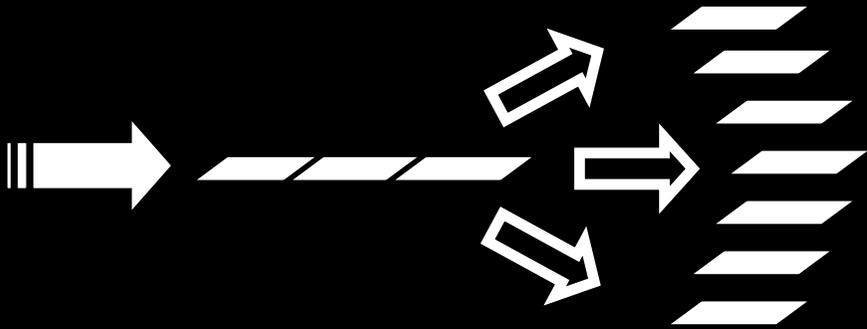




# Options Booklet 2021



**NAME :** \_\_\_\_\_

**FORM :** \_\_\_\_\_

## LEARNING PATHWAYS

### The Curriculum Programme

Our curriculum is designed to prepare our students for life beyond The Heys School. For those who choose to follow academic routes leading to University, for those who choose to enter employment, and for those who choose to follow a vocational route through college and into apprenticeship schemes. Subjects on offer aim to meet the needs of all of our learners.

Our curriculum programme offers a number of learning pathways that students can choose to follow.

## CORE CURRICULUM

This is compulsory for all students.

**English:** 8 periods leading to GCSE qualifications in English Language and English Literature.

**Mathematics:** 8 periods leading to a GCSE in Mathematics

**Science :** 8-13 Periods leading to GCSE in either; singular, Combined, or Triple Science.

**Physical Education:** 2 periods



## PERSONALISED CURRICULUM LEARNING OPTIONS

### PATHWAYS

**'Triple Science** — French/Geography/History, Triple Science, and two options

**EBACC** — French/Geography/History, and three options where one is the other of French/Humanities

**'Progress Pathway'**— French/Geography/History and three options

Students will need to choose which combination of optional subjects they wish to follow. The school endeavours to provide a range of pathways allowing students to pursue; Triple Science, Ebacc, and the Progress pathway.

Whilst attempts are made to fit the curriculum to each child, thus “personalising” their curriculum, we can only do so within the resources and staffing of the school. Some courses on offer may not be able to go ahead if too few students choose them. Again, this is why it is essential that students (alongside their parents/carers) take reserve choices very seriously.

### THE ENGLISH BACCALAUREATE (Ebacc)

The English Baccalaureate defines is a curriculum that the Department for Education prefers many students to follow.

English  
Mathematics  
Science  
Geography / History  
French / Spanish

The Department for Education believes it is these subjects which “give pupils a properly rounded academic education”.



## MAKING CHOICES

There are several stages to making learning pathway choices.

Students have had careers-focused sessions in year 7-9, followed by assemblies which highlight the process of Options and subjects on offer. The Options Evening and Parents' Evening also support the process.

Students should then choose which of the options they wish to follow. They should hand in their completed option application form, by the deadline stated. If choices are not returned by this date, there is less chance that first preferences will be granted.

All students will be given an interview with a member of the Options team, at which their option choices will be discussed and allocations to subjects will be finalised.

Once all these interviews are completed, letters will be sent home, showing the agreed learning pathway and subjects for each student.

***Pupils cannot change their choices once their allocation has been completed, or after courses have started.***

If at any time you have any queries with regard to the Options process, please contact Mr Taylor, Assistant Head Teacher, at the school.

## ASSESSMENT

Most pupils will be entered for the GCSE (General Certificate of Secondary Education) examinations in the subjects they study. Some courses include coursework produced throughout the course, or practical work assessed by the teacher.

Mathematics, Science and Modern Languages also offer the examination at differentiated levels (Higher and Foundation). Pupils will be entered for the level appropriate to their progress on the course. All students will take a variety of examinations during their course. These could be school exams, mock exams or real GCSE examinations. Regular attendance is therefore essential. All final examinations are taken in the period March to June in Year 11.

*All GCSEs are awarded according to a new grading structure, as follows:*

9    8    7            6    5    4            3    2    1

English Language  
and English Literature

Mathematics

Science

## ENGLISH

**Head of Faculty : Mr L Monaghan**

All students will study GCSE English Language and GCSE English Literature.

### English Language GCSE

Year 9 students are currently developing their reading and writing skills for their GCSEs. The English Language GCSE will provide all students with the opportunity to read a range of high quality and challenging texts from the 19th, 20th and 21st centuries. The skills developed and practised here will be formally assessed at the end of Year 11 through a series of examinations.

Internal assessments will continue to take place throughout the GCSE course. Students' knowledge and understanding of spelling, punctuation and grammar will be strengthened throughout Year 10 and Year 11. Speaking and Listening will be assessed, with an emphasis on developing students' confidence in speaking in more formal situations.

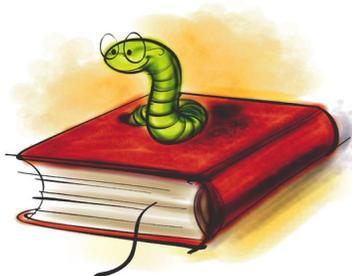
#### Overview

##### Paper 1:

A: Unseen fiction Text  
B: Imaginative Writing  
Approx. 1h 45 min - 50%

##### Paper 2:

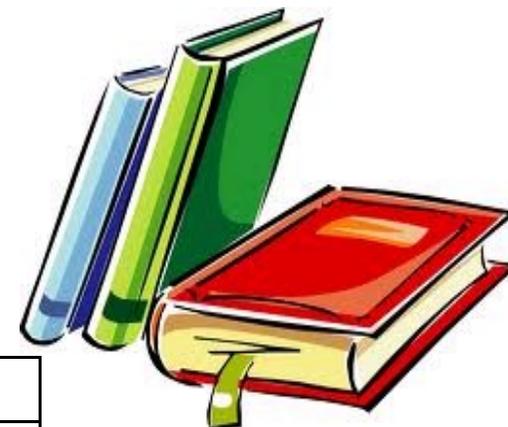
A: Unseen non-fiction and unseen literary non-fiction  
B: Writing to present a viewpoint  
Approx. 1h 45 min - 50%



### English Literature GCSE

All students will take English Literature and, with English Language, this will result in two GCSEs.

All students studying English Literature GCSE will be encouraged to read, write and think critically. It will involve students studying a range of intellectually challenging, and substantial, whole texts in detail. This will include a Shakespeare play, a 19th Century novel, a modern drama text and selection of poetry (Power & Conflict and Unseen). The students are encouraged to read widely to understand the contextual factors that influenced the writers and they will be examined at the end of the two year course on the studied texts.



#### Overview

##### Paper 1:

A: Shakespeare play  
B: 19<sup>th</sup> Century novel  
Approx. 1h 45 min - 40%

##### Paper 2:

A: Modern fiction or drama text  
B: Comparison of two poems.  
C: Unseen poetry comparison  
Approx. 2h 15 min - 60%

## MATHEMATICS

Head of Faculty : Mr R Travers

### Mathematics GCSE

#### Course Content

Higher Tier students will have access to GCSE grades 4 to 9

Foundation Tier students grades 1 to 5

Assessment will consist of 3 externally marked 1½ hour examinations.

Each will contribute ⅓ of the marks toward the full GCSE.

The first exam is a non-calculator exam, the others require a calculator.

Each examination paper will assess aspects of

Number

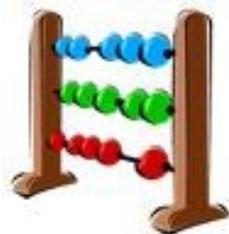
Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics



**Method of assessment** - Examination

**Accreditation** - Higher or Foundation Tier

The decision as to which course (tier) students will follow, will be dependent on their performance during the course.

#### Basic Equipment Required

All students should bring a scientific calculator (Casio FX-85GT plus) to every lesson, together with the requirements of; a pen, pencil, ruler, eraser, protractor and a pair of compasses.

Parents can obtain a free copy of the Specifications for Mathematics GCSE by visiting the Edexcel / Pearson website .

## SCIENCE

Lead Practitioner : Mrs U Sarwar



Heard of Tim Peak? Brian Cox? Helen Sharman? Isaac Newton? Marie Curie? Professor Wi-  
ston? Stephen Hawking? They are all Scientists!

Science is everywhere, Science is you! It is the foundation of an innovative culture and at the core of significant social and political decisions. Understanding Science is crucial for all of us so we can be informed and active in our personal future and also that of our country and our planet too.

#### Combined Science Trilogy

- Examined at the end of year 11
- 17 point grade system: 9.9 / 9.8 / 8.8 / 8.7 etc.
- Worth the equivalent of 2 GCSEs
- Equal content from Biology, Chemistry and Physics
- 16 required practical activities throughout the year, assessed in the exams.
- 6 x 1 hr.15 min exams, 2 for each science at the end of Year 11

#### Triple Science option

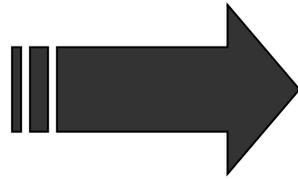
This will be offered to students who are working at a minimum of a stage 6+ in Year 9, have good problem solving skills, and those who are deemed suitable for the course by their Science teacher.

Each separate Science GCSE has further theory and practical content which is not covered in the Combined science course

- Separate GCSEs in Biology, Chemistry and Physics.
- 9 point scale: 9 / 8 / 7 etc
- There are 8 required practical activities per Science discipline, which are also assessed in the exams.
- Each GCSE has 2 x 1hr.45min exams; a total of six 1hr 45 papers at the end of Year 11 .

(ELC and GCSE Foundation Biology route is provided for a small number of selected students who are identified by the school)

**Exam board AQA**



# HUMANITIES LANGUAGES

## GEOGRAPHY

### Geography GCSE - AQA 8035

Head of Faculty : Mr M Jackson

#### Necessary Qualities

An interest in the physical and human world.



#### Course Content

##### Living with the physical environment (35% of exam)

Section A: The challenge of natural hazards. For example volcanoes, earthquakes, tropical storms and climate change.

Section B: The living world. Students are required to study ecosystems, tropical rainforests and hot deserts.

Section C: Physical landscapes in the UK students are required to study UK based examples surrounding coastal and river environments.

##### Challenges in the human environment (35% of exam)

Section A: Urban issues and challenges throughout the world in contrasting areas of development.

Section B: The changing economic world, how wealth is distributed globally and how wealth is measured.

Section C: The challenge of resource management e.g. investigating the significance of food, water and energy to human economic and social well-being.

##### Geographical applications (30% of exam)

Section A: Issue evaluation: This is a critical thinking and problem-solving element. A topic is released for study 12 weeks prior to the exam.

Section B: Fieldwork: pupils will be required to do 2 separate field work investigations, one looking into human theory the other into the impact of humans on a physical landscape.

Over all there is increased focus on the development of good literacy and numeracy skills, which are assessed in the exam. Pupils are expected to keep good notes, read around the subject and complete their homework on time. The subject is academic and requires hard work consistently over time.

## HISTORY

### History GCSE - AQA 8145

**Course Co-ordinator : Mr M Rushton**

#### **Necessary Qualities**

It is always useful to have an interest in the news and be open to learning about politics, other countries and current affairs. This is because the History GCSE is mainly about the Modern World, covering, mostly the Twentieth Century. Students who take up History will need to be well organised, be able to keep up with the topics taught and will need to revise thoroughly and properly when required. The main elements of History GCSE are KNOWLEDGE, UNDERSTANDING and SOURCE ANALYSIS. Literacy skills play an important part in reading, analysing, writing (notes and longer answers) and examinations. It must be emphasised that if you struggle with these aspects of Literacy then GCSE History will be extremely difficult.

#### **Course Content**

The course offered is the AQA GCSE History (8145).

There are 4 units spread over Year 10 and Year 11. These are:

- America 1920—1973
- Conflict and Tension 1918—1939
- Power and the People 1000 AD to the present day
- Elizabethan England 1560-1603

#### **Accreditation**

To achieve GCSE grades 1 to 9 students sit two examinations, each worth 50% of the final grade .

## MODERN LANGUAGES

### French GCSE

**Head of Faculty : Mrs C Bailey**

#### **Why learn a language at GCSE?**



Only 5% of the world's inhabitants speak English as their first language. These days, English is not enough! In fact, being monolingual can limit your future career choices. Learning a language will help you to develop communication and thinking skills and will help you to fully appreciate and understand other countries and cultures. Learning foreign languages also brings personal, professional, social and economic advantages to those who study them.

In a recent article published by The Guardian newspaper, it was stated that language learning opens doors in careers such as sales, marketing and technical support and it is estimated that speaking another language can add between 10% and 15% to your salary. For those wanting to stand out in a tough jobs market or for graduates wanting to add "oomph" to their CV, learning a language could be just the ticket! If you are considering university in the future, be aware that the majority of degrees can be studied alongside a language, providing you with a wider range of options, as well as the opportunity to spend a year abroad during your studies.

French is one of the most useful languages to learn for the following reasons:

**French:** French is a major language of international communication. you add France and Belgium together, they are our second-biggest trading partner. French is also the second most widely taught language and there are more than 200 million French speakers on the five continents.

## Course Content

The four communication skills of listening, reading, writing and speaking will be developed through your language learning. If you enjoy communicating with others, have an interest in how language works and enjoy learning about other cultures, you will get the most out of your Modern Language studies at GCSE.

You will be able to share your interests, ideas and opinions with other people who speak French. You will also learn about the countries where French is spoken. We also provide regular opportunities for cultural experiences and have arranged visits to both France and Spain in recent years.

You will learn many skills which will be useful in a wide range of careers such as good communication, public speaking and problem solving. The topics covered during the course relate to everyday life at home and also cover the themes of work, education, holidays, tourism and the environment amongst others.

## Edexcel GCSE

The majority of students will be entered for the GCSE examination.

There are two levels of entry

**Higher (Grades 4 to 9)**      **Foundation (Grades 1 to 5)**

Listening : 25% Assessed by final exam in June of Year 11

Reading : 25% Assessed by final exam in June of Year 11

Speaking : 25% Assessed by final exam in May of Year 11

Writing : 25% Assessed by final exam in June of Year 11

## Basic Equipment

You will need a French → English dictionary, You also need confidence and a willingness to get involved and get the most out of language learning! Access to the internet is beneficial, as some homeworks are set online.



**OTHER  
OPTION  
SUBJECTS**

## **Arts Subjects**

Art & Design

Media

Music

Performing Arts (Drama)

## **Technology Subjects**

Food Nutrition & Preparation

Design Technology

Textile Design

Computer Science

## **Other Subjects**

Travel & Tourism

Business

Sport

Sociology

Health & Social Care

Childcare

Citizenship

## **ART AND DESIGN GCSE**

### **Art and Design GCSE**

**Course Co-ordinator : Miss J Crowder**

**Note : this course cannot be taken with Textile Design.**

### **Necessary Qualities**

Do you enjoy Art & Design? Do you want to learn more about the world of Art & Design? Would you like a career in the wide range of creative industries?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art & Design, in ways that are personally relevant and truly developmental in nature.

### **Course Content**

Students will create a portfolio of work throughout the course, based on teacher set briefs. This will involve researching artists, developing skills in a wide variety of media through sketchbook work, designing and producing final pieces. This portfolio will form 60% of the final grade.

40% of the grade will come from an externally set assignment. Students will be set a brief which they must research, and develop ideas to produce a final piece in controlled sessions amounting to 10 hours.

### Options available

This is a broad course exploring practical and critical / contextual work, through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate Art, Craft and Design materials and processes. Candidates should produce practical and contextual work associated with two or more of the following endorsements - Fine Art, Graphic Communication, Three Dimensional Design and Photography.

### Post 16 Opportunities

This course prepares learners for the world of College and Work. This course will prepare pupils for progression routes such as A Levels and BTECs in a wide range of Art & Design based subjects.



## Performing Arts

### Performing Arts Technical Award Level 1/2

**Head of Faculty : Mrs R Farrington-Evans**  
**Course Co-ordinator: Mr G Horler**

### Necessary Qualities

Do you like to show off your talents? Do you have a passion for Acting, dance, performance and production? Are you considering a career in the creative industries? Do you want to show potential employers you have creativity, leadership qualities and diversity?

If the answer to any of the above is yes, then the Performing Arts Technical award course might be just the thing for you.

The course is the AQA Performing Arts Technical Award which allows students to study a wide range of Performing Arts disciplines and production roles. This course offers the opportunity to learn and prepare for a possible career in the Performing Arts industries. It offers insight into all aspects of the Performing Arts business, from performing to administration and finance to technical theatre.

### Course Content

The course is made up of 3 components:

Component 1 (30% of final grade) is pitch based on a production idea developed from a choice of two briefs. This is evidenced by a written portfolio and DVD recording.

Component 2 (30% of final grade) is a devised drama module, with a devised performance developed from a choice of five briefs.

Component 3(40% of final grade) is a written exam showing pupils understanding of the Performing Arts industry.

### Experience, prepare, perform

Students will plan, rehearse, perform and evaluate their own

## The Performing Arts Business

Students will learn about the world of work in the creative industries.

### Post 16 Opportunities

There are a range of courses which are natural progression routes from this, such as A Level Theatre Studies, A Level Performing Arts, A Level Drama, BTEC in Performing Arts, BTEC in Musical Theatre, BTEC in Technical Theatre and Level 3 Diploma in Hair & Media Make-up. The course also provides the skills necessary for teamwork, business management and presentation skills.

### Possible Careers after GCSE Drama

Actor, Broadcast Journalist, PR Manager, Set Designer, Film Producer, School Teacher, Screenwriter, Film Director, Television Presenter.



## MEDIA

### BTEC Tech Award in Creative Media Production

Head of Faculty : Mrs R Farrington-Evans

### Necessary Qualities

This course is for those of you who have an interest in the creative media sector. You have to be both creative and interested in technology. You will be using the Multi-Media facilities at our school such as the green screen, computers, iPads and video equipment. You will also benefit from an interest in Music Recording plus Drama / Film.

### Course Content

The course is a vocational qualification, which allows students to prepare for a possible career in the world of Media. You will develop the fundamental research skills which underlie all media production, gain a basic understanding of employment opportunities, job requirements, and working practices in the media sector.

The BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, you can explore the sector while:

developing technical skills and techniques  
producing a digital media product in response to a brief  
reviewing and reflecting on the process and outcome.

The course has two internally assessed components, and one that's externally assessed:

### Component 1: Exploring media products.

Weighting: 30%

Aim: learn about the sector and investigate media products across the following sub-sectors: • audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts) • publishing (newspapers, magazines, books, e-magazines, comics) • interactive (websites, mobile applications, mobile games, video games, online games).

Assessment: internally assessed assignments

### **Component 2: Developing digital media production skills.**

Weighting: 30%

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

Assessment: internally assessed assignments

### **Component 3: Create a media product in response to a brief.**

Weighting: 40%

Aim: apply digital skills and techniques by responding to a digital media brief.

Assessment: externally assessed task where students respond to a brief to create a media product.

### **Post 16 Opportunities**

The course allows students to prepare for a possible career in the creative and media Industries. It offers insight into all aspects of the business, from production to administration and finance to technical aspects in media.

There are a range of courses which are natural progression routes from this course such as A Level Media Studies, BTEC level 3 in Creative Media Production, A level Film Studies and A level Music Technology.

The course also provides the skills necessary for team work, business management and presentation skills.

### **Possible Careers after BTEC Media**

Editor, PR Officer, Studio Runner, Graphic Designer, Camera Operator, Broadcaster, Video Editor, Marketing Manager, Journalist, Film Producer.



## **MUSIC**

### **BTEC Tech Award in Music**

**Head of Faculty : Mrs R Farrington-Evans**

### **Necessary Qualities**

Do you like Music Technology? Do you like producing Music? Do you like performing Music? Do you play an instrument?

If the answer to any of the above is yes, then the BTEC Tech Award in Music course might just be the thing for you.

The course is a vocational qualification, which allows students to prepare for a possible career in the world of Music. It offers insight into all aspects of the Music Business, such as performing, production, composing and administration.

### **Course Content**

The BTEC Tech Award in Music is a practical introduction to life and work in the industry, you can explore the sector while:

- developing skills, including teamwork, leadership and communication
- developing and presenting music to a brief
- analysing, evaluating and enhancing your learning.

The course has two internally assessed components, and one that's externally assessed:

### **Component 1:**

Exploring the music industry. Weighting: 30%

Aim: explore musical styles and techniques, and gain an understanding of roles in the industry Assessment: internally assessed assignments.

### **Component 2:**

Developing music skills. Weighting: 30%

Aim: develop musical knowledge, skills, and techniques and apply them to a music product Assessment: internally assessed assignments.

### **Component 3:**

Responding to a music brief. Weighting: 40%

Aim: put skills into practice by responding to a brief as a composer, performer or producer Assessment: externally assessed task

### **Post 16 Opportunities**

There are a range of courses which are natural progression routes from this course such as Music Technology Level 3 NCFE, Music A Level, Music Technology A Level, BTEC in Musical Theatre, BTEC Performing Arts and Level 3 BTEC in Music.

### **Possible Careers after BTEC Music**

Musician, Event Manager, Music Therapist, Recording Engineer, Composer, Music Teacher, A&R Talent Scout, Music Promoter, Audio Engineer, Music producer.



## **FOOD NUTRITION & PREPARATION: GCSE**

**Faculty Leader: Mr J Howells**

**Course Co-ordinator : Mrs S. Hill**

### **Necessary Qualities**

Students who opt for this exciting and practical based GCSE specification will require a genuine interest in working creatively with food and food preparation. They must have a keen interest in the nutritional and scientific functions of food and must have the ability to work independently, meet deadlines and be organised.

**You are also expected to provide ingredients for practical work on a weekly basis.**

### **Course Content**

Students will have the opportunity to plan, prepare, cost and cook a wide variety of dishes from all over the world, focusing on cooking methods, people groups, nutrition, food science, food provenance and food safety.

All pupils will develop prior knowledge and learn advanced food preparation skills, including: a variety of cooking methods, knife skills, how to portion a chicken and fillet a fish safely and hygienically.

### **Course Requirements.**

Exam (1 hour 45 minutes) - 50% of the final mark. The exam will focus on nutrition, diet, food preparation. It is split into two sections 20 multiple choice questions and 5 non multiple choice question.

### **NEA (Non exam assessment)**

Scientific investigation - 15% of the final mark. Pupils will complete a scientific investigation into the scientific qualities of food. This will conclude with a 2000 word report including photographic evidence.

Food preparation task (3 hour practical) - 35% of the final mark. The practical examination must be completed in a single period of no more than three hours. The task will be supported by written coursework into a brief of pupils own choice.

### **Accreditation**

Pupils will have the opportunity to achieve GCSE grade of 1-9.

## DESIGN TECHNOLOGY

**Faculty Leader: Mr J Howells**  
**Course Co-ordinator : Mrs H Thom**

The UK Commission for Employment & Skills has identified that 43% of science, technology, engineering and maths (STEM) vacancies are hard to fill because candidates lack the required skills. This exciting new course is intended to provide a springboard into these well paid careers. The course covers all areas of Design Technology including Resistant Materials, Textiles, and Graphics. Valued by colleges, universities and employers the course offers clear progression to Level 3 vocational courses and /or A levels such as Product Design.

**You may also be expected to contribute towards the cost of materials for some of your practical work.**

### Course Content

This course is both theoretical and practical.

The core content of this course consists of new and emerging technologies, energy generation and storage, new materials, systems approach to designing, mechanical devices, materials and their working properties.

Mini projects throughout year 10 will develop the practical skills and theoretical knowledge required.

The contextual challenge for final year projects for the NEA element of the course will be set by the exam board. This is a substantial design and make challenge where pupils will be encouraged to engage in the iterative design process. Candidates are expected to produce a prototype and portfolio of evidence

### Course Assessment:

Non-exam based Assessment: 50% of final mark.

Examination: (2 hour) the written exam will account for 50% of the grade. 20 marks will be awarded for multiple choice and short answer questions covering all the core areas of DT. 30 marks will be given for questions relating to the specialist material area. Designing and making questions will then be given 50 marks.

## TEXTILES DESIGN GCSE

### Art & Design GCSE (in Textile Design)

**Faculty Leader: Mr J Howells**  
**Course Co-ordinator : Miss L Tuffley**

**Note : this course cannot be taken with Art & Design**

### Necessary Qualities

Students who opt for this exciting new GCSE specification will require a genuine interest in textiles art as a medium, fashion or surface decoration. They should also have the ability to work independently, meet deadlines and be organised.

**You are also expected to provide fabric for practical work in years 10 & 11.**

### Course Content

While using textiles as an art medium students will have the opportunity to investigate into fashion, print, dye, domestic, constructed or applied textiles. Pupils will be expected to be responsible for keeping a range of sketch books that show their creativity, individual interests and passion for designing and making.

Pupils can choose to investigate areas such as; constructed stitch and embellishment, use of colour and pattern, functionality, print, two and/ or three dimensional form. Students are encouraged to produce imaginative, creative and innovative work.

## Course Requirements

60% of the grade will come from pupils portfolio, pupils will be expected to be responsible for keeping a range of sketch books that show their creativity, individual interests and passion for designing and making

40% of the grade will come from an externally set task. Students will be set a brief which they must research, and develop ideas to produce a final piece in controlled sessions amounting to 10 hours.

## Accreditation

Pupils will have the opportunity to achieve a GCSE grade 1-9

## Post 16 Opportunities

The course prepares pupils for future education at College or possible work routes. Pupils can progress on to do A levels or BTECS in subjects such as Art and Design, Fashion, Graphics, Garment cutting, Apparel wear, photography etc.



## COMPUTER SCIENCE GCSE

**Faculty Leader: Mr J Howells**

**Course Co-Ordinator : Mr P Rawcliffe**

This GCSE option gives the opportunity to achieve one qualification that can be included as one of the EBacc subjects.

## Necessary Qualities

Students who opt for this qualification will require a genuine interest in Computer Science and an appreciation of how programming and algorithms can be applied to solve real-world problems. This course would suit pupils who are:

- Achieving high levels in both mathematics, Small Basic and Python at Key stage 3.
- Have enjoyed the Computer Science topics covered during Key Stage 3.
- Able to work independently, to meet assessment requirements and be creative.

## Course Requirements

Pupils will be entered for a full GCSE which consists of 1 unit of coursework and two written examinations. The coursework unit of work is a practical application of programming to solve a real-world problem. The written examinations have high level questions relating to computer systems and theory.

## Accreditation

Each unit requires the pupils to provide evidence of work that matches the specific objectives of the unit and its assessment criteria. This evidence is marked from 1 to 9. There is an element of coursework but the knowledge and understanding gained here is assessed during the two written examinations which each count towards 50% of the GCSE.

## TRAVEL & TOURISM — BTEC TECH AWARD

**Course Co-Ordinator : Mrs I Davis**

Two units that are internally assessed:

- Component 1 - Travel and Tourism Organisations and Destinations
- Component 2 - Customer Needs in Travel and Tourism.
- Component 3 - Influences on global Travel and Tourism (2 hour exam)

### **Is this the subject for me?**

The BTEC Level1/Level 2 Tech Award in Travel and Tourism is for learners who want to acquire knowledge and technical skills by exploring different travel and tourism organisations, the features of destinations and the influences on global travel. This is a level 2 qualification; the grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction and also Level 2 Distinction\*. Learners who do not achieve at Level 2 may be awarded a Level 1 grade.

### **Assessment**

You will complete Component 1 and Component 2 by submitting a portfolio of practical and written evidence.

Everything you complete over the course will be assessed, 60% will be internally assessed and 40% will be externally assessed (exam).

### **Post 16 opportunities**

This is a nationally recognised vocational course that could lead to employment within these areas: travel agencies, visitor attractions, holiday representatives, flight attendants and working in tourist information centres.

## BUSINESS GCSE

### **Business Studies**

#### **Subject Leader — Mr R Singh**

Could you be the next Lord Sugar or the next Deborah Meadon from Dragons Den? You could be with the right business skills and know how. Even if running your own business isn't something that interests you, everyone needs employability skills from time management to team working. Being able to perform in a job interview will help to kick start your career and help you to get into the job market. Improve your job prospects by getting a Business Studies qualification here at The Heys School.

#### **Course Content**

Students will study different units of work covering a range of business related topics. The GCSE in Business Studies consists of 2 examination papers taken at the end of Year 11. Students will study 10 units of work over the 2 years of study and each topic will conclude with an assessment.

Pupils will learn how business has a dynamic nature and is forever changing. They will consider risk and reward and be encouraged to create solutions to business related problems.

Marketing and branding is an important business element and pupils will research brands and the use of branding in businesses. The creation of promotional material will be used to support different business ideas along with a business plan.

Pupils will investigate how businesses provide customer service and the importance of this for survival long term. This can be a very active topic in which pupils enjoy performing roles plays and sharing their personal experiences with each other.

Financial planning is an important aspect of running a business and pupils will learn how businesses budget and generate revenue. This is a practical topic and assists with money management from a business and personal perspective. Pupils will learn how to produce a cash flow forecast, profit & loss account and other financial documents. They will also make judgements and recommendations on financial issues.

Business Studies is a popular subject which pupils often continue to study at college either as a Btec or A Level qualification.

### Course Requirements

Students must have an interest in business, enjoy completing research and have strong literacy and numeracy skills. Good grades in English and Mathematics at KS3 therefore will ensure that students can access the examination requirements.

Students will be expected to contribute to the cost of educational visits, attendance to these is important and supports their learning.

Basic equipment such as writing materials are necessary and a calculator is needed to assist with the Finance unit of work.

Study Studio (an after school study facility open Tuesday—Friday 3.10pm until 4.10pm in the Gateway Suite) can be used to complete homework and research for all subject areas including Business Studies.



## BTEC SPORT

Course Co-ordinator : Mr K Sellars

### Necessary Qualities

To choose physical education and sport you must be: a good all round sport / games player, be committed to learning, have the ability to cope with theory lessons and controlled assessments, and be able to work independently.

### Course Content

#### BTEC sport (GCSE equivalent):

**Unit 1: Fitness for Sport and Exercise** : Students learn about the Components of Fitness, Training Methods and Fitness Testing. Assessment is carried out via an online test.

The learning from Unit 1 underpins the knowledge needed for success in the other 3 units.

**Unit 2: Practical Performance in Sport** : Students produce controlled assessment showing an appreciation of the rules and regulations of sports, the roles of officials, their ability to play 2 sports, and analysis of performance.

Students who have an interest in sports enjoy this unit because they get to play the sports, but also get credited for their knowledge of the rules and regulations. We find that students develop an appreciation of what it takes to be a good official from this unit also.

**Unit 3: Applying the Principles of Personal Training:** Students plan, undertake and evaluate a 6 week personal fitness programme— with a view of improving certain components of fitness for sporting performance.

This is an excellent first taste of the skills needed, and processes you would go through, as a gym instructor or personal trainer.

**Unit 6: Leading Sports Activities:** Students learn about the attributes of a successful leader in sport. They then attempt to apply these attributes through the planning, delivery and evaluation of coaching a sporting activity.

Any students who feel they would like to be a future coach or PE Teacher would get a lot of valuable experience from this unit.

## Accreditation

Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration. If you wish to study A-Level PE or BTEC Sport at college then this is the course for you.

Please be prepared for classroom based work as the course is assessed by controlled assessments and an online exam.

It would be an advantage if you take part in at least one sport outside of school hours to a good standard.

**It is vital that students are organised from the offset in order to succeed in BTEC Sport.**

**The expectation is that PE kit is brought to every practical lesson; and that deadlines are met with regard to controlled assessment. Be prepared to communicate electronically as well as verbally with your subject teacher– much of your controlled assessment will be submitted by computer as well as in a practical PE setting,**



## SOCIOLOGY GCSE

### Sociology GCSE - Eduqas

#### Course Co-ordinator : Miss D Rundle

Is there more to school than education? How do our families shape our lives? Why do people commit crime? GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

#### Course Content

Students will study and complete 7 units of work:

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

These units are assessed by two 1 hour 45 minute exams, each worth 50% at the end of the course.

## Course Requirements

Students should have a keen interest in the world around them and be prepared to consider different points of view. They should be able to question and challenge information and use this to formulate their own evidence based opinions.

## Career opportunities

Sociology can lead to a wide range of career opportunities, including social services, education, criminal justice, welfare services, government, counselling, charities and the voluntary sector.



## HEALTH & SOCIAL CARE — BTEC TECH AWARD

Course Co-ordinator : Miss D Rundle

### Course Content

- Human Lifespan Development — In this unit you will study how people grow and develop over the course of their life, from infancy to old age. This includes; physical, intellectual, emotional, and social factors which may affect them
- Services and Values — Care values are important because they enable people who use health and social care services to get the care they need. This unit will give you an understanding of the health and social care service and help you to develop skills required across the sector.
- Health and Wellbeing — You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

### Is this the subject for me?

If you are interested in a caring profession, Health and Social Care is for you. As well as the course content, you will take on a wide variety of skills which all employers seek.

### Assessment

- Component 1 — internally assessed and moderated by the exam board
- Component 2 — internally assessed and moderated by the exam board
- Component 3 — externally assessed via an examination.

## Post 16 opportunities

This is a nationally recognised vocational course and can lead on to the Level 3 qualification at college. It also leads directly in to a wide variety of professions and roles in the Health & Social Care sector.



## CHILDCARE BTEC Tech Award Child Development

**Course Co-ordinator: Mrs A Leech**

Do you enjoy being around children? Do you want to find out more about children's learning and development? Do you want to study a course that will also offer vocational skills such as evidence-based learning and reflection? Are you considering a career within child-care, children's nursing, hospital play work or teaching young children? If the answer is yes then a BTEC tech award in Child Development course might just be the thing for you.

This course will give students the fundamental knowledge and understanding of child development and of promoting development through play. Promoting development and learning through play underpins the Early Years Foundation Stage which is the guide that all Early Years settings throughout England and Wales follow.

### Aims of the Course

- Inspire and enthuse Students to consider a career in early years, learning the five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked.
- Give Students the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector, for example, of child development and using play to promote child development at different ages and stages, including babies, and the types of play opportunities that early years settings usually provide.
- Support progression to a more specialised level 3 vocational or academic course, such as in early years, health and social care or psychology, or an apprenticeship
- Give Students the potential opportunity, in due course, to enter employment.



**Please complete the  
Microsoft Form survey  
to confirm your Option  
choices.**

**This will be available  
as of Friday 29th  
January.**