



SELSTON HIGH SCHOOL



Option Choices

Year 8

2022 - 2025



'To inspire every member of the school community to achieve their full potential and enjoy their experience'



THE **TWO COUNTIES** TRUST Ambition | Teamwork | Honesty

Registered Office: Sutton Road, Kirkby-in-Ashfield, Notts, NG17 8HP

England and Wales Company Number :07972029

Chapel Road, Selston

Nottingham NG16 6BW

Telephone 01773 810321

WWW.SELSTONHIGH.ORG.UK

ENQUIRIES@SELSTONHIGH.ORG.UK

In this booklet you will find a summary of the 2022 Options process

Further information will be available at our Options Evening on Thurs 27th Jan 5:00-7:00pm via Teams.

What will I be studying in September 2022?

In September 2022 we will continue with a two-week timetable - this means you will have one timetable for Week A and one for Week B which will alternate.

All students will be studying the core subjects for 30 out of the 50 lessons per fortnight.

In the remaining 20 lessons students will complete four option choices which they will complete over two years of study.

What do I have to choose?

Choice 1 - Your first choice from History or Geography (all students must study at least one of these subjects)

Choice 2 – The second subject you may choose could be French or Spanish (students who have been strongly advised to study a modern foreign language have been notified by letter of this) or your first choice from all our available subjects

Choices 3 and 4 - Your next two choices from all our available options ranked in order of preference

Reserve Choices 1 and 2 – These are your reserve choices. We will try to accommodate as many students' choices and combinations of choices as possible. However, staffing and facilities may mean that we must look at your reserve choices. Before we allocate any student their Reserve choices, we will have conversations with both the student and their parents.

What should I consider when making my choices?

As a school we have recommended subjects for you to consider studying on your paper copy of your options form.

What is right for you...considering your experience so far in Year 7 and 8.

Try to give yourself a broad and balanced range of choices.

Think about what you enjoy, what you have had previous success in and ask staff what areas you have the potential to achieve success in.

You should not select a subject because your friend is choosing it or because you think a certain member of staff may teach it.



What is the English Baccalaureate?

To achieve the EBacc a student would need to secure grade 4 or above in 6 GCSEs from 5 subject areas:

- English (Language)
- Maths
- 2 GCSE Sciences (combined sciences, or combinations of separate Sciences OR Computer Science)
- Humanities (History or Geography only)
- MFL (Spanish or French)

This combination of subjects may be important for opportunities in further and higher education and employment and is particularly valid for students with University aspirations.

Where can I get more information and who will support me?

The Options evening is on Thursday 27th January, and you should have received a separate letter about this.

The subject teachers and leaders identified on the detail pages are the best sources of subject specific information.

The Two Counties Trust and school career advisor – Jemma Barrett - will be happy to discuss your choices with you and we can arrange a time for you to discuss your questions with her remotely, if you would like to book an appointment for your child, please email ross.mckinlay@selston.ttct.co.uk

Current students are a valuable source of information. Past students and Parents/Carers may have valuable experience they can share.

Senior staff, especially Mrs Stone, Ms Coleman (Head of KS3), Miss Rowland (Head of Y8) and Mr Underwood are always available and will answer any questions or concerns.

What will happen next?

The online option choice area will open on Monday 7th February (the week before half term) with choices needing completion by Friday 11th February. During March/April, all students will then receive a personal interview with a senior member of staff to discuss their choices.



Option Choices 2022

Core Provision

You will study all these subjects

<i>English Language</i>	<i>Mathematics</i>
<i>English Literature</i>	<i>Core PE</i>
<i>Combined Science</i>	<i>PSHE/RE</i>

These are the option subjects

Core EBacc Provision

You will study one of these subjects

<i>GCSE Geography</i>	<i>GCSE History</i>
-----------------------	---------------------

Option Provision

You will study three of these subjects

<u>GCSE Courses</u>	<u>Vocational Courses</u>
<i>GCSE Art & Design</i>	<i>C&G Construction & the Built environment</i>
<i>GCSE Computer Science</i>	<i>WJEC Award Engineering</i>
<i>GCSE Drama</i>	<i>BTEC Technical Award Health & Social Care</i>
<i>GCSE French</i>	<i>WJEC Hospitality & Catering (Food)</i>
<i>GCSE Geography</i>	<i>Cambridge National IT</i>
<i>GCSE History</i>	<i>Cambridge National Sports Science</i>
<i>GCSE Music</i>	<i>BTEC Technical Award in Travel & Tourism</i>
<i>GCSE PE</i>	
<i>GCSE Photography</i>	
<i>GCSE Spanish</i>	
<i>GCSE Triple Science</i>	

Staff Contact: Miss A Smith (amie.smith@selston.ttct.co.uk)

This new GCSE, first launched in September 2015, will be assessed in a very different way from in the past. Grades will be awarded at bands 1-9 with a '4/5' being equivalent to an old 'grade C/B' and 9 being a new higher benchmark of equivalent to A**.

Students are not entered at Higher or Foundation – there is one paper for all.

Outline content:

The specification is designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students.

It will enable students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.

Assessment including terminal examinations and controlled assessments:

Students will be assessed across the three years with a balance of assessments, This will include short, in-class assessments and full mock examinations.

Exams are 1 hour 45 minutes and separated into the following:

Paper 1:

Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

A Fiction paper, with one extract.

40 marks will be awarded for the ability to analyse the language used.

40 marks will be awarded for writing a creative, descriptive short story.

Paper 2:

Writers' Viewpoints and Perspectives.

This is a Non-Fiction paper, with two extracts.

40 marks will be awarded for the ability to analyse the language used and to compare sources.

40 marks will be awarded for writing a Non-Fiction viewpoint.

(Letter/speech/article etc.)



All texts in the exams will be unseen.

All students are required to submit a speaking and listening assessment.

This can be on a topic of their choice.

Examples of learning activities:

These will include individual and group learning; research; offsite visits and home learning.

Skills that will be developed:

- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately

Staff Contact: Miss A Smith. (amie.smith@selston.ttct.co.uk)

This new GCSE, first launched in September 2015, will be assessed in a very different way from in the past. Grades will be awarded at bands 1-9 with a '4/5' being equivalent to an old 'grade C/B' and 9 being a new higher benchmark of equivalent to A**.

Students are not entered at Higher or Foundation – there is one paper for all.

Outline content:

The specification takes a skills-based approach to the study of English literature that is consistent across the genres.

It offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.



Assessment including terminal examinations and controlled assessments:

There are two equally balanced final exam papers:

Paper 1: Shakespeare and 19th Century Text (1 hour 45 minutes).

Section A: Students will be asked about the Character/Theme/Plot from an extract of Macbeth.

Section B: Students will be asked about the Character/Theme/Plot from an extract of A Christmas Carol.

Students will only have one short extract provided and will not have access to the full text in the exam.

Paper 2: Modern Texts and Poetry (2 hours 15 minutes).

Section A: Students will be asked about the Character/Theme/Plot in An Inspector Calls.

Students will **not** have an extract for this.

Section B: Students will study the Power and Conflict poetry Anthology.

One poem will be provided as an extract, and students will be expected to compare this to a poem of their choice from memory.

Section C: Unseen poetry.

Students will see a poem they have no prior knowledge of and will transfer over the same skill set.

They will answer a question on the individual poem and will then compare this to another unseen poem provided.

Skills that will be developed through the study of texts:

Reading

- *literal and inferential comprehension: critical reading:*
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*
- *comparing texts*

Writing

- *producing clear and coherent text: writing effectively about literature for a range of purposes*
- *accurate standard English*



Staff Contact: Mrs S Fox (shonnaid.fox@selston.ttct.co.uk)

What will I do on the course?

Students will study the areas of Number, Ratio and Proportion, Algebra, Shape and Space and Handling Data

There will be a focus on

Arithmetic, Problem Solving, Reasoning and Applying Maths in context

How is the course organised and assessed?

Students will study a linear course which means that students will have three examinations at the end of the course.

There will be one non-calculator and two calculator papers. All the papers are 1½ hours in length.

Please be aware that unlike the previous GCSE course there will be no 'Formula Sheet' at the front of each exam paper. Students are now expected to learn ALL formulae that may be needed during the exams. The government have also taken the opportunity to make the course more challenging. This means that there are now topics included at foundation level that were previously only in the higher-grade paper. New topics have also been introduced to the higher-level paper.

In addition, the syllabus has been amended to include more complex multi-staged problems at both foundation and higher level as a way of raising standards.

There are two Levels of entry: Higher - Grades 4 to 9 (with 9 being the highest) and Foundation -Grades 1 to 5

Please note the grades from A* to G have been replaced with grades from 9-1 and that these new levels are NOT related to the Key Stage 3 levels 1-8.

We begin teaching the GCSE syllabus at the start of year 9 to give students as much time as possible to access the extensive course. To support the students as much as possible, the class teacher that they currently have for Mathematics, should stay with them until they leave in year 11. (Please note that we continue to assess students after each module **and where appropriate move students between groups.**)

Assessment

This subject will be assessed through three external examinations sat at the end of the course.

However, the course is broken down into 11 modules of work and there will be internal testing at the end of each module. Progress will then be monitored through the use of a PLCs

There is no coursework in GCSE Mathematics.

Homework:

Homework is an important part of the course and will be set regularly. The nature of the tasks set will vary and may include the follow up of class-work activities, research of a project, 'Mymaths' set tasks etc. All students will be given access to the PIXL times-table app and the PIXL GCSE Maths app at KS4 to enable them to complete independent learning at home and practice existing skills.

Future Pathways/Careers:

Mathematics includes skills which are important in everyday life beyond school. It supports studies in other subjects, particularly Science and Technology. It is also an important requirement for most areas of employment. Future careers directly involving maths are Accountancy, Banking, Actuary, Engineering, Pharmacy, Quantity Surveyor and Medicine for example.

Other comments:

Students will be expected to show commitment to the subject and complete tasks on time. They will need to be capable of working independently and cooperatively. It is important to arrive at all lessons fully equipped.

Staff Contact: Miss S Keal (sarah.keal@selston.ttct.co.uk)

Most students entering Key Stage 4 in September 2022 will study GCSE (9-1) Combined Science. From this, students will achieve two GCSE grades.

What skills and qualities do I need?

Students must be prepared to work hard and focus well in lessons if they are to achieve their best. Students must also be motivated to complete work in their own time, and to organise and prepare themselves for external examinations.

What will I do on the course?

The course covers all disciplines of Science: Biology, Chemistry and Physics. Within each discipline both the application of science in the world around us, and the theoretical side of science are studied.

How is the course organised and assessed?

The Combined Science course consists of topics in Biology, Chemistry and Physics, and students will sit six written examinations at the end of Year 11

- Paper 1 – Biology 1
- Paper 2 – Biology 2
- Paper 3 – Chemistry 1
- Paper 4 – Chemistry 2
- Paper 5 – Physics 1
- Paper 6 – Physics 2

Each examination represents 16.67 % of the qualification and will last for 1 hour 10 minutes. In each examination there will be a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended response questions.

Practical work will form a significant part of the course and there are 17 'core practicals' that every student must experience. This practical work will be assessed via the written examinations detailed above.

Alternatively, students can select to do **Triple Science** as an option which will lead to three separate GCSE qualifications in Biology, Chemistry and Physics. This option is of particular use to those wishing to study science at Post 16 level. Students taking Triple Science will study additional units in Biology, Chemistry and Physics leading to 3 GCSEs in the separate sciences at grades 9-1.

Homework:

Homework will be set regularly to consolidate the knowledge and skills delivered in class, and to give students practice in the application of the Science taught. Even when homework is not formally set in class, it is expected that students will review the work that has been carried out that week and spend time preparing for assessments and examinations.



Staff Contact: Mrs L Green (layla.green@selston.ttct.co.uk)

Students will take part in two hours of compulsory PE a week. All students will take part in a variety of activities such as invasion games, aesthetics, net games, striking and fielding and athletics. There will be an opportunity for students to gain a sports leadership award.

Assessment including terminal examinations and controlled assessments

Students will be assessed in attitude to learning and application in all activities taught throughout the year. Throughout lessons students will also have the opportunity to peer assess, self-assess and coach peers.

Examples of learning activities (e.g., offsite visits; group learning; research; use of ICT etc.)

There will be several opportunities for students to work in groups to complete challenges and tasks as part of their learning experience. Skills will be taught in isolation initially and then developed into application and competitive environments. ICT is used in some lessons for self-assessment , peer assessment and for modelling of new skills.

Future progression (e.g., what courses might follow on in post-16 education)

Core PE offers students a break from the classroom environment, facilitating both physical and mental well-being

Possible future careers that this course supports:

Core PE can encourage students to be involved in an active, healthy balanced lifestyle no matter what career pathway they take.

Skills, personal qualities or commitments required to take this course:

Students will learn skills such as leadership, teamwork, communication and practical skills in various sports. Students will collaborate with one another in various roles such as performer, officiator and coach. Physical Education can help develop confidence and self-esteem as we ensure all students excel in their own individual areas of strength.



What skills and qualities do I need?

RSHE/PSHE is designed to equip you with the tools and skills to help you when you leave Selston High School. You will undertake many tasks individually, in small groups or whole classes at least once a week, via form time, enrichment and drop-down days. These lessons will build on the progress, discussions and tasks you took part in in KS3. The only requirement will be a willingness to join in and a view for what your life may hold in the future. At Selston, we see it as a great opportunity to develop students:-

- Communication – speaking and listening skills,
- How to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

What will I do on the course?

As a school, we focus on the following key stands of success for all our young learners. These are:

- Health (including sexual health)
- Wellbeing and Safety
- Careers and Finance supporting economic wellbeing
- British Values
- Relationships (including Sex Education)
- Personal Study and revising
- Post 16 pathways

Assessment

RSHE/PSHE is not assessed formally but engagement is part of every young person's development. We are constantly adapting the lessons and scheme of work to respond to local and global issues to give our students the best start in life. We find that students really enjoy an opportunity to talk about current issues that affect them, and the opportunity to do this in a safe and supporting environment.



Staff Contact: Mrs K McKinlay (kate.mckinlay@selston.ttct.co.uk)

Please note: You cannot take both GCSE Photography and GCSE Art & Design

This course is for students with a real enthusiasm for Art & Design and you must be able to work independently to a deadline and think creatively.

Our GCSE Fine Art & Design course is flexible and stimulates creativity, offering a high degree of choice and a range of different media, processes and techniques. It enables students to explore a range of 2 or 3 dimensional approaches such as fine art painting and drawing, printmaking and sculpture.

The course incorporates field trips to create location-based outcomes and visits to Art galleries to explore the work of artists, designers and photographers.

Assessment

GCSE Art & Design is structured so that 60% is a Portfolio of work (Coursework). Which includes at least one major project plus a selection of further work created through practical workshops. 40% is the Externally Set Assignment where Students respond to their chosen starting point from an externally set assignment paper giving a selection of themes. The assignment is approached like a portfolio project ending with 10 hours of supervised time.

The GCSE will be graded 9 – 1. Grade 9 will be the highest and equivalent of an A**.

Homework will be set every week and will support activities completed in lessons. This may include taking photographs, researching the work of artists and designers or developing coursework project outcomes.

Future Pathways/Careers:

Many students choose to study Art related creative courses of further study at local FE colleges and sixth Forms.

The UK's creative industries make a significant contribution to the global economy. But the creative industries offer so much more than economic success. They inspire us and enrich our lives.

There are 150+ creative related careers for example games design, advertising, architect, craft maker, industrial and product designer, 3D designer, fashion designer, textile designer, interior designer, garden designer, journalism, graphic design, film, video and radio work, performing arts, theatre designer.



Staff Contact: Mr S Owen (steven.owen@selston.ttct.co.uk)

Outline content:

This qualification allows you to explore the construction and built environment industry.

If you enjoy practical, hands-on tasks but also want to discover how buildings are constructed and what happens when they require repair, maintenance or refurbishment then this qualification is for you.

What skills and qualities do I need?

- Able to read and research efficiently.
- Plan your work in a logical order and keep a record of your progress.
- Talk to your teachers about your ideas and how to achieve the best results.
- A good spatial awareness.
- Produce good quality work with high standards of grammar and spelling.
- Present your work in a suitable format according to the purpose and the audience.
- A good level and range of practical skills.
- An acceptance and understanding of working in all weathers.

What will I do on the course?

You will explore the structure of the construction and built environment industry in terms of how different people work together to deliver construction projects. You will develop an understanding of what makes a building and how the selection of different materials, affects the overall look and feel. You will have the opportunity to carry out a selection of realistic practical construction tasks related to the repair, maintenance and refurbishment of a building.

How is the course organised and assessed?

The qualification has four units and a written exam:

- Working in the built environment
- Construction methods and materials
- Maintenance, repair and refurbishment of buildings
- Using tools to construct and maintain buildings
- Theory exam



Points available are shown in the following table

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

Option Subjects Vocational Award in Constructing the Built Environment (continued)

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Minimum points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Future Pathways/Careers:

Your understanding and skills can be developed further through progression to other qualifications, such as A levels or specific to a sector, including:

- City & Guilds Level 3 Advanced Technicals in Constructing the Built Environment.
- City & Guilds Level 2 Technical Certificates in Architectural Joinery/Bricklaying/Painting and Decorating/Plastering/Site Carpentry
- City & Guilds Level 3 Advanced Technicals in Architectural Joinery/Bricklaying/Painting and Decorating/Plastering/Site Carpentry

You will also find your understanding and skills useful to progress to an apprenticeship related to construction or building services engineering.



Staff Contact: Mrs A Pickering (alexandra.pickering@selston.ttct.co.uk)

Students who select this curriculum area will study AQA GCSE Drama

Outline content: "What is drama but life with the dull bits cut out." - Alfred Hitchcock

The GCSE Drama course is for students who wish to continue their study exploring the creative world of theatre building their devising, performing skills and understanding of drama. Throughout the course the pupils will study and perform scripts, participate in acting workshops, learn how to devise their own work through different stimuli including current and historical events. They will create performances for specific audiences-based works of literature, morals, and ethics. The students will be given the opportunity to attend and watch live theatre performances and deepen their knowledge of the different types of dramatists and genres in drama. You will also learn many other skills that are highly valued in any walk of life. These include teamwork and confidently presenting yourself in public.

Assessment including terminal examinations and controlled assessments:

The course is broken down into three components: 1. Understanding drama 2. Devising drama 3. Texts in practice

Understanding drama- This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others (AO4). The paper constitutes 40% of the GCSE.

Devising drama- This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). This component constitutes 40% of the GCSE. It is marked by teachers and moderated by AQA.

Texts in practice- This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2). Component 3 constitutes 20% of the GCSE and is marked by an external examiner.



Examples of learning activities (e.g., offsite visits; group learning; research; use of ICT etc.)

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

During the course there will be opportunities to watch live theatre and work alongside professionals in the industry.

Future progression (e.g. what courses might follow on in post-16 education)

This AQA GCSE course ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying whole set texts for the written papers. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the AS and A-level as well as the GCSE.

Possible future careers that this course supports:

Careers where drama is appreciated as an option are far more than you think: Actor, director, producer, stage manager, writer, journalist, translator, presenter, lawyer, set design, costume design, curator, entertainer, sales, camera person, researcher, architect, animator, publisher, teacher, choreographer, coach, lecturer, theatre manager, buyer, broadcaster, public relations officer, editor, developer, designer the list goes on. Anywhere where you may have to present to an audience, be a leader/manager or part of a team, Drama is a good option to build confidence, reassurance and clarity when addressing others.



Option Subjects
GCSE Geography

Staff Contact: Mr M Bellingall (mark.bellingall@selston.ttct.co.uk)

Course Title: Geography GCSE (Geography for Enquiring Minds)

Outline content:

This course includes inspiring content throughout eight topic areas, which focus on both physical and human geography. Both the UK and the wider world are brought to life by engaging enquiry questions.

Assessment including terminal examinations and controlled assessments:

There are three assessed aspects which are all externally assessed (exams) with no controlled assessment:

- Our natural world (1 hour 15 minutes exam 35%)
- People and society (1 hour 15 minutes exam 35%)
- Geographical exploration (1 hour 30 minutes exam 30%)

Geographical skills are built into the assessments and there are marks awarded for spelling, punctuation and grammar (SPaG). There is also a decision-making question where you are given a problem and you have to solve it.

Content will include

Coastal landscapes and other UK landscapes; population structure and changes; tectonic hazards; uneven development within the UK and in the wider world; advanced countries (AC), emerging and developing countries (EDC) and low-income developing countries (LIDC); ways of life in a major city in the UK and in an LIDC and EDC; tropical rainforest and polar ecosystems; climate change; extreme weather conditions leading to natural weather hazards; food security and political and cultural influence of the UK in the 21st century.

Examples of learning activities (e.g. offsite visits; group learning; research; use of ICT etc.)

There will be opportunities to learn offsite and outside of the classroom on the school site. There will also be opportunities to develop practical skills and research using GIS (Geographical Information Systems)

Future progression (e.g., what courses might follow on in post-16 education)

The course is a good steppingstone for progression into A'-levels including Geography, Biology, Psychology, and Sociology and a range of other post-16 studies. All colleges value Geography due to its importance to the world in which we live.

Possible future careers that this course supports:

Teaching, archaeology, careers in science especially biology, tourism, economics, environmental work and many other employment sectors. Geography is one of the most dynamic subjects available and is highly sought after by employers.

Skills, personal qualities or commitments required to take this course:

You will need to be a resilient and resourceful student who has a good work ethic and is keen to learn in a variety of contexts, both individually, in small groups and in larger groups. You will need to be reflective and be prepared to develop your study skills and exam skills to be able to tackle three examination papers successfully at the end of the course.

Homework:

Will be set on Class-charts regularly according to the homework timetable and there will be a focus on independent research and learning to support understanding of the 'case studies' that you must know.

Any other information:

For any further details, please see Mr Bellingall.



Option Subjects
GCSE History

Staff Contact: Miss H Millward (hannah.millward@selston.ttct.co.uk)

"Those Who Do Not Learn History Are Doomed to Repeat It." - George Santayana

Topics on the course:

Germany: The development of Germany 1919-1991.

Students discover how the aftermath of the First World War affected Weimar Germany allowing them to consider the 'stab in the back theory' and how accurate this was. The course covers the turbulent years of the 1920s allowing pupils to understand how this may have led to Hitler becoming the chancellor of the most democratic country in the world! (At the time). After studying Hitler's rise to power students look in depth at what life was like in Nazi Germany from controlling opposition to Nazi policies persecuting the minorities living in Germany. The unit ends with the study of the Cold War focusing on the development, events and end of the war by 1990.

Crime and Punishment through time.

This unit covers British history from 1000 to the present-day allowing students to understand how and why we have our criminal justice service today, including the formation of our modern police forces, prisons and the changing definitions of crimes. They journey through time to understand the brutality of punishments in the Middle Ages and the Early modern period alongside their ideas of what a crime was, which is very different to our ideas today! The course is taught thematically following crime, punishment and policing through time. The unit includes a historic environment which is changed every 2 years by the exam board.

Elizabethan England: 1559-1603.

We look at arguably the most successful female monarch that ever lived. We consider how she was able to rule in a 'man's world' and hold her own. We look at how she dealt with the problems of her reign from marriage and religion to Mary Queen of Scots, foreign threats, plots to take her life and the Spanish Armada! It wasn't all turbulent for Elizabeth though, so students will also study the interpretation of Elizabethan society being a 'Golden Age' and the development of the theatre and famous playwrights such as William Shakespeare.

The USA: A Nation of contrasts: 1910-1929.

Students study the 'roaring 1920s' looking at immigration to America, religion and race including the role of the KKK, the role of gangsters such as Al Capone, the changing status of women, the causes of the economic boom and the eventual economic collapse. This allows students to confidently debate whether the 1920s lives up to the stereotype of the 'roaring 1920s'.



Option Subjects GCSE History (continued)

The course is broken down into two exams; there is no controlled assessment/coursework:

Paper 1: America and Elizabeth. This paper is 2 hours long.

Paper 2: Germany and Crime and Punishment. This paper is 2 hours long.

In total there are 4 hours of examinations at the end of the course.

Examples of learning activities

In history, we learn in several different ways from: reading, analysing sources, extended writing, analysing different interpretations of history, plotting graphs, arguing for/against statements and of course answering exam questions.

Possible future careers that this course supports:

History is a well-respected course which opens many doors. It is well thought of by colleges, universities and employers alike. It is extremely suited to those who intend to follow academic careers but will look good on any CV. Most employers look for lively-minded young men and women with wide interests and an awareness of the world around them. Our history course will give you a sound understanding of the world in which we live. History also develops your ability to articulate your thoughts and logically share your ideas.

Skills, personal qualities or commitments required to take this course:

You need to have good written and organisational skills. These will help you to structure your work appropriately and to manage the tasks you must complete. You need to be a committed student who enjoys reading and writing. An understanding and interest in politics would be an advantage as some of the units cover politics. You will need to be reflective and be prepared to develop your study skills and exam skills to be able to tackle three examination papers successfully at the end of the course. There will be a lot of hard work, but the outcomes will be worth it.

Homework:

There is regular homework set which focuses on the recall of knowledge throughout the course, which means while you are learning about one unit in school your homework may be on another topic.

Other information:

We run a trip to Berlin in Germany which 'brings to life' events studied in the Germany unit with visits to the Berlin Wall, German concentration camps, Hitler's bunker, a Holocaust Museum, a museum on the secret police in East Germany and the famous Brandenburg Gate.



Option Subjects GCSE Music

Staff Contact: Miss E Tivey (Elonor.Tivey@selston.ttct.co.uk)

The creative industries, including music, are vibrant, exciting and highly competitive; they contributed £6.5 billion to the UK economy in 2021, outpacing the overall growth of the economy by 2.5 per cent. This excellent Music course offers the student the opportunity to perfect performing skills, the chance to write original music and to understand music of many different styles from Classical to Rock and the music of the stage and screen.

What skills and qualities do I need and what will I do on the course?

You will play a musical instrument or sing or be prepared to take lessons to develop your skills in this area. You need to be passionate about music, determined to achieve and confident to perform in front of a small audience.

You will need an interest in making music and you will learn to use the latest music industry computer software to compose your own music and songs.

This qualification is for you if you would like to learn about the different types of music including composition and performance, to song-writing – and the various musical styles and techniques that are required to create them.

This qualification will offer you the opportunity to build the skills and knowledge needed to progress to further learning and will also give you an engaging and stimulating introduction to the world of music.

How is the course organised and assessed?

This course consists of 60% coursework and an exam at the end of the course worth 40%

Coursework: completed in school

30% Performing (15% solo + 15% group) internally assessed and externally moderated

30% Composing (2x Original pieces of music = 15% free composition 15% composing to a brief) internally assessed and externally moderated

40% Exam at the end of the course (listening test and extended writing 12 marks maximum)

Study 8 set works and be able to answer questions on them from:-

Instrumental Music

Vocal Music

Music for stage and screen

Fusions



Option Subjects GCSE Music (continued)

Homework:

It will be expected that students will complete regular homework according to the homework timetable, this could be practical or theory.

Future Pathways/Careers/Progression:

When you have completed the qualification, you will have developed valuable knowledge, practical skills and a

wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. Since you will be developing skills across several disciplines – such as creation, production and performance – you will have a better understanding of whether the music industry is for you and, if so, which part of it you might want to study further. The practical skills and knowledge you gain will provide a sound basis for progression to further study of this sector. At level 3, this could be to A levels, BTEC Nationals (e.g., a BTEC National in Music, Music Performance or Music Technology) or a mixture of both. Alternatively, it could be to a BTEC Level 2 Technical Diploma in Music Production, or an apprenticeship. The best option for you will depend on the grades you achieve in this and other qualifications you have taken, what you enjoy doing and any advice you can access about the further learning and training opportunities available in your area.

Other comments

This course is for students passionate about music, whether you wish to perform, compose or produce.



Option Subjects GCSE Photography

Staff Contact: Mrs K McKinlay (kate.mckinlay@selston.ttct.co.uk)

Please note you cannot take both GCSE Photography and GCSE Art & Design

GCSE Photography is a very specialist, technical and exciting subject. You must be aware that this is purely a digital course which requires a lot of independent learning and creative thinking. **This course doesn't just involve taking photographs.** You will be expected to produce work using basic camera equipment, a digital camera, Adobe

Photoshop, Photo Pea and other editing Apps, graphic tablets, digital media and ICT to develop and produce your work.

As well as taking photographs you will be given the opportunity to develop knowledge and understanding of photography genres, such as photojournalism, documentary, street, fashion, landscape, portrait and fine art. To support this, you will also be expected to study the work of other photographers to inspire and improve your own photographic work.

Homework will be set regularly to support the work completed in lessons. This includes taking photographs, researching the work of a photographers or developing coursework outcomes.

The course incorporates field trips to create location-based outcomes and visits to galleries to explore the work of artists, designers and photographers.

Assessment

GCSE Photography is structured so that 60% is a Portfolio of work (Coursework). Which includes at least one major project plus a selection of further work including written work and work created through practical workshops. 40% is the Externally Set Assignment where Students respond to their chosen starting point from an externally set assignment paper giving a selection of themes. The assignment is approached like a portfolio project ending with 10 hours of supervised time.

The GCSEs will be graded 9 – 1. Grade 9 will be the highest and equivalent of an 'old' A**.

Future Pathways/Careers:

Many students choose to study Photography related creative courses of further study at local FE colleges and sixth Forms. Many go on to study at Confetti College in Nottingham which is a specialist digital arts and technologies college.

The UK's creative industries make a significant contribution to the global economy. But the creative industries offer so much more than economic success. They inspire us and enrich our lives.

There are 150+ creative related careers for example games design, advertising, fashion, journalism, graphic design, film, video and freelance work. Radio work, performing arts, theatre designer, publishing and photography.



Option Subjects GCSE Physical Education

Staff Contact: Mrs L Green (layla.green@selston.ttct.co.uk)

Studying GCSE (9-1) Physical Education will open students' eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, but you will also develop wide-ranging knowledge into the how and why of physical activity and sport.

Outline content:

GCSE (9-1) PE includes the compulsory study of: Applied Anatomy and Physiology, Physical Training, Sports Psychology, Socio-cultural Influences and Health, Fitness and Wellbeing. Alongside this are the skills of PE which are examined via the Non- Exam Assessment (NEA) component.

GCSE PE will aim to develop your knowledge and understanding in:-

- ✓ The biomechanics of sporting movements
- ✓ The ways the human body works and functions during physical activity
- ✓ Physiological adaptations that can occur due to diet and training.
- ✓ The principles of training to optimise physical performance.
- ✓ Data analysis in relation to key areas of sports performance.
- ✓ Sports psychology theories and their influences on performance.
- ✓ Socio-cultural influences that impact on participation and performance.
- ✓ How sport impacts on society's engagement patterns.
- ✓ Strategies to promote participation.
- ✓ The commercialisation of physical activities and sports.
- ✓ The benefits and importance of participating in physical activities and sports to your health, fitness and wellbeing.
- ✓ The importance of effective nutrition for sporting performance.

Assessment including internal examinations and controlled assessments:



Paper one – Physical Factors affecting performance. 1 hour written exam. (60 marks)

- ✓ Anatomy and Physiology
- ✓ Physical Training

Paper two - Socio-cultural Issues and Sports Psychology. 1 hour written exam (60 marks)

- ✓ Sports Psychology
- ✓ Socio-cultural Influences
- ✓ Health, Fitness and Wellbeing

Practical - Performance with Physical Education

- ✓ Performance practical in three activities, equally weighted at 20 marks each **(60 marks)**
- ✓ Analysing and Evaluating Performance (AEP) **(20 marks)**

Future progression (e.g., what courses might follow on in post-16 education)

PE is a subject that opens the door to several careers and life options such as:

Career Options

- Personal Training
- Sports Coaches
- Gym Staff
- Sports Therapists
- Involvement with specific sports clubs via apprenticeships

Medical Pathways

- Physiotherapy
- Occupational Therapy
- Dietitian
- Sports Massage

Further Education Courses

- BSc Sports Science
- PGCE/PGDE
- BA Coaching
- BA Sports Management
- BSc Exercise & Health

Skills, personal qualities and commitments required to take this course:

You will be assessed in both team and individual sports. You must participate in three sports that you can perform a range of skills, with accuracy, control and consistency. You need to be resilient, able to work independently and have a genuine interest in physical activity and its wider contexts. The specification also encourages the development of strong literacy and numeracy skills to allow interpretation and analysis of data, as well as analysing and evaluating performance for the controlled assessment element of this course.

Homework:

Homework will be regularly set to aid with examination revision and coursework preparation.



Option Subjects
Cambridge National in Sport Science

Staff Contact: Mrs L Green (layla.green@selston.ttct.co.uk)

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a hands-on environment. A lot of the qualification is assessed by coursework set and marked by your child's teacher. This will be done throughout the duration of their KS4 course. To ensure the qualification is robust and in line with the GCSE, every Cambridge National has a terminal exam.

Outline content:

Assessment including external examinations and controlled assessments:

This course will consist of 3 units, **two** mandatory and **one** chosen from the following list.

Two compulsory units;

- ✓ Reducing the risk of sports injuries - Written exam 1.15 hour – **(70 marks)**
- ✓ Applying principles of training – coursework – **(80 marks)**

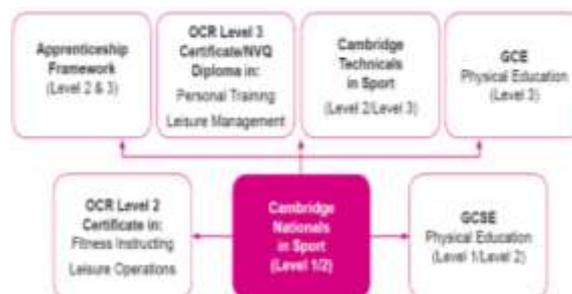
Two additional coursework units selected from the following list, each (40 marks)

- ✓ The body's response to physical activity and how technology inform this
- ✓ Sports nutrition

All results are awarded on the following scale:

Each unit is made up of 4 or 5 learning objectives. Students will be assessed and marked in each learning objective / task. The overall marks will be calculated and graded within the boundaries below.

Level 2	Marks / 200	GCSE Equivalent	Level 1	Marks / 240	GCSE
Distinction*(D2*)	180	8/9	Distinction (D1)	100	3
Distinction (D2)	160	7	Merit (M1)	80	2
Merit (M2)	140	5/6	Pass (P1)	60	1
Pass (P2)	120	4			



Skills, personal qualities and commitments required to take this course:

You need to be resilient, able to work independently and have a genuine interest in physical activity and its wider contexts. This specification requires use of ICT equipment through the production of all coursework, mathematics to analyse data and literacy skills to communicate findings and access the examination.

Homework:

Homework will be regularly set to aid with coursework completion.



Option Subjects
Information Technology (OCR Cambridge National)

Staff Contact: Mr R McKinlay (ross.mckinlay@selston.ttct.co.uk)

Outline content:

In Information Technology we will aim to help you:-

- Develop your knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data.
- Explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.
- Create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution.
- Develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

This is a new course at Selston High School and is fully recognised by the Department for Education.

Assessment including terminal examinations and controlled assessments:

There is a practical angle to the course and one exam to sit.

The exam is worth 50%, the coursework project 50%

These will count for 100% of your final Pass/Merit/Distinction grade at either level 1 or level 2

The project is 20 hours and will test your skills in data manipulation and project management following the Project life cycle.

**Examples of learning activities (e.g., offsite visits; group learning; research; use of ICT etc.)**

Some lessons will feature skills and you will be invited to investigate ways of working, you will then be able to apply the skills you have learnt towards your project. The theory will be taught in all manner of creative ways with exam technique being an integral part of every topic.

Future progression (e.g., what courses might follow on in post-16 education)

A-Level and B-Tech courses in IT and Business Studies all follow on and build on-top from what is taught on this course.

Possible future careers that this course supports:

This course is great if you have considered or want a career in:

Network engineering, Technician, Administration assistant, project management or if you want to start your own business.

IT skills are highly sought after in the working world. As a result, those who can do it are rewarded financially for being able to do so.

Skills: personal qualities or commitments required to take this course:

You need to be resilient, independent and be able to meet deadlines as well as having a basic enjoyment of IT.

Homework:

This will be mainly further reading with questions based on what you have read. You will also be tested on your existing knowledge and this will inform me where we need to focus our learning, both as individuals and as a class.



Option Subjects
WJEC Hospitality and Catering (Food)

Staff Contact: Miss S Henshaw (sarah.henshaw@selston.ttct.co.uk)

Outline content:

The course aims to develop practical food preparation and cooking skills and to foster an understanding of the importance of good nutrition and a healthy diet. Students will study the hospitality and catering industry to develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. Students will learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also develop skills in menu planning, recipe adaptation and food science as well as transferable skills of problem solving, organisation and time management.

Learners will know about:

- Safe and hygienic preparation of the cooking environment, hospitality and catering industry, food safety and food poisoning, nutrition and healthy eating, menu planning and dietary requirements, food labels and cooking for a range of purposes.

They will develop skills:

- in creating menus to meet a brief
- in selecting ingredients to cook dishes
- in adapting recipes for health and diets
- in catering and working in a professional environment
- that are essential for the modern workplace, such as planning, research skills, communication, problem-solving skills and health and safety

**Assessment including terminal examinations and controlled assessments:**

The course consists of 1 unit of internally assessed coursework, which are mainly practical in nature and 1 unit of externally assessed written examination.

Examples of learning activities (e.g., offsite visits; group learning; research; use of ICT etc.)

Weekly practical cooking tasks, group research tasks, experimental food work, cooking challenges, analysis of food products using ICT, food comparisons and disassembly of foods. Students will be expected to prepare, buy and bring ingredients into school on a weekly basis so there is a cost element involved in the course.

Future progression (e.g., what courses might follow on in post-16 education)

This qualification is designed for learners who have an interest in hospitality and catering. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. The course will also help to access Hospitality and Catering courses at colleges and a foundation for A level and BTEC courses.

Skills:

The personal qualities or commitments essential for this course:

- Excellent organisation skills
- Work independently and as part of a team
- Be able to cope in a busy, pressured, strictly timed environment
- Excellent communication and sensible behaviour

Possible future careers that this course supports:

Chef, nutritionist, dietician, catering assistant.

Staff Contact: Mr R McKinlay (ross.mckinlay@selston.ttct.co.uk)



Outline content:

In GCSE Computing will aim to help you:-

- develop knowledge and understanding of the fundamental principles and concepts of computer science.
- develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts.
- gain practical experience of designing, writing, and testing computer programs that accomplish specific goals.
- develop the ability to reason, explain and evaluate computing solutions.
- develop awareness of current and emerging trends in computing technologies.
- develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- communicate computer science concepts, explain computational solutions clearly, and concisely using appropriate terminology.

This is a well-established course at Selston High School and is a fully recognised GCSE course. It also counts as one of the sciences as part of the EBacc group of qualifications. The course is not looking to make functional programmers. Students will do some computer programming, but it is not 3 years of just programming.

Assessment including terminal examinations and controlled assessments:

There is a practical angle to the course through programming, but there are also 2 exams to sit.

Both exams are worth 50%

These will count for 100% of your final 9-1 grade

The programming project is 20 hours and will test your skills in the Python programming language. As well as prepare you for both exams. You must complete this to gain the qualification.

Examples of learning activities (e.g., offsite visits; group learning; research; use of ICT etc.)

Some lessons will feature coding and you will be invited to investigate code and develop it further by way of learning what it does, you will then be able to apply the skills you have learnt towards your programming project. The theory will be taught in all manner of creative ways with exam technique being an integral part of every topic. There will also be opportunities to do more outside the classroom environment.

Future progression (e.g., what courses might follow on in post-16 education)

A-Level courses in IT, Computing, Computer Science all follow on and build on-top from what is taught on this course.

Possible future careers that this course supports:

This course is great if you have considered or want a career in: Web development, Programming, Bug testing, Game development (as a programmer not designer), Network engineer, Technician, Software developer, App developer

There is a major shortage of people trained to do this in the working world. As a result, those who can do it are rewarded financially for being able to do so.

Skills: personal qualities or commitments required to take this course:

You need to be resilient, good at problem solving and have a basic enjoyment of maths. Almost every code you write will fail, the fun comes trying to make it work and then making it work better!

Homework:

This will be mainly based on the exam theory, you will be tested on your existing knowledge and this will inform me where we need to focus our learning, both as individuals and as a class.

Staff Contact: Miss S Keal (sarah.keal@selston.ttct.co.uk)

Some students may opt to study for separate GCSE qualifications in Biology, Chemistry and Physics.

The Triple Science course is like the Combined Science course, but students will study the topics in greater depth and there is a significant amount of extra content to learn.

Students will again sit six written examinations at the end of Year 11:

GCSE Biology: Paper 1 & Paper 2

GCSE Chemistry: Paper 1 & Paper 2

GCSE Physics: Paper 1 & Paper 2

Each paper contributes 50 % to the final grade and will last for 1 hour 45 minutes.

In addition to the 17 'core practical' tasks that form part of the Combined Science course, there are 7 extra 'core practical' tasks. Again, students will be assessed on these in the end-of-course written examinations.

Is Triple Science for you?

Triple Science is ideal for students wanting to study A Level Sciences at Post-16. GCSE Triple Science is a very challenging course of study and for that reason, it is not a course for everyone. We find that students with a target of at least a Grade 6 have the most success on the Triple Science course.

Good Triple Science students:

Have a strong interest in Science and enjoy Science lessons in school

Are hard-working

Enjoy a challenge

Have a good memory

Are good at written examinations (or are prepared to work hard to develop these skills)

Have good revision skills (or are prepared to develop them)

Don't forget that all students study Science during Key Stage 4 (usually GCSE Combined Science). If you are not considering studying Science beyond GCSE, Triple Science is not essential.



Staff Contact: Miss T Hallam (tamara.hallam@selston.ttct.co.uk)

What skills and qualities do I need?

- A positive attitude, concentration, resilience, determination and ambition. You can't become fluent in a language overnight. You need to do a little bit every day.
- A good memory as you will need to remember new vocabulary and grammar points on a regular basis.
- Good organisation so that all your resources are easily accessible when you need them.

What will I learn on the course?

By the end of the course you will be able to manipulate language to communicate in the past, present and future on several topics. You will also learn to give and justify your opinion on a range of topics. Throughout the course, you will learn about the culture and history of French/Spanish speaking countries.

What topics will you study?

You will study Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, Study and Work; International and Global Dimension.

What outcomes can I get on the course?

GCSE grades 9-1

How is the course organised and assessed?

GCSE French/Spanish is a three-year course. You will be assessed on the following 4 skills: Listening, Speaking, Reading (including translation into English) and Writing (including translation into French/Spanish).

Extra-curricular opportunities: You can become a language ambassador and help promote language learning throughout school and community. You can now take part in a trip to France.

Possible Future Careers: teaching, interpreting, broadcast journalist, diplomatic services operational officer, English as a foreign language teacher, international aid/development worker, logistics and distribution manager, marketing executive, patent examiner, sales executive, tour manager, customer advisor.



Skill Weighting: Assessed When and How?

Skill	Weighting	Assessed	When?	How is it assessed?
Listening	25%	Externally	End of course	Students respond to multiple choice questions and with short answers to open response questions. There are two sections in both Foundation and Higher papers. -One section has instructions in English and -The other section has instructions in French/Spanish.
Reading	25%	Externally	End of course	Students respond to questions based on passages of text from a range of sources including advertisements, emails and letters. There are 3 sections. -Section A – All instructions in English. -Section B – All instructions in French/Spanish. -Section C – Translation from French/Spanish into English.
Speaking	25%	Externally	Spring term	Students are assessed on their ability to communicate and interact effectively through speaking in French/Spanish for different purposes. There are 3 tasks. -A role play based on one topic that the exam board chooses. -Questions based on a picture stimulus that the exam board chooses. -Conversation on two topics. One topic is chosen by the student and the other by the exam board.
Writing	25%	Externally	End of course	Students are assessed on their ability to communicate effectively through writing in French/Spanish for different purposes and audiences. -Foundation paper – 3 extended answers and a translation into French/Spanish. -Higher Paper – 2 extended answers with a higher word count and a translation into French/Spanish.

Examples of Learning Activities: grammar tasks such as learning and applying rules, spotting patterns, transferring skills onto a new topic; listening for gist and detail; reading for main ideas and key points as well as detail; extended writing (bullet point style), spontaneous speaking (conversations, role plays, picture descriptions), independent learning.

Future Progression: A level French/Spanish

Skills, Personal Qualities and Commitments: determination, perseverance, resilience, attention to detail, time and patience

Homework: Expect regular and varied homework. Your standard tasks will be learning vocabulary as well as completing a range of activities using your resources. You will be regularly tested on key vocabulary and grammar.

Staff Contact: Mr F Stewart (frazer.stewart@selston.ttct.co.uk)

Sector Overview

Engineering is a driving force in the UK's economy, accounting for 21.4% (£1.2 trillion) of the UK's £5.7 trillion turnover in 2018. However, there is a considerable shortage of appropriately skilled workers in the engineering sector. One of the reasons for this is due to a lack of awareness among young people of the educational routes into engineering occupations, even though pursuing STEM subjects remains a priority for many young people, and, according to Engineering UK, the proportion of young people aged 11 to 14 who said they would consider a career in engineering was 54.7% in 2019.

Qualification Objective

The Vocational Award in Engineering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

What skills and qualities do I need?

- Able to read and research efficiently.
- Plan your work in a logical order and keep a record of your progress.
- Talk to your teachers about your ideas and how to achieve the best results.
- Be proactive towards teacher feedback and assessment.
- Produce drafts and final copies of your work.
- Produce good quality work with high standards of grammar and spelling.
- Present your work in a suitable format according to the purpose and the audience.
- Evaluate your work and make suggestions for improvement.
- Listen and manage your time to enable you to meet strict deadlines.

What will I do on the course?

- Use a range of drawing skills to present ideas and concepts.
- Use a range of materials to produce models and prototypes
- Use the Internet as sources of secondary evidence.
- Using multi-media software to present information.
- Using technological equipment/machines when making engineering products.
- Using software to produce design solutions, e.g., CAD (Tinkercad, GoogleSketchUp and 2D Design). 3D printing and laser cutting.

Unit 1: Provides learners with the opportunity to interpret different types of engineering information to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment to manufacture and test an end product.

Unit 2: Allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.

Unit 3: Introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.



Option Subjects
Level 1/2 Vocational Award in Engineering (Tech Award)

Summary of Assessment

Unit 1: Manufacturing Engineering Products. Controlled Assessment: 20 hours. 40% of qualification. 80 marks.

An assignment brief will be provided by WJEC that will include a scenario and several tasks available.

Unit 2: Designing Engineering Products. Controlled Assessment: 10 hours. 20% of qualification. 40 marks.

An assignment brief will be provided by WJEC that will include a scenario and several tasks available.

Unit 3: Solving Engineering problems. Written Examination: time of exam 1hr 30 minutes. 40% of qualification. 80 marks.

Awarding and grading:

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass and U (unclassified).

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	60	54	48	42	36	30	24	18	12
Unit 3	120	108	96	84	72	60	48	36	24
Qualification	300	270	240	210	180	150	120	90	60

Future Pathways/Careers:

The successful completion of this qualification could provide the learner with opportunities to access a range of Level 3 qualifications including GCE, apprenticeships and vocationally related qualifications. These include:

- GCE in Engineering.
- GCE in Design & Technology.
- Principal Learning Level 3 in Engineering.
- Apprenticeships in Engineering.

Learners would normally be expected to have attained other qualifications at this level, including GCSE Maths at grade C or above.

Future pathways include the following: Advanced Manufacturing, Bus and Coach Engineering and Maintenance, Engineering Construction, Engineering Environment Technology, Engineering Manufacture, Food and Drink Manufacturing, Improving Operational Performance, Nuclear Working, Rail Infrastructure Engineering, The Power Industry, The Water Industry.



Option Subjects
BTEC Tech Award Level 1/2 Travel & Tourism

Staff Contact: Mr M Bellingall (mark.bellingall@selston.ttct.co.uk)

This is a great vocational course that gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customers, and the factors that influence travel and tourism.
- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers.
- attitudes that are very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

Assessment:

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the travel and tourism sector, and specialist skills and techniques in research and communication at Levels 1 and 2:

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal
2	Influences on Global Travel and Tourism	48	1/2	External
3	Customer Needs in Travel and Tourism	36	1/2	Internal Synoptic

Internal assessment

Components 1 and 3 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual ideas underpinning the sector through realistic tasks and activities. The components focus on:

- the development of core knowledge and understanding of travel and tourism organisations, tourist destinations, and the needs of different travel and tourism customers
- the development and application of skills such as researching types of tourist destinations and holidays
- reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs
- the ability to apply knowledge and understanding of travel and tourism to a variety of contexts, including factors influencing tourism and the impact of tourism on a variety of destinations.



Internal assessment is through assignments that are subject to external assessment/standardisation. Assignment briefs will contain guidance and are adapted to give a local context. Assignments provide the valid and rigorous final summative assessment for each learning component.



Option Subjects
BTEC Tech Award Level 1/2 Travel & Tourism

External assessment

There is one external assessment. *Component 2: Global Influences on Travel and Tourism* requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact

of tourism on destinations and destination management to travel and tourism contexts.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*.

Learners must achieve all components at Level 1 Pass or above to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to guided learning hours.

Examples of learning activities include offsite visits; group learning; research; use of ICT etc.

Learners will investigate travel and tourism organisations, their aims and how they work together.

They will explore types of travel and tourism and the features that make destinations appealing to visitors. They will also explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impact of tourism at global destinations and how destinations can manage the impact of tourism and control tourism development to achieve sustainable tourism.

Learners will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services and planning a holiday to meet customer needs and preferences.

Possible future careers that this course supports:

The travel and tourism sector is the UK's third-largest employer, accounting for 9.5 per cent of total employment. Tourism is one of the fastest-growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK GDP. In 2016, travel and tourism contributed 10.2 per cent of the world GDP, and the sector now supports 292 million people in employment – that's one in ten jobs worldwide. The World Travel and Tourism Council's latest annual research shows travel and tourism's contribution to world GDP outpaced the global economy for the sixth consecutive year in 2016, rising to a total of 10.2 per cent of world GDP (US \$7.6 trillion). The outlook for the travel and tourism sector in 2017 remains robust and it will continue to be at the forefront of wealth and employment creation in the global economy.

Homework:

Will be set regularly according to the homework timetable and recorded on Class-charts



Any other information:

The BTEC Technical Award is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely.

There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options. The BTEC Technical Award differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16



Option Subjects
BTEC Tech Award Health & Social Care

Staff Contact: Mrs Warren/ Ms Hosking (jessica.warren@selston.ttct.co.uk)

Outline content:

The Award gives learners the opportunity to develop sector-specific knowledge and practical skills in health and social care that are transferable to many different paths. This Award complements the learning in GCSE programmes such as GCSE English and Biology. The focus is on four areas of equal importance:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- Processes and effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge of effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Learners will study three areas:

Component 1- Explore how individuals develop and adapt:

- **explore** how individuals develop physically, emotionally, socially and intellectually over time □
- **investigate** how various factors, events and choices impact individuals' growth and development
- **discover** how people adapt to life events and cope with making changes.

Component 2- knowledge and understanding of the sector and application of care values :

- **learn** which health and social care services are available
- **identify** why people might need to use these services
- **discover** who's involved in providing these services
- **explore** what might stop people from accessing the services they need
- **look** at the care values the sector must make sure people get the care and protection they need.

Component 3- apply their knowledge to a real-life scenario:

- **learn** what 'being healthy' means to different people
- **explore** the different factors that might influence health and wellbeing
- **identify** key health indicators and how to interpret them
- **assess** an individual's health using what they've learned
- **create** a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- **reflect** on the potential challenges the person may face when putting the plan into action.

Assessment including terminal examinations and controlled assessments:

The course consists of 2 units of internally assessed assignments, worth 30% each of the student's final grade. There is one externally assessed component, worth 40% and taken near the end of the course.



There will be opportunities for visits to care settings. Both components 1 and 2 require you to carry out your own research which will involve the use of ICT. You will apply your knowledge to case studies and real-life scenarios throughout the course. You may also interview individuals for your research into life events. Practical tasks such as demonstrating care values in real life situations and reviewing your own performance is a key part of component 2.

Future progression (e.g., what courses might follow on in post-16 education)

Study of the Health and Social Care qualification will help learners to make more informed choices for further learning.

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.
- Studying health and social care as a technical certificate
- Post 16 level 2 study in a range of technical routes

Some students go into apprenticeships in related fields such as:

- Nursing
- Social work
- Midwifery
- Dental work
- Youth work
- paramedics



Skills:

The personal qualities or commitments essential for this course:

- Excellent organisation skills
- Work independently
- Research skills, including use of ICT
- Extended writing- for assignments and for the exam □ Excellent communication and sensible behaviour



Possible future careers that this course supports:

3 million people in the U.K currently work in health or social care:

- Nursing
- care assistant
- healthcare support worker
- paramedic
- midwife
- social services officer
- social worker
- occupational therapist
- Activities co-ordinator
- Technicians

