are assessed, and how grades are awarded. GCSEs are mostly assessed through exams taken at the end of year 11 (some practical subjects have coursework or practical components that count towards the final grade). Vocational courses are assessed in smaller chunks throughout the course and include a much greater amount of coursework and assignments.

5. **If a subject offers both GCSE and vocational courses, who chooses which course a student will study?**  
We will ask Heads of Department to review the choices students have made, and indicate whether they feel a student would be more suited to a GCSE or vocational course in their subject. This may be based on what they think the student will enjoy studying more or which route they will have the best chance of achieving the highest grade in. Occasionally we may suggest a student changes their choice to allow them to study the subjects they have chosen, if the initial combination is not possible.
6. **I have been told a combination of subjects "is not possible". Why?**  
We are always sorry when this happens, but there are certain things that do restrict the process. As described above, it may be because a subject is oversubscribed. It may also be because two subjects you want to study are in the same block, and so lessons take place at the same time and you can only do one or the other. If a subject has more than one group we can usually move things round, but if you choose subjects which fewer students study and so there is just a single class it is possible these classes could be in the same block.  
We do all we can to reduce the occasions this happens, and spend a lot of time looking at which subject should be in which block to reduce the number of students it affects, but unfortunately it is not possible to totally prevent this happening.
7. **What happens if a subject is oversubscribed (more students choose it than there are places available)?**  
We do all we can to avoid this happening, by adjusting the number of groups for each subject based on demand and uptake. It is particularly difficult to do this in subjects where there are limits placed on us due to facilities in the school (for example the number of computers available in an IT room) or health and safety considerations (for example those that place strict limits on the number of students in food and technology classes). This means that unfortunately we often have the problem of having more students wanting to study a subject than we can offer places to.  
In this situation, we look at factors such as the student's attitude and effort in the subject so far. We look at mentoring grades and other information as well as asking Heads of Department to find this out. Students we have concerns over in terms of safety would not be offered places in those subjects where this is an issue. We will also look to prioritise so that students are most likely to get their first choice subject if that means missing out on one of their less important options. This will be done in discussion with individual students.  
After Christmas, if a subject is full and a student changes their mind and wants to move into it they are placed on a waiting list and preference is given to those who indicated up to an including Mentoring Day that they wanted to take that subject.
8. **What happens if I change my mind during the year?**  
These are big, important choices to make and we understand students can change their minds during the year. If they change their mind between given their first indication of choices in November and Mentoring Day, they don't need to do anything as this can be discussed with a member of SLT on Mentoring Day. If they change their mind after Mentoring Day they need to speak to Mr Douglas and should contact him through MS Teams or by email ([edouglas@stgcc.co.uk](mailto:edouglas@stgcc.co.uk)). Mr Douglas will see if the change is possible, speaking to relevant Heads of Department as needed and get back to you.  
Generally speaking, after Christmas it becomes increasingly difficult to accommodate changes but we will always make the effort to do it when possible. In June we will write to parents to confirm the options being taken next year, and after this it is usually not possible to make changes as timetables and set lists have been made for next year.

**9. What happens in year 9 into year 10?**

In Year 9 students study four options, and this reduces to three in Years 10 and 11. For each student, we will identify which subject they are currently expecting to achieve the lowest grade in and suggest this is what they do not continue with. The final decision is with the student, of course, and we discuss this at the Easter Mentoring Day in Year 9.

**10. My child speaks another language (other than what they study in school). How does this affect the options process?**

This is known as having a 'home language'. Mr Mulholland (Head of Modern Foreign Languages) coordinates entries for those students wishing to take a GCSE in their home language. These students will be entered for the GCSE qualification in Year 10 (a year ahead of most of their other exams). It is therefore important to make sure Mr Mulholland is aware of this as soon as possible ([amulholland@stgcc.co.uk](mailto:amulholland@stgcc.co.uk)). As the home language GCSE preparation is done outside of lessons, this does not affect the options process. While we cannot offer lessons in your child's home language, the school can offer some support and resources to help prepare students for the exams.

## GCSE Art, Craft & Design

<b>Why take this option?</b>	<ul style="list-style-type: none"> <li>• It's creative and allows for personal responses.</li> <li>• Thought provoking</li> <li>• Will develop practical art skills and knowledge.</li> </ul>
<b>How is it assessed?</b>	<p>Work produced in yr10 constitutes the coursework element which is worth 60% of their overall mark. There are 4 assessment objectives that we mark to – AO1 Developing ideas, AO2 Refining ideas using experimenting with media and processes, AO3 Recording ideas and AO4 Presenting personal and meaningful responses. ALL work is submitted for marking. There is a 10-hour mock exam in the July of yr10 that students prepare for and is an amount of time which they will be working independent of the teacher's help. In yr11 students will be asked to create a project based on a title set by the exam board, this is worth 40% of their overall mark. They will spend from January-April exploring this theme, creating work and preparing their idea for the final 10-hour exam in late April/early May where they will create a final, substantial, piece of work. (All ART exams take place in the art rooms).</p>
<b>What will I study and learn?</b>	<p>Yr9 students spend the year exploring a variety of exciting themes including portraiture, mixed media applications and responding to the work of a range of artists. During this year they will begin to develop their practical skills and explore different ways of working, including drawing, painting, digital work and ceramics.</p> <p>Yr10 students begin their coursework straight away with their 1<sup>st</sup> project based around the theme of The Natural World. They will create high quality drawings, paintings, photographs, digital drawings, and mixed media pieces while developing their ideas through written analysis and responding to the work of artists. At the start of yr10 all students visit the Sir Harold Hillier Arboretum where they take part in art activities in the gardens and can take lots of creative photographs for their sketchbook.</p> <p>Yr11 begins with deciding which theme to select from the ones given by the exam board. Students will then build a body of work (sketchbook and other work) based on this selected theme, culminating in the 10-hour exam where they will create a piece of work that clearly shows the development of their personal ideas and use of media/materials.</p> <p>Taking GCSE art will enable students to develop many personal skills that will support their learning in other subjects and beyond. These include creative thinking, problem solving, perseverance, collaboration, focus as well as emotional intelligence, which helps us to interact with the people around us.</p>
<b>Expectations beyond the classroom</b>	<p>While art is a highly enjoyable pursuit, it can take time to create high level work. With this in mind you will need to be prepared to undertake research and refine work at home each week.</p>

## GCSE Business Studies

**Why take this option?**

- Understanding of the real world around us
- Transferable skills for every single career
- Interesting, dynamic and challenging new subject which students have not studied before

**How is it assessed?**

2 exams at the end of year 11. Both exams are equal weighting and are 1hr and 45 minutes long. Mix of multiple-choice questions, quantitative skills and long exam styled questions.

Paper one:

- Business in the real world
- Influences on Business
- Operations
- Marketing

Paper two:

- Business in the real world
- Influences of Business
- Human Resources
- Finance

**What will I study and learn?**

**Year 9:**

**Business in the real world:**

Entrepreneurs, social enterprise, franchising, sectors of production, ownerships of business, aims & objectives, stakeholders, location, opportunity cost, business plans and expansion.

**Year 10:**

**Influences on business:**

Basics of the economy, technology, ethical considerations, sustainability, laws and legislations, the competitive environment, monopolies, risk and reward.

**Operations:**

Production process (Job and Flow), Lean production techniques (Kaizen and JIT), stock control methods (JIC and JIT), importance of supplier relationships, quality control methods, what is quality, customer service and ICT in customer service.

**Human Resources:**

Flat and Tall Organisational structures, delayering, delegation, recruitment documents, the recruitment process, motivation and training.

**Marketing:**

Wants and needs, market research, segmentation, target markets and the marketing mix (price, place, promotion and product)

**Year 11:**

**Finance:**

Revenue, expenditure, cashflow, break-even analysis, balance Sheet's, profitability calculations and ARR.

**Subject enhancement opportunities**

The business department strives to offer all GCSE students one business related school trip. We also endeavour to organise a guest speaker in year 9. Year 9's will also be involved in the Solent Business Challenge against the other local schools.

## GCSE Computer Science

**Why take this option?**

What are the BEST things about Computer Science?

- 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

**How is it assessed?**

J277 OCR GCSE Computer Science has two written papers:

- **Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks** – This is a non-calculator paper. All questions are mandatory. This paper consists of multiple-choice questions, short response questions and extended response questions.
- **Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks** – This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

**What will I study and learn?**

J277 OCR GCSE Computer Science has two components:

**J277/01: Computer systems** – This component will assess: Systems architecture, Memory and storage, Computer networks, connections and protocols, Network security, Systems software, Ethical, legal, cultural and environmental, impacts of digital technology

**J277/02: Computational thinking, algorithms and programming** – This component will assess: Algorithms, Programming fundamentals, Producing robust programs, Boolean logic, Programming languages and Integrated, Development Environments

**Practical Programming** – All students are be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

**Expectations beyond the classroom**

We teach **Python programming language** pupils are expected to undertake programming tasks at home to complement what is learned in school, pupils are required to download Python IDLE on their home computers.

## GCSE Dance

**Why take this option?**

- GCSE allows you to develop both your physical skills and appreciation skills through a fine balance of practical and theory exploration, creating a well-rounded dancer.
- GCSE Dance has a really positive learning environment, allowing you to feel safe and comfortable in developing confidence for performing, working with different people in group work and working independently.
- GCSE Dance gives you the opportunity to develop your creative skills and allows you to take ownership of your work through choreographing your own Dances and exploring your own interpretations/views on already-existing professional works.

**How is it assessed?**

Students are assessed through **TWO practical exams and ONE written exam**. The practical exams are filmed in the Dance Studio under exam-conditions.

- Practical exam 1 (Solos & Duet/Trio Performance) - Year 10 Summer Term.
- Practical exam 2 (Choreography) - Year 11 Spring Term.
- Written exam (Appreciating Dance) – Year 11 Summer Term.

**What will I study and learn?**

Year 9-

In year 9 we look at a variety of professional works and skills which are explored both practically and theoretically. We do weekly technique lessons to ensure students are equipped with the skills they need both physically and in their written work to be successful in GCSE Dance.

<u>T1A</u>	<u>T1B</u>	<u>T2A</u>	<u>T2B &amp; T3A</u>	<u>T3B</u>
<b>Motionhouse</b> (contact work-working in groups)	<b>Rooster-</b> Contemporary/ Jazz pro-work. Explored practically & theoretically.	<b>A Linha Curva-</b> GCSE Pro work. Creating a whole class performance.	<b>Mock Choreography-</b> working with different stimuli.	<b>Emancipation of Expressionism-</b> GCSE Pro work. Creating a whole class performance.

Year 10 & 11-

<u>Performance</u>	<u>Choreography</u>	<u>Appreciating Dance</u>
- <b>Breathe &amp; Flux</b> (2 short solo performances which are set by AQA and learnt & assessed in <b>Year 10</b> ). - <b>Duet/Trio Performance</b> (performance which is created by the students and teacher collaboratively and assessed in <b>Year 10</b> ).	-Students are given a choice of 5 stimuli set by AQA and they can create either a solo OR group choreography in response to their chosen stimulus. Choreography is created and assessed in <b>Year 11</b> ).	Over the course of <b>Year 10</b> and <b>Year 11</b> , students study 6 professional Dance works through analysing the features of production such as lighting, costume, set-design, aural setting, use of camera and movement content. Students also reflect on their own practical work through discussing their use of performance skills and choreographic skills.

**Expectations beyond the classroom**

It is **NOT** a requirement for students to be involved in Dance outside of school. However, we do encourage students to get involved in extra-curricular activities to build confidence in performing and develop physical skills further.

## GCSE Design & Technology

<b>Why take this option?</b>	<ul style="list-style-type: none"> <li>To learn practical and valuable ways of working with materials, techniques and processes that will assist you throughout life.</li> <li>To make the world a better place through the pursuit of innovative and sustainable design.</li> <li>To enjoy a balance of practical making, alongside design work and the theory surrounding design &amp; Technology</li> </ul>
<b>How is it assessed?</b>	<p>The course is split into 2 in the following ways:</p> <ul style="list-style-type: none"> <li>50% being a NEA (which is like a coursework type unit), involving research, design work, practical making and analysis of this process. This is started at the end of year 10 and goes all the way through year 11 until you hand it in during April.</li> <li>The other 50% is an exam which covers all of the key learning covered within the Design &amp; Technology course. The exam is split into 3 sections (Core technical processes, Specialist technical processes and Designing and Making processes)</li> </ul>
<b>What will I study and learn?</b>	<p><b>Year 9:</b> You will participate in lots of skills building mini projects including: making picture frames with different joinery techniques, timber-based phone stands, weaving techniques with an understanding of textiles and a selection of poppies made out of timbers, acrylic and metal. In the second term you will study a more sustained project called 'personalised speakers', where you will research, plan, design and make a powered speaker with a customised speaker casing. In the last term you will learn about smart materials alongside a project named "inclusivity", which involves the deconstruction analysis and redesign of products to lead towards innovative design in products which are truly inclusive for all.</p> <p><b>Year 10:</b> During the first half term of year 10 you will complete short focused practical tasks designed to open up the possibilities of design and making possibilities further as you delve into more complex projects throughout years 10 and 11. After these you will study a sustained project which will help to prepare you for the year 11 NEA named 'Lighting &amp; Energy sources', this will teach you about renewable energy and other such power sources to enable you to understand where this fits within product design. You will use this information to help you research, plan, design and make an original powered light. Alongside this you will study regular theory based lessons to help prepare you for the exam at the end of the course.</p> <p><b>Year 11:</b> You will be working towards your NEA (Non Exam Assessment) which is externally set by the exam board. Alongside this you will study regular theory lessons to help prepare you for the exam at the end of the course.</p> <p>Through the study of these areas within KS4 Design &amp; Technology we hope to develop you as critical thinkers with an eye for innovation and practical solutions to problems</p>
<b>Expectations beyond the classroom</b>	<p>We expect you to be dedicated to the products that you are creating in the workshop and therefore we will ask you to attend afterschool sessions or lunch time catch up sessions in order for you to complete your work should it not be completed in lesson time alone.</p>

**GCSE Drama**

<p><b>Why take this option?</b></p>	<p>Drama GCSE is absolutely for you if:</p> <ul style="list-style-type: none"> <li>You have an <b>interest</b> in performing</li> <li>You want to develop your <b>confidence</b></li> <li>You enjoy working as part of a <b>team</b></li> <li>You have an interest in <b>watching performances</b></li> <li>You are interested in other roles within theatre, such as <b>directing</b> or <b>script writing</b></li> <li>You like working <b>practically</b></li> </ul> <p><b>You are committed and enthusiastic about Drama</b></p>
<p><b>How is it assessed?</b></p>	<p><b>Devising Drama:</b> You will research and explore a stimulus, work collaboratively, and create your own devised drama. You will complete a portfolio of evidence during the devising process, and you will give a final performance of your drama and write an evaluation of your own work. (30% of total GCSE)</p> <p><b>Presenting and performing texts:</b> You will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. (30% of total GCSE)</p> <p><b>Performance and response:</b> You will explore practically a whole performance text and demonstrate your knowledge and understanding of how drama is developed, performed, and responded to. You will also analyse and evaluate a live theatre performance. (40% of total GCSE)</p>
<p><b>What will I study and learn?</b></p>	<p>As a subject, Drama provides some of the most transferable skills that you will use in your adult life:</p> <p>Drama teaches you to work as part of a team. Here you will learn to balance ideas, work with, and listen to others, evaluate your work, and develop your organisational skills. In adult life, there will be many occasions where you will need to work as part of a team and studying Drama will equip you with these skills.</p> <p>Drama gives you the confidence to perform and present in front of others. When you go for job, college, or university interviews, or lead a presentation at work, studying Drama will provide you with the required skills to communicate and deliver confidently in front of others.</p> <p>In Drama you will need to improvise on several occasions. This allows you to think on your feet and develop your initiative. This will hold you in good stead when it comes to taking initiative and adapting in your future workplaces. Drama will teach you to be creative. It will encourage you to come up with exciting ideas and you will learn how to think outside the box. You will learn to work towards a deadline. Drama will teach you to be disciplined in managing your time and developing the progress of your piece.</p> <p>Analysing and evaluating theatre will develop your critical thinking. This is a useful skill that is transferable across several subjects. When you act in Drama you put yourself in to another person's shoes and try to identify with them and their situation. This will develop your empathy towards others, especially when portraying a character that is experiencing feelings and situations that you may not initially understand. This is a key skill that will open your mind and develop your interaction skills. It is also an essential attribute to many careers such as teaching, nursing, or caring.</p>
<p><b>Expectations beyond the classroom</b></p>	<ul style="list-style-type: none"> <li>Preparing for practical assessments, for example learning lines, finding time to rehearse with your group</li> <li>Practice questions for the written exam.</li> <li>Maintaining a log of your practical work to assist with developing your role.</li> <li>Carrying out research to help to develop your practical work.</li> </ul>

## GCSE Food Technology

<p><b>Why take this option?</b></p>	<ul style="list-style-type: none"> <li>• To learn life skills in preparing and cooking food.</li> <li>• To develop understanding of healthy living through diet and nutrition.</li> <li>• To carry out investigations on a variety of food science-based practicals.</li> </ul>
<p><b>How is it assessed?</b></p>	<p>The course is split in the following ways:</p> <ul style="list-style-type: none"> <li>• Written Exam worth 50% of your GCSE. This assesses your understanding of theoretical knowledge in food preparation and nutrition.</li> <li>• NEA (Non-Exam Assessment) The NEA is worth 50% of the course and is split into two sections.</li> <li>• NEA TASK 1 – Food investigation. Practical food science investigation, this is submitted via a written report of 1500-2000 words alongside photographic evidence of your practical investigations.</li> <li>• NEA TASK 2 – Food preparation assessment. You will prepare, cook and present a final menu of three dishes. This is submitted via a written or electronic portfolio including photographic evidence of the three final dishes.</li> </ul>
<p><b>What will I study and learn?</b></p>	<p><b>Year 9:</b> You will study nutrition, food science, practical skills and where food comes from for all the food groups/commodities in our diets. These lessons will include a variety of theory and practical lessons.</p> <p><b>Year 10:</b> You will continue to build your knowledge around the different food groups, incorporating cooking practical's, food science experiments and nutritional theory. You will also complete a practice NEA 1 &amp; NEA 2 in preparation for final GCSE assessment in Year 11.</p> <p><b>Year 11:</b> Final GCSE year will comprise of completing NEA 1 and NEA 2 from the start of the year until Easter. Following Easter, lesson time will be spent preparing for the final exam, with focuses on nutrition, where food comes from and food choice.</p> <p>Through the study of these areas within KS4 Food Technology we hope to develop your skills and knowledge to understand health, nutrition and sustainable living which will carry through into adulthood.</p>
<p><b>Expectations beyond the classroom</b></p>	<p>We expect you to be conscientious and well organised. You will be required to bring in recipe ingredients and be organised in delivering these to the food technology facilities in the morning and collect your cooked food after a practical lesson at the end of the day.</p>

## GCSE French

### Why take this option?

- A GCSE in French will give you **more opportunities to study and work abroad**. You'll be able to gain a real understanding of other cultures and explore different traditions, religions, art, music and history.
- **Studying a language makes you more employable**. Regardless of the sector, 70% of British employers say they value language skills in their employees; having a language qualification on your CV will make you stand out.
- **Foreign language learning feeds your brain**. The cognitive benefits include: improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

### How is it assessed?

This qualification is linear, meaning that students will sit all their exams at the end of the course in Year 11. There are four exams, as follows:

Listening – 25%

Speaking – 25%

Reading – 25%

Writing – 25%

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). The decision on which tier a student will be entered for will not be made until Year 11.

### What will I study and learn?

The GCSE course is topics-based and you will cover the themes below. Throughout the course you will also learn several new tenses and grammatical structures.

#### **Theme 1: People and lifestyle**

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

#### **Theme 2: Popular culture**

- Free time activities
- Customs, festivals and celebrations
- Celebrity culture

#### **Theme 3: Communication with the world around us**

- Travel and tourism
- Media and technology
- The environment and where people live

As well following the three themes, you will also study two film projects: *Monsieur Batignole* in Year 9 and *Intouchables* in Year 10.

### Expectations beyond the classroom

Good home learning is the key to success in languages. Homework tasks may include: vocabulary to learn, grammar exercises, dialogue preparation and online revision (Quizlet will be made available to support independent study).

For students to make the best progress, it's important that they have as much input as possible in French outside the classroom, e.g. listening to radio, reading magazines, etc. The class teacher will be able to offer guidance and resources to support this.

## GCSE Spanish

### Why take this option?

- A GCSE in Spanish will give you **more opportunities to study and work abroad**. You'll be able to gain a real understanding of other cultures and explore different traditions, religions, art, music and history.
- **Studying a language makes you more employable**. Regardless of the sector, 70% of British employers say they value language skills in their employees; having a language qualification on your CV will make you stand out.
- **Foreign language learning feeds your brain**. The cognitive benefits include: improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

### How is it assessed?

This qualification is linear, meaning that students will sit all their exams at the end of the course in Year 11. There are four exams, as follows:

- Listening – 25%
- Speaking – 25%
- Reading – 25%
- Writing – 25%

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). The decision on which tier a student will be entered for will not be made until Year 11.

### What will I study and learn?

The GCSE course is topics-based and you will cover the themes below. Throughout the course you will also learn several new tenses and grammatical structures.

#### Theme 1: People and lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

#### Theme 2: Popular culture

- Free time activities
- Customs, festivals and celebrations
- Celebrity culture

#### Theme 3: Communication with the world around us

- Travel and tourism
- Media and technology
- The environment and where people live

As well following the three themes, you will also study two film projects: *Voces Inocentes* in Year 9 and *Laberinto del Fauno* in Year 10.

### Expectations beyond the classroom

Good home learning is the key to success in languages. Homework tasks may include: vocabulary to learn, grammar exercises, dialogue preparation and online revision (Quizlet will be made available to support independent study).

For students to make the best progress, it's important that they have as much input as possible in Spanish outside the classroom, e.g. listening to radio, reading magazines, etc. The class teacher will be able to offer guidance and resources to support this.

## GCSE Geography

<p><b>Why take this option?</b></p>	<ul style="list-style-type: none"> <li>• It is a <b>topical and relevant subject</b> that will not only help you <b>understand the world</b> around you today but also in the future</li> <li>• It is a solid academic subject that is <b>well respected by colleges as well as universities</b></li> <li>• It is also known as a “facilitating” subject, so has a lot of <b>transferable skills</b> that when teamed up with other subjects can be very useful for applying for courses related to law, finance, architecture, engineering and medicine.</li> </ul>
<p><b>How is it assessed?</b></p>	<p>There are 3 papers in Geography – which all take place at the end of Year 11.</p> <p><b>Physical Geography Paper.</b> All the questions are related to topics surrounding Natural and Weather Hazards, Rivers, Coasts, Climate Change and Ecosystems. <b>(35% of total GCSE)</b></p> <p><b>Human Geography paper:</b> All the questions are related to topics surrounding The UK Economy, Mumbai, Southampton, Nigeria, Economic Development and Resource Management. <b>(35% of total GCSE)</b></p> <p><b>Geographical Applications paper:</b> Section A relates to questions about Pre – release material which will be given to you in March of Year 11. Section B are fieldwork related questions. And Section C are questions directly related to your fieldwork which you will undertake in Bournemouth. <b>(30% of total GCSE)</b></p>
<p><b>What will I study and learn?</b></p>	<p>In Year 9 – You will start with a transitional unit on Tourism. This unit is designed to prepare you for exam style questions and expectations as well as give you the opportunity to brush up on your map and graphical skills ready for the GCSE course. You will then go on to study tectonic hazards such as earthquakes, volcanoes as well as weather hazards such as Hurricanes. You will look at some human geography topics such as Mumbai and slums as well as complete some river-based fieldwork in your river’s unit in the Summer term.</p> <p>In Year 10, we look at issues surrounding Southampton (as our HIC city case study example) as well as the changes the city is set to experience in the future. We then move onto Ecosystems where we specifically look at Rainforests and Desert environments. We consider plant and animal adaptations as well as the threats and opportunities to these fragile environments. We study Nigeria as our example of a NEE and the impact of TNCs such as Shell on the country.</p> <p>In Year 11, we start the year with a compulsory fieldtrip to Bournemouth, where you will be expected to complete both human and physical based fieldwork and complete a fieldwork investigation write up back in the classroom. We then complete the final 2 human geography units in resource management and look at the UK economy. The spring term is used to focus your attention on the pre-release material that is sent from AQA in March on an unknown topic to prepare you for the Unit 3 Geographical Applications paper.</p>
<p><b>Expectations beyond the classroom</b></p>	<p>Try and keep up to date with current affairs and watch the news. There will be lots going on surrounding climate change, migration, natural hazards, the energy crisis, cost of living crisis that will all be touched upon in lessons.</p>

## GCSE History

<p><b>Why take this option?</b></p>	<p>The course is incredibly interesting and gives you context about the world you live in. It teaches you how to think critically and evaluate a huge range of information. History is recognised by colleges, universities and employers as being hard and is well respected.</p>
<p><b>How is it assessed?</b></p>	<p>100% Exam – Marked externally. You will sit 2 x 1hour exams back to back. This means effectively that your final exam will be 2x 2hour exam sessions. This is a lot of writing without pause and a definite challenge but one we will build your up to.</p>
<p><b>What will I study and learn?</b></p>	<p><b>Component 1: Studies in Depth (50% of qualification)</b> This component is in two parts and is a Study in Depth. Pupils have to complete <b>one</b> British Study in Depth on The Elizabethan Age, 1558-1603 and <b>one</b> non-British Study in Depth on USA, 1910-1929. Each study will be assessed by compulsory questions focusing extensively on the analysis and evaluation of historical sources and interpretations. There will also be questions testing second order historical concepts.</p> <p><b>Component 2: Studies in Breadth (50% of qualification)</b> This component is in two parts. The first <b>one</b> is a Period Study on: The Development of Germany, 1918-1990. The second <b>one</b> is a Thematic Study on Changes in Health and Medicine in Britain, c.500 to the present day.</p> <p><b>The requirement to study an historic site is part of the Thematic Study.</b> Each study will be assessed by compulsory questions focusing extensively on second order historical concepts including <b>continuity, change, cause, consequence, significance, similarity and difference.</b></p> <p>GCSE History <b>requires highly developed extended writing skills</b>, as all the assessments are completed through written pieces.</p> <p>Students need to be <b>strong independent workers and highly motivated</b> – willing to complete large amounts of private and independent study.</p> <p>Students require <b>strong skills of analysis</b> as well as in depth knowledge and understanding, as they will need to evaluate sources and deploy their own knowledge in a coherent way for their examinations.</p> <p>A variety of learning techniques will be used throughout the course but <b>strong reading skills are important as are strong literacy skills</b>, as marks are awarded for the correct use of spelling, grammar and punctuation. Opportunities might also be offered for extra-curricular activities e.g. WWI Battlefields Trip.</p>
<p><b>Expectations beyond the classroom</b></p>	<p>Students are to complete homework tasks regularly. These will take the form of essays, report writing, exam questions and revision exercises.</p> <p>Pupils will be required to work independently at home to keep on top of their knowledge and understanding. Students asked to come to extra revision sessions are required to attend.</p>

## GCSE Photography

<p><b>Why take this option?</b></p>	<p>It is very creative. You are interested in the world around you. You will be encouraged to express yourself.</p>
<p><b>How is it assessed?</b></p>	<p>Work produced in yr10 constitutes the coursework element which is worth 60% of their overall mark. There are 4 assessment objectives that we mark to – AO1 Developing ideas, AO2 Refining ideas using experimenting with media and processes, AO3 Recording ideas and AO4 Presenting personal and meaningful responses. ALL work is submitted for marking. There is a 10-hour mock exam in the July of yr10 that students prepare for and is an amount of time in which they will be working independent of the teacher's help. In yr11 students will be asked to create a project based on a title set by the exam board, this is worth 40% of their overall mark. They will spend from January-April exploring this theme, creating work and preparing their idea for the final 10-hour exam in late April/early May where they will create a final, substantial, piece of work. This may take the form of digital manipulation or Physical manipulation of images. (Photography exams take place in the art rooms).</p>
<p><b>What will I study and learn?</b></p>	<p>Yr9 Students will learn how to handle and understand the technical aspects of taking photographs using a DSLR digital camera. This will be done through a variety of workshops, gathering, and producing working in a similar manner to the GCSE project structure.</p> <p>Yr10 will begin with the 1<sup>st</sup> of 2 coursework projects based on a theme where students will research artists and photographers, create responses to their work through photoshoots, develop personal ideas and manipulate images using a variety of digital and analogue techniques. From this they will plan and create final pieces linked closely to the theme.</p> <p>Yr11 students will receive a project title from the AQA exam board where they will research, develop, and experiment with photography techniques towards a final piece. This will be completed in the 10-hour exam.</p> <p>This is a new course, and we will endeavour to organise experiences for photography students to access. TBC.</p>
<p><b>Expectations beyond the classroom</b></p>	<p>You will be expected to plan and undertake your own photoshoots outside of the classroom and be able to access power point and the internet.</p> <p><b>Do I need to buy a camera?</b> It would be advantageous to have your own DSLR digital camera but not essential. You will need to have a device that you can take photos with like a phone or tablet.</p>

## GCSE Physical Education

### Why take this option?

- To equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities
- For learners to understand the benefits to health, fitness and well-being
- To prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology.

### How is it assessed?

Section 1: External Exam Applied Anatomy and Physiology	30% of GCSE – 1 hour written paper at the end of year 11
Section 2: External Exam Socio-cultural Issues and Sports Psychology	30% of GCSE – 1 hour written paper at the end of year 11
Section 3: Practical Performances 3 Assessment sports (minimum of 1 team and 1 individual sport)	30% of GCSE – Assessed throughout the course
Section 4: Analysing and Evaluating Performance Controlled Assessment	10% of GCSE – 14 hours controlled assessment assessed at the start of year 10

Section 3: Students will need to record evidence logs of their competitive performance in their three sports. Video evidence will also be asked for off-site activities.

### What will I study and learn?

This course offers pupils an ideal opportunity to further develop their practical skills. They are also able to increase their knowledge in anatomy and physiology, as well as socio-cultural issues in sport and sport psychology. Pupils who have taken GCSE PE in the past have gone on to study PE at A Level, or Level 3 Sport Diploma and other sports-related courses at University.

There are three main areas of study, two of which are classroom based.

#### Section 1: (30% GCSE) **Year 9 and 11 Applied Anatomy and Physiology**

- Structure and Function of the different body systems
- Movement analysis
- Effects of exercise on the body
- Components of fitness
- Principles of training
- Sport injury and prevention

#### Section 2: (30% GCSE) **Year 10 and 11 Socio-cultural Issues and Sport Psychology**

- Socio-cultural influences
- Engagement patterns
- Commercialisation in sport
- Health, fitness and well-being
- Sport Psychology

Section 1 & 2 will be two external exams to be taken at the end of year 11, both worth 30%

#### Section 3 & 4: (40% GCSE) **Year 9, 10 and 11**

- Practical Activity Assessment
- 3 practical sports (at least one individual and one team sport)
- Each sport assessed out of 20. List of sports: <https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>
- Evaluating and Analysing Performance (EAP) **Year 10**

### Expectations beyond the classroom

Develop skills whilst playing for school teams/clubs. Take on leadership roles within PE. Be a role model for younger pupils in the school, regularly practice exam papers and complete homework. Work towards achieving sport colours (long term commitment in school sport). Be prepared to attend revision/booster sessions during term time and holidays if required.

## GCSE Music

<b>Why take this option?</b>	<ul style="list-style-type: none"> <li>• A more academic way to study music, with a strong mix of performance, composition and music theory.</li> <li>• A great option if you have been learning a musical instrumental or taking vocal lessons and want to fold this work into your music lessons in school</li> <li>• This course explores a wide variety of musical styles and genres from Popular music, classical, musicals, jazz and minimalism.</li> </ul>
<b>How is it assessed?</b>	<p><b>Performance 30%</b> You will create two performances, as coursework, which are internally assessed in school before being sent to the exam board for moderation. The total performance time must be over 4 minutes</p> <p>One performance will be solo, where you play on your own or with a piano accompaniment (backing tracks are also permitted). The other performance will be an ensemble performance where you perform in conjunction with another person or group of people.</p> <p><b>Composition 30%</b> You will also create two compositions, as coursework, which are internally assessed in school before being sent to the exam board for moderation. The total length of both compositions must be over 3 minutes.</p> <p>One composition is "free" meaning you can compose in whichever style you prefer using either traditional notation or Music technology. The other composition is in response to a brief (a scenario) which is released by the exam board at the start of Year 11.</p> <p><b>Listening and Appraising 40%</b> For this part of the course, you will study two set works from the exam board alongside a wide variety of music from the following areas of study:</p> <ul style="list-style-type: none"> <li>- Musical Forms and Devices</li> <li>- Music for Ensembles</li> <li>- Film Music</li> <li>- Popular Music</li> </ul> <p>At the end of year 11 you will complete an exam paper, where you will listen to 8 extracts of music and answer questions in response to what you have heard. There is no extended writing in the exam paper.</p>
<b>What will I study and learn?</b>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>- Preparation for performance coursework</li> <li>- Start of the composition coursework (free composition)</li> <li>- Study of the following genres of music: Baroque, Classical, Romantic Eras; Jazz, Musical Theatre, Orchestral Music, Vocal Music, World Music; Film Music</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>- Recording of performance coursework</li> <li>- Start of the composition coursework (brief composition)</li> <li>- Study of the following genres of music: Popular Music, Bhangra, Fusion music</li> </ul>
<b>Expectations beyond the classroom</b>	<p>Apart from the usual expectations about homework, you will be required to undertake consistent practice of your chosen instrument or voice. This is because all performances for coursework must be equivalent to grade 3 (music grade) standard or above.</p> <p>Listening to music regularly, from a wide variety of genres as well as watching live performances would also be advantageous.</p>

## BTEC Tech Enterprise Level 1 and 2

<b>Why take this option?</b>	<p>Real transferable skills Real-life learning A new subject to the students which is modern, engaging and challenging</p>
<b>How is it assessed?</b>	<p style="text-align: center;">60% coursework and 40% exam (Exam is January of year 11)</p> <p><b>Component one</b> – Exploring enterprises (30% of final grade) assessed in year 10 <b>Component two</b> – Planning for a pitching an enterprise activity (30% of final grade) assessed in year 11 <b>Component three</b> – Marketing and Finance Exam (40% of final grade) January of year 11.</p>
<b>What will I study and learn?</b>	<p style="text-align: center;"><b>Year 9 – Foundation into Business</b></p> <p><b>Term 1a</b> – Entrepreneurs and Enterprises <b>Term 1b</b> – Roller Coaster Tycoon Game <b>Term 2a</b> – My Unique Pizza (planning and pizza enterprise) <b>Term 2b</b> – Basics of finance <b>Term 3a</b> – Financial documents <b>Term 3b</b> – Marketing</p> <p style="text-align: center;"><b>Year 10</b></p> <p><b>Component 1 – Exploring enterprises</b> Students will learn about what makes enterprises successful and examine why some enterprises are not. They will look at real life examples to learn the importance of aim setting, entrepreneurs’ characteristics and their skills.</p> <p style="text-align: center;"><b>Year 10/year 11</b></p> <p><b>Component 2 – Planning for and pitching an enterprise activity</b> Students use their knowledge from component one to be able to plan a realistic enterprise activity. They will first learn about business plans and be able to write a comprehensive business plan including: USP, target markets, aims and objectives, location, financial documents, promotional plan. The students will then learn about pitching skills and how to create an effective pitch, they will then complete a pitch as part of their assessment.</p> <p style="text-align: center;"><b>Year 11</b></p> <p><b>Component 3 – Marketing and Finance exam</b> A written 2-hour exam. Content included: targeting and segmentation, 4P’s, factors influencing marketing methods, trust and loyalty, financial document, payment methods, revenue and costs, financial statements, profitability and liquidity, budgeting, cash flow, break-even analysis.</p> <p><b>Enhancement:</b> All BTEC Business students will be offered a school trip in year 10 to a location which will contextualise their Business learning. In year 9 we endeavour that all BTEC business students will have access to a guest speaker.</p> <p><b>What do I need to be successful?</b> Organisation and motivation to stick to deadlines, passion business, basic computer skills</p>

## BTEC Level 1/2 Information Digital Technology

<p><b>Why take this option?</b></p>	<p>What are the BEST things about BTEC Level 1/2 Information Digital Technology:</p> <ul style="list-style-type: none"> <li>• Develop learners key skills that enhance aptitude and skills in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data</li> <li>• Prepares learners to study computer sciences and Digital Media at A Levels or to enter employment and apprenticeships as well as move on to higher education by studying a degree in the digital sector.</li> <li>• Prepares learners for employment in the digital industry such as cyber security, project management and creative media design.</li> </ul>
<p><b>How is it assessed?</b></p>	<p>Edexcel BTEC Information Digital Technology has two components:</p> <ul style="list-style-type: none"> <li>• Coursework – 60% of overall marks, assessed in year 10</li> <li>• Exam unit – 40% of overall marks, sat in February of Year 11</li> </ul>
<p><b>What will I study and learn?</b></p>	<p>BTEC Level 1/2 Information Digital Technology is a two-year course from Year 10 to 11. There are 2 components:</p> <ul style="list-style-type: none"> <li>• Component 1: Exploring User Interface Design Principles and Project Planning Techniques (coursework – 30% of overall marks)</li> <li>• Component 2: Collecting, Presenting and Interpreting Data (coursework – 30% of overall marks)</li> <li>• Component 3: Effective Digital Working Practices (Exam unit – 40% of overall marks, sat in February of Year 11)</li> </ul> <p>To further enhance pupils learning and opportunity to experience IT in the real world, there are planned trips to visit Microsoft Headquarters in Reading and the IBM Labs in Hursley near Winchester.</p> <p>Studying BTEC DIT give you the knowledge and the ability to develop an understanding of emerging issues in the digital industry such cyber security, how modern teams work and wider implications of digital systems.</p>
<p><b>Expectations beyond the classroom</b></p>	<p>As a pupil studying BTEC in Digital Information Technology, you are required to be aware of the emerging technologies such as mobile technologies, 5G, cloud computing and current development and issues in the IT industry. Watching programmes such as BBC Click on BBC iplayer would be advisable.</p>

## BTEC Tech Health and Social Care Level 1 and 2

<b>Why take this option?</b>	<p>Real transferable skills</p> <p>Knowledge which can be applied to all types of people in our society</p> <p>Interested in working in the childcare, health and social care sectors</p>
<b>How is it assessed?</b>	<p style="text-align: center;">Two thirds coursework and one third exam</p> <p><b>Component one</b> – Human lifespan development (internal) – assessed in year 10</p> <p><b>Component two</b> – Health and social care services and values (internal) – assessed in year 11</p> <p><b>Component three</b> – Health and wellbeing (external) – assessed in year 11 (first exam January of year 11)</p>
<b>What will I study and learn?</b>	<p style="text-align: center;"><b>Year 9 – Foundation into health and social care</b></p> <p>Term 1a – Life stages and PIES</p> <p>Term 1b – Health and Care Services</p> <p>Term 2a – Factors affecting health and wellbeing</p> <p>Term 2b – Gathering Health Data</p> <p>Term 3a – Giving Care</p> <p>Term 3b – Improving Health and Wellbeing</p> <p style="text-align: center;"><b>Year 10</b></p> <p><b>Component 1: Human lifespan development – Internal assessment</b></p> <p>Explore the different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on an individual Physical, Intellectual, Emotional and Social (PIES) development and how individuals cope with and are supported through changes caused by life events.</p> <p style="text-align: center;"><b>Year 10/Year 11</b></p> <p><b>Component 2: Health and social care services and values - internal assessment</b></p> <p>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> <p style="text-align: center;"><b>Year 11 –</b></p> <p style="text-align: center;"><i>1<sup>st</sup> exam attempt January, 2<sup>nd</sup> in May</i></p> <p><b>Component 3 – Health and wellbeing (examination – external assessment)</b></p> <p>Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approach to make recommendations to improve an individual's health and wellbeing.</p> <p>We will endeavour to take health and social care students in year 10 on a trip to contextualise their learning.</p>
<b>Expectations beyond the classroom</b>	<p>What do I need to be successful?</p> <p>Organisation, motivation, curiosity into health and wellbeing and computer skills</p>

## BTEC Level 1/Level 2 Tech Award in Sport

<p><b>Why take this option?</b></p>	<ul style="list-style-type: none"> <li>• It will prepare students for a career in the fitness sector through vocational and realistic scenario's</li> <li>• It will promote broad knowledge of fitness, leadership and a healthy and active lifestyle.</li> <li>• More flexibility of assessment methods over GCSE.</li> </ul>
<p><b>How is it assessed?</b></p>	<p>The BTEC Tech awards in Sport activity &amp; Fitness is assessed over three components. Two components are internally assessed (worth 30% each) and one component is externally assessed (40%) in the format of an exam in year 11. Internally assessed components will be in the form of written responses, video evidence or the production of an information booklet. The external component is a 90-minute exam paper and students will have two attempts at this.</p>
<p><b>What will I study and learn?</b></p>	<p>The course is broken down into 3 components:</p> <p><b>Component 1</b> is about preparing participants to take part in sport and activity. There are 3 separate learning aims that cover;</p> <ul style="list-style-type: none"> <li>-Types of sports provision for different types of participants.</li> <li>-The use of technology and equipment used in sport and activity.</li> <li>-Preparing participants to take part in sport and activity.</li> </ul> <p><b>Component 2</b> is about taking part and improving others performance in sport and activity. There are 3 learning aims that cover;</p> <ul style="list-style-type: none"> <li>-Components of fitness and their benefit in sport</li> <li>-Participation in sport, rules, regulations, scoring systems and the roles of the officials.</li> <li>-Improving participants sporting techniques</li> </ul> <p><b>Component 3</b> is about developing fitness to improve performance in sport and physical activity. It includes:</p> <ul style="list-style-type: none"> <li>-The importance of fitness for sports performance</li> <li>-Fitness testing to determine fitness levels</li> <li>-Identifying and using different methods of training to improve fitness</li> <li>-How fitness programs can improve sports performance.</li> </ul>
<p><b>Expectations beyond the classroom</b></p>	<p>Students will be recommended for after school activities to help improve their sports performance and their knowledge of Rules, Regulations and Scoring systems.</p>