

Year 8 Options Information Booklet 2020-2023



Introduction

This booklet has been designed to provide an overview of the courses selected by the College to deliver the 2020 – 2023 curriculum. Please note that all courses are subject to having the minimum number of pupils choose that course and also a suitable member of staff being available to deliver the course, not just for next year, but for the full three years of the course.

In this booklet, you will find a summary of the curriculum we intend to deliver from September 2020 and a summary of the courses which will be available for you to select from. All course choices will be evaluated carefully by the College to ensure you have picked the most suitable pathway for yourself and your future.

Given the current COVID-19 global pandemic, we understand that this is a challenging time for us all and want to reassure you that we fully expect at least the first term of Year 9 to be a transition period for us all. We have reflected on whether to proceed with the Year 8 options process, but feel that making the choices is the right decision at this time.

We feel, with the support of the Governors, that we have designed a Curriculum which allows choice for our pupils, allows the additional curriculum time but also reflects the curriculum time in Year 8 which has been disrupted.

Jargon Buster

Education can be full of jargon and acronyms, so it would be useful to address these first. We offer two main types of qualification: GCSE and BTEC. The main difference for us, as a College, is that the awarding bodies are different. For the pupils, they have very similar value with regards future pathways.

GCSE- General Certificate of Secondary Education (GCSE) is an examination or set of examinations taken in England, Wales, Northern Ireland and other British territories. These are usually examinations sat under timed conditions and at the end of the course.

BTEC- Business and Technology Education Council (BTEC) is a vocational qualification named after the awarding body that used to be responsible for the award. BTECs are now run by Pearson Edexcel and are a more vocational approach to assessment, with a mix of timed examination and internally assessed components.

The Core Curriculum

Next year, we intend to operate a two-week timetable. This means that there are 50 possible one-hour periods of curriculum time (excluding our Magis activities). It is highly likely that for Year 9 the two weeks will be very similar to each other.

We intend for pupils to have the following:

GCSE Mathematics	7 hours a fortnight
GCSE English	7 hours a fortnight
GCSE Science	6 hours a fortnight
GCSE RE	6 hours a fortnight
GCSE History	5 hours a fortnight
GCSE Geography	5 hours a fortnight
Core PE	4 hours a fortnight
Option choice A	5 hours a fortnight
Option choice B	5 hours a fortnight

This equates to 50 hours of curriculum time over the fortnight.

Therefore, from the above, pupils will be able to choose one subject from Option choice 1 and one subject from Option choice 2. It is not possible to choose the same subject in Option choice 1 and Option choice 2.

All Option choices are provisional and dependent on class sizes and suitability.

Option choice A:

In Option Choice A pupils will be able to choose from the following:

GCSE French
GCSE Design and Technology
GCSE Computer Science
BTEC Business (Enterprise)
BTEC Performing Arts
BTEC Sport

Option Choice B:

In Option Choice B pupils will be able to choose from the following:

GCSE Separate Sciences
GCSE Art
BTEC Digital Information Technology
BTEC Health and Social care
BTEC Performing Arts
BTEC Sport

You will not be able to study the same subject in Option Choice A and B.

The ranking we have asked for on the Survey will allow us to process your preferences easi

Completing the Options Form using SurveyMonkey

The direct link for you to complete the Options form is below:

<https://www.surveymonkey.co.uk/r/OPTIONSYR8>



We are asking you to rank order the subjects in each of the Option blocks and then state a first and second choice.

Option A and Option B are two separate blocks of time which occur during the fortnight, so you can study one subject in Option A and then a different subject in Option B.

The reason we are asking you to rank order for both Option blocks is that it will give us useful information when we put you into classes. Also, as BTEC Sport and BTEC Performing Arts are in both blocks, having the rank order will help us manage the class sizes and increase the chances of you getting your preferred choices.

Please ensure you only submit one submission as any replication will be deleted. Can we ask that you do not contact the College regarding the Options process until the week beginning Monday 15th June 2020 to allow us to focus on finalising plans to re-open further.

Brief Summary of each of the Subjects.

GCSE Separate Science

Subject name:	Biology, Chemistry, Physics		
Exam board:	AQA		
Specification number:	8461 (Biology), 8462 (Chemistry), 8463 (Physics)		
Qualification type:	<input checked="" type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input type="checkbox"/> BTEC		
Web address:	http://www.aqa.org.uk/subjects/science/gcse		
Course content: (please only include a bullet point overview of the topics covered)	Biology 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	Chemistry 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	Physics 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (physics only)
Assessment: Internal/external. Number and duration of exams.	Paper 1 (Topic 1-4) Paper 2 (Topic 5-7) Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks	Paper 1 (Topic 1-5) Paper 2 (Topic 6-10) Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks	Paper 1 (Topic 1-4) Paper 2 (Topic 5-8) Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks

GCSE French

Subject name:	French
Exam board:	AQA
Specification number:	8658
Qualification type:	<input checked="" type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input type="checkbox"/> BTEC
Web address:	www.AQA.org.uk
Course content: (please only include a bullet point overview of the topics covered)	<p><u>Identity & culture</u> Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities</p> <p><u>Local national, international & global areas of interest</u> Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism</p> <p><u>Current and future study and employment</u> Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p>
Assessment: Internal/external. Number and duration of exams.	<p><u>Paper 1 Listening (External)</u> 40 marks (Foundation Tier – 35 minutes), 50 marks (Higher Tier – 45 minutes) 25% of GCSE</p> <p><u>Foundation Tier and Higher Tier</u> Section A – questions in English, to be answered in English or non-verbally Section B – questions in French, to be answered in French or non-verbally</p> <p><u>Paper 2 Speaking (Internally conducted / externally assessed)</u> 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p><u>Foundation Tier and Higher Tier</u> Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p> <p><u>Paper 3: Reading (external)</u> Written exam: 45 minutes (Foundation Tier) 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p><u>Foundation Tier and Higher Tier</u> Section A – questions in English, to be answered in English or non-verbally Section B – questions in French, to be answered in French or non-verbally Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</p>

	<p><u>Paper 4 Writing (external)</u> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE</p> <p><u>Foundation Tier</u> Question 1 – message (student produces four sentences in response to a photo) – 8 marks Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks Question 3 – translation from English into French (minimum 35 words) – 10 marks Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions– 16 marks</p> <p><u>Higher Tier</u> Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks Question 3 – translation from English into French (minimum 50 words) – 12 marks</p>
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GCSE Computer Science

Subject name:	Computer Science
Exam board:	OCR
Specification number:	J277
Qualification type:	<input checked="" type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input type="checkbox"/> BTEC
Web address:	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/
Course content: (please only include a bullet point overview of the topics covered)	<p>In Computer Science, learners must complete two Public Examinations in Computer Systems and Computational Thinking, Algorithms and Programming.</p> <p>Learners will cover areas including:</p> <ul style="list-style-type: none"> • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology <ul style="list-style-type: none"> • 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments
Assessment: Internal/external. Number and duration of exams.	<p>Component 01: Computer Systems</p> <p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks.</p> <p>This is a non-calculator paper.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p> <p>Component 02: Externally set task</p> <p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks.</p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p>

GCSE Design and Technology

Subject name:	Design & Technology
Exam board:	AQA
Specification number:	8552
Qualification type:	<input checked="" type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input checked="" type="checkbox"/> BTEC
Web address:	www.aqa.org.uk/subjects/design-and-technology
Course content: (please only include a bullet point overview of the topics covered)	<p><u>Paper 1</u></p> <ul style="list-style-type: none"> • Core Technical Principles • Specialist Technical Principles • Designing and Making Principles <p><u>Non-exam Assessment (NEA)</u></p> <p>The Practical application of:</p> <ul style="list-style-type: none"> • Core Technical Principles • Specialist Technical Principles • Designing and Making Principles
Assessment: Internal/external. Number and duration of exams.	<p><u>External Assessment - Paper 1:</u></p> <ul style="list-style-type: none"> • 2 hour written exam • 100 marks • 50% of GCSE <p>In addition:</p> <ul style="list-style-type: none"> • at least 15% of the exam will assess maths. • at least 10% of the exam will assess science. <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p> <p><u>Non-exam Assessment (NEA)</u></p> <ul style="list-style-type: none"> • Non-exam assessment (NEA): 30–35 hours approx. • 100 marks • 50% of GCSE

GCSE Art

Subject name:	Art, Craft and Design
Exam board:	OCR
Specification number:	J170
Qualification type:	<input checked="" type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input type="checkbox"/> BTEC
Web address:	ocr.org.uk/gcseartanddesign
Course content: (please only include a bullet point overview of the topics covered)	<p>In Art, Craft and Design, learners must work in two or more titles from those listed in bold below.</p> <p>Learners may work in an area(s) of study within and/or across titles.</p> <ul style="list-style-type: none"> • Fine Art: areas of study such as drawing, painting, printmaking or sculpture • Graphic Communication: areas of study such as illustration, packaging or advertising • Photography: areas of study such as location or studio, the moving image • Textile design: areas of study such as printed and digital textiles, fashion design or stitched and embellished textiles • Three-Dimensional design: areas of study such as ceramics, product design or jewellery • Critical and Contextual Studies: areas of study such as artistic movements, popular culture, natural forms
Assessment: Internal/external. Number and duration of exams.	<p>Component 01: Portfolio</p> <p>Learners should produce:</p> <ul style="list-style-type: none"> • A portfolio of practical work showing their personal response to either a centre or learner set starting point, brief, scenario or stimulus <p>120 Marks Non-exam assessment (internally and externally moderated) 60% of total GCSE</p> <p>Component 02: Externally set task</p> <ul style="list-style-type: none"> • The early release paper will be issued on 2 January and will provide learners with five themes, each with a range of written and visual starting points and stimuli • A response should be based on one of these options <p>80 marks Non-exam assessment (internally and externally moderated) 40% of total GCSE</p>

BTEC Enterprise (Business)

Subject name:	Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (120 GLH) (Business)
Exam board:	Pearson
Specification number:	603/1916/1
Qualification type:	<input type="checkbox"/> GCSE <input checked="" type="checkbox"/> Technical Award <input checked="" type="checkbox"/> BTEC
Web address:	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html
Course content: (please only include a bullet point overview of the topics covered)	Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. There are nearly 5 million such businesses in the UK, employing around 14.4 million people. In 2015, small- and medium-sized enterprises contributed £24bn to the UK economy. This qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about enterprise and entrepreneurship. You will learn about the ideas, mind-sets and successes of enterprises and entrepreneurs. You will learn about planning, finance, including cash flows, and how to take a product to market. You will develop an idea for a small enterprise of your own and plan how best to set it up and fund it. You will work with others in order to run a small enterprise, using your knowledge and building your entrepreneurial skills. During the course you will also develop important skills that are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.
Assessment: Internal/external. Number and duration of exams.	You will carry out tasks or assignments throughout the course. These will be marked by your teacher and so you will receive regular feedback as to how you are getting on. Towards the end of the course, you will carry out one larger task using the knowledge, skills and techniques you have learned to run a small enterprise and assess its success. All of the work that you do throughout the course, including the tasks or assignments, will prepare you for the final task. As well as carrying out tasks, your knowledge and understanding of finance and aspects of business and enterprise (including marketing and market research) will be assessed through an exam.

BTEC Performing Arts

Subject name:	BTEC Performing Arts
Exam board:	Pearson
Specification number:	BTEC Technical Award Performing Arts (Level 1 and 2)
Qualification type:	<input type="checkbox"/> GCSE <input checked="" type="checkbox"/> Technical Award <input checked="" type="checkbox"/> BTEC
Web address:	qualifications.pearson.com
Course content: (please only include a bullet point overview of the topics covered)	<p>BTEC Tech Performing Arts</p> <p>Component 1- Exploring the Performing Arts</p> <p>This is an internally assessed unit which allows students to explore the work of at least three recognised practitioners in the Performing Arts Industry. Generally, the three practitioners will have commonalities which link their work and make-for a cohesive programme of study. For example, for the 2018-2020 cohort the practitioners were all Mid-to-Late Twentieth Century British playwrights; John Godber, Jim Cartwright and Willy Russell. Students will engage in both practical tasks and a written portfolio to document their research and findings.</p> <p>Component 2 – Developing Skills and Techniques in The Performing Arts</p> <p>This is an internally assessed unit which allows students to explore one whole play text; with continued focus towards how the intentions of the playwright can be brought to life by a theatre group. Students will work in small ensemble casts to create their own interpretation of the given script. Students will document their rehearsal process both in written fashion (and second portfolio), and with video recordings. Students will develop as actors during this time and will experience directing and the contribution of non-performing roles too.</p> <p>Component 3 – Responding to a Brief.</p> <p>This is an externally assessed exam unit. The aim of the unit is for students to respond to a brief issued by Pearson in the final year of the course. Students will have a period of 12 weeks to devise a practical performance piece which creatively and artistically examines the issue in question. Alongside this, students will sit a 3 hour written exam linked to their devised practical piece. It is at the discretion of the school to separate the 3 hours of examined written work to best suit/support their cohort, if they wish.</p>
Assessment:	Component 1 and Component 2 are internally assessed by Mrs Davies. The assessment process comprises written submissions in the form of a portfolio, and practical submissions in the form of video evidence taken

<p>Internal/external. Number and duration of exams.</p>	<p>from a range of workshops, rehearsals and performances. All internally assessed work is verified by a BTEC Standards Verifier at points within the course delivery.</p> <p>Component 3 is externally assessed, this comprises a 3 hour written exam. The exam has 3 distinct phases and it is common practice for schools to divide the exam into 3 separate hours. The final part of the examined work takes the form of a practical performance; the performance comprises a 7-15 minute group piece which is self devised by the students based on a topic/brief. Performance take place no later than May 15th each year.</p>
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BTEC Sport

Subject name:	BTEC Sport
Exam board:	Pearson
Specification number:	600/4779/3
Qualification type:	<input type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input checked="" type="checkbox"/> BTEC
Web address:	https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html
Course content: (please only include a bullet point overview of the topics covered)	<ul style="list-style-type: none">• Unit 1: Fitness for Sport and Exercise• Unit 2: Practical Sports Performance• Unit 3: Applying the principles of personal training• Unit 6: Leading Sports Activities
Assessment: Internal/external. Number and duration of exams.	<ul style="list-style-type: none">• Unit 1: 1hr External exam• Unit 2: Internal coursework• Unit 3: Internal coursework• Unit 6: Internal coursework

BTEC Digital Information Technology

Subject name:	BTEC Digital Information Technology
Exam board:	Pearson
Specification number:	603/2740/6
Qualification type:	<input checked="" type="checkbox"/> GCSE <input type="checkbox"/> Technical Award <input type="checkbox"/> BTEC
Web address:	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html
Course content: (please only include a bullet point overview of the topics covered)	<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> • development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data • process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct • attitudes that are considered most important in digital information technology, including personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.
Assessment: Internal/external. Number and duration of exams.	<p>Component 01: Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Internal Assessment completed of 36 hours in classroom work.</p> <p>Component 02: Collecting, Presenting and Interpreting Data</p> <p>Internal Assessment completed of 36 hours in classroom work.</p> <p>Component 3: Effective Digital Working Practices (Resit option available)</p> <ul style="list-style-type: none"> • External assessment set and marked by Pearson, completed under supervised conditions. • The assessment must be completed in 1 hour 30 minutes. • 60 marks.

BTEC Health and Social care

Subject name:	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (120 GLH)
Exam board:	Pearson
Specification number:	603/0395/5
Qualification type:	<input type="checkbox"/> GCSE <input checked="" type="checkbox"/> Technical Award <input checked="" type="checkbox"/> BTEC
Web address:	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html
Course content: (please only include a bullet point overview of the topics covered)	<p>This course gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. You will learn how people adapt to these changes as well as the types of support available to help them.</p> <p>You will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will be able to demonstrate these care values practically.</p> <p>You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.</p> <p>This new qualification is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about health and social care. This course will give you opportunity to develop skills, knowledge and techniques, and to review your own performance in demonstrating 'care values'.</p>
Assessment: Internal/external. Number and duration of exams.	<p>You will have 3 assessments throughout the course.</p> <p>Component 1 Human Lifespan Development and Component 2 Health and Social Care Services. These are both coursework internal assessments. Component 3 Health and Wellbeing is an examined external assessment and is synoptic. This is where you use the knowledge, skills and techniques you have learned to design a health improvement plan. You will be given two opportunities to sit the Component 3 exam in February and May of Year 11.</p>