

# MANOR

## CHURCH OF ENGLAND ACADEMY, YORK



Manor Church of  
England Academy  
Millfield Lane  
Nether Poppleton  
York YO26 6PA



Tel: 01904 798722  
Email: [admin@manorceacademy.org](mailto:admin@manorceacademy.org)  
Website: [www.manorceacademy.org](http://www.manorceacademy.org)  
Twitter: [@manorceacademy](https://twitter.com/manorceacademy)

**Hope** Learning  
Trust, York

Principal: Mr Simon Barber

Year 8 Options booklet | 2020-23



# Welcome

Dear Year 8 students, parents and carers, welcome to the Year 8 options process.

For the first time, your child has the opportunity to influence the curriculum they will study and as such will have to make some important decisions about their education over the coming months. We will support you and your child through every step of the process so that they make an informed choice and are happy about the subjects they will ultimately take to examination.

### ESSENTIAL SUPPORT

At Manor CE Academy, it is essential that we support our students to choose the right courses to take to examination in Year 11. As such, there are countless factors to consider and we strongly recommend that you find out as much as you can so that you select the most appropriate course choices. We hope that this will not only give you the best chance of achieving the highest possible outcomes, but will also enable you to select the courses you need to progress to post-16 education and training.

We would suggest that every student considers the following points:

- You need a range of courses that are broad and balanced.
- You need to be realistic about which kinds of subjects you do best in; refer to your last report.
- If you are very clear about what you want to go on to study post-16 and potentially at university, you need to have that in mind now.
- Most subjects offered are GCSEs. We also offer a range of qualifications which are equivalent to GCSEs. Make sure you understand exactly what is involved in each

subject by talking to staff and reading this booklet.

- Above all, you need to choose courses that you will be interested in, which you are committed to, which will give you every chance of success and which will keep as many doors open as possible in the future.

As part of the Hope Learning Trust we have the fantastic opportunity to broaden our curriculum offer at Key Stage 4 by working in conjunction with our partner school, Vale of York Academy. We aim to align key logistics, meaning that pupils from both schools can study one subject at the other school. This is currently working very well for a number of pupils in Years 9-10. Pupils choosing a subject (such as Psychology) at Vale of York would need to be flexible and adaptable, as they would travel to and from Vale at least once a week. This partnership also means that it is possible that our pupils will be in some option classes with pupils who have travelled from Vale.

This options booklet contains a wealth of information about the options process as well as an informative course guide for each subject, so please do read it carefully.

We encourage students, parents/carers and teaching staff to work together on this very important decision; do your research about each course. This can be done at the Parents Evening on Wednesday 12 February.

Parents and carers have a unique knowledge of their own children. You know your child and have the best understanding of his or her strengths

and abilities. Students should not choose subjects simply because they wish to stay with friends as they may be in a different group. Neither should they choose subjects because they want to work with a particular member of staff as they may be teaching other groups.

The best advice is to choose subjects you enjoy and are good at, whilst being mindful of any current career aspirations.

Examination outcomes are important – but so too are other areas of school life. We encourage all students to make full use of the opportunities that this school offers, be they academic, sporting, artistic, theatrical, practical, community based, adventurous or social. These opportunities will be a very important part of your memories of school for years to come – make the most of them!

We aim to make choosing options as smooth as possible but if you have any questions, please do not hesitate to contact us. We will do all we can to help.

With very best wishes,

**Mr A Hill**, Vice Principal

**Ms L Scaum**, Vice Principal: Welfare

**Mr S Rescorle**, Head of Year 8





# Essential information

At Manor CE Academy, we are committed to ensuring that every student is continually inspired, challenged and supported to be the very best that they can be. Central to this is offering a curriculum that meets our students' needs.

Below, you will find some key information that everyone involved in the decision-making process should be aware of. Later in this booklet there is subject specific content to help support you and your child in making the best choices for Key Stage 4.

## WHAT SUBJECTS WILL OR CAN MY CHILD STUDY?

### CORE SUBJECTS

These are the subjects that are compulsory at Manor in order to meet the Department

for Education's statutory requirements of the National Curriculum. All students will study the following Core subjects: Maths; English Language; English Literature; Science (either Combined Science or Separate Sciences) and Religious Studies; as well as non-examination statutory subjects: Core PE and PSHE (enrichment). Students will also have a well-being session for one hour a week in Year 11.

### ENGLISH BACCALAUREATE (EBACC) SUBJECTS

The Government believes that schools should offer students a broad range of academic subjects to the age of 16 and the English Baccalaureate (EBacc) promotes that aspiration. Hence the Department for Education (DfE) makes specific recommendations about the other subjects a student should study up to the age of 16. The DfE have clear guidance about

the necessity for pupils who hold the potential to follow the EBacc route and achieve the EBacc qualification.

The EBacc qualification requires the pupil to study a Modern Foreign Language and a Humanity subject to examination. We call this the Enhanced pathway (see right). Although the EBacc route is recommended for the majority of students at Manor, it is essential that all pupils select at least one EBacc subject. Please refer to the Standard or Supported pathway.

### OPEN SUBJECTS

Open subjects are all the other subjects available for students to choose from. Students have a freedom of choice to select subjects which they find interesting, engaging and have demonstrated an aptitude for over Key Stage 3. The range of subjects is very broad, however, the school retains the final decision over which courses run from September 2020. If a subject has less than 15 students selecting it, it is unlikely this course will

run. In this instance students' reserve choices will be applied.

(EBacc subjects also appear in the options subjects listed as students may wish to select two or more of these).

### PATHWAYS

You will note from your options form that when completing the final choices for pupils we have made a strong recommendation as to which one of the three Key Stage 4 pathways your child will follow: Enhanced, Standard or Supported.

Our recommendation is based upon prior and current attainment and the due consideration of the Vice Principals, Progress Leader and SENDCo which pathway we think is best suited to each child.

- Pupils on the Enhanced pathway will study the Core subjects, then select EITHER Geography or History, then select at least ONE MFL subject. Finally, they will select TWO further options subjects and a reserve listed in order of preference.

- Pupils on the Standard pathway will study the Core subjects, then select ONE EBacc subject. Finally they will select THREE further options subjects and a reserve, listing them in order of preference.
- Pupils on the Supported pathway will study Core subjects, then select either History or Geography. Finally, they select THREE further options subjects and a RESERVE, listing them in order of preference from a tailored list of options offering appropriate courses designed to the specific interests and needs of the cohort.

Please note pathways will not influence grouping or setting (when required). These will always be based upon individual pupil performance.

### GRADING AND OUTCOMES

Students will receive grade 9-1 for any GCSE qualification and grade Distinction\* to Pass for any Cambridge National or BTEC qualification.

**PLEASE NOTE** All courses at the Academy will follow the stated exam board. However, the Academy retains the right to change the course offered if the decision is in the best interest of the pupils and their outcomes. Parents will be informed about any change at the appropriate time.



## Next steps

The Education and Skills Act 2008, increased the minimum age at which young people in England can leave learning, requiring them to continue in education or training until their 18th birthday.

### POST-16 PROGRESSION ROUTES FOR MANOR STUDENTS

When pupils leave Manor at the age of 16 there are a number of options available to them.

It is important to consider these future options alongside Year 8 option choices. Future options are available at the following post-16 providers:

- Schools: All Saints, Archbishop Holgate's, Fulford, Huntington and Joseph Rowntree
- Colleges: York College, Askham Bryan College and Bishop Burton College
- Apprenticeships and Work Based Training: There are various providers for this route in the city. Use the following link: [www.apprenticeship-hubs.co.uk/hubs/york-apprenticeship-hub/](http://www.apprenticeship-hubs.co.uk/hubs/york-apprenticeship-hub/)

[www.apprenticeship-hubs.co.uk/hubs/york-apprenticeship-hub/](http://www.apprenticeship-hubs.co.uk/hubs/york-apprenticeship-hub/)

### WHAT TYPES OF COURSES ARE OFFERED AT THE POST-16 PROVIDERS?

**ADVANCED (LEVEL 3)** Where students usually need at least five or six GCSEs at grade 5 or above including English and Maths or an Intermediate Level qualification to gain access onto these courses. Many A Level courses require at least a grade 6 in any GCSE subject which a student wishes to study to an Advanced level. Many applied BTEC or diploma courses can also be studied up to Level 3.

### INTERMEDIATE (LEVEL 2)

Usually vocational courses where students will need at least three GCSEs to at least grade 4 to gain access to the courses, although entry requirements vary.

### FOUNDATION (LEVEL 1)

Usually entry level vocational courses for which students will require at least pass grades at GCSEs.

### ENTRY LEVEL

These courses include skills for living and preparation for working life and there are usually no formal entry requirements.

## KEY DATES

There are also a range of Apprenticeships offered at Level 2, 3 and 4 lasting between one to four years in a wide variety of different job areas.

A key point to note is that any students who do not achieve national threshold standards (grade 4) in English or Maths will have to continue to study these subjects at post-16 in addition to specific courses they choose.



### JANUARY

Preparatory information to pupils via assemblies, subject lessons and a careers drop down day.

**Thursday 23 January**  
Year 8 Report Issued

**Thursday 30 January**  
Year 8 Parents Evening

**FEBRUARY**  
**Wednesday 12 February**  
Options Evening event and pathway option forms issued

**Thursday 13 February until Monday 16 March**  
Consultation, research and decision-making time. Completed forms returned to student reception.

**Easter to May**  
Processing, subject blocking and resolving of matters arising from pupil choices.

**Late May 2020**  
Pupils informed of final option choices by letter.

# Questions



## MY CHILD DOESN'T KNOW WHAT TO DO, WHERE CAN WE GET HELP?

Ask as many questions of as many people as possible. You could: talk to Mr Hill; talk to your subject teachers; talk to older pupils who have experienced different subjects; do some research around possible career interests; book an appointment to meet your form tutor or Mrs Kerley, our career advisor; or visit Young People's Services @ 30 Clarence Street [www.yor-ok.org.uk/youngpeople/30clarencst](http://www.yor-ok.org.uk/youngpeople/30clarencst)

## WHAT DOES EBACC MEAN?

EBacc is an abbreviation for the English Baccalaureate qualification. This is a performance measure for schools, awarded when students secure a grade 5 or above at GCSE level across a core of five academic subjects – English, Mathematics, History or Geography, the Sciences and a language.

## DOES MY CHILD HAVE TO TAKE A MODERN FOREIGN LANGUAGE?

As you will note we have made our strong recommendation as to which pathway your child should follow. The DfE also offers clear guidance as to the number of

pupils taking a modern foreign language. The value of studying a Modern Foreign Language cannot be underestimated; not only do you gain an ability to communicate in a different language, but you also gain transferrable skills that are highly valued by employers such problem solving, memory development, improving social skills and confidence as well as resilience.

## IF MY CHILD SELECTS AN OPTION AT VALE OF YORK ACADEMY HOW WILL THE LOGISTICS WORK?

The systems and structures have been successfully implemented this year, with pupils from both schools benefitting from a wider curriculum. As it stands, lessons are blocked to one morning a week and pupils are transported free of charge between the two institutions. This does mean that on the required day, your child would have to be in school for 8.30am. Other logistics such as reporting have been centralised to ensure consistency and clarity for all involved.

## MY CHILD WANTS TO DO MEDICINE; DO THEY HAVE TO TAKE SEPARATE SCIENCE?

Again, not necessarily. Post-16 providers will accept pupils onto separate science A Level courses with good passes at GCSE combined science.

## IF MY CHILD DOESN'T TAKE A SUBJECT AT KEY STAGE 4 DOES THIS MEAN THEY WON'T BE ABLE TO DO IT AT A LEVEL?

This is not the case, in fact there

are countless A Level and BTEC qualifications that are offered at various post-16 providers that are often not studied at GCSE.

## WHAT HAPPENS IF MY CHILD'S COURSE DOESN'T RUN DUE TO LACK OF INTEREST?

This is the reason why we ask for reserve choices. Most courses offered will run but some will not. If your child has selected a course that isn't running they will automatically pick up their reserve choice. In very unusual circumstances that a child cannot be allocated their preferences, Mr Hill will see them personally to resolve the issue.

## WHAT HAPPENS IF ALL THE CHOICES INCLUDING THE RESERVE CHOICES DON'T FIT?

This is exceptionally unusual, but not impossible. In the unlikely event of this happening, Mr Hill will liaise personally with the pupil to resolve the issue.

## WHEN WILL I KNOW WHAT MY CHILD HAS FINALLY BEEN ALLOCATED?

Although a lot of the administration of options will happen quite quickly, pupils will not find out which options they have been allocated until the end of May. The reason for this is to avoid any confusion or disappointment by giving out information that may change.

It is only when we are in full knowledge of how the following year's timetable will look that we can with authority inform pupils what subjects they will be taking. This is usual practice across schools.

# Additional curriculum information

At Manor CE Academy we are not only responsible for the educational wellbeing of our students, we are also committed to pupils leading healthy, active lifestyles as well as raising aspirations of our students to help them maximise their potential and aim to have the best career after leaving Manor.

To meet the commitment to healthy, active lifestyles the Academy retains two hours a week of Core PE into Key Stage 4. These 'Core PE' lessons are essential to the physical, mental and social development of our students as they can participate in a range of competitive, recreational and health/fitness orientated activities. Pupils will continue to improve activity specific skills, knowledge and understanding whilst also being challenged to develop leadership, officiating and coaching attributes.

The PE department also operate a full programme of extra-curricular activities including fixtures and practices. Key Stage 4 pupils are given the opportunity to enrol onto the Duke of Edinburgh award scheme. In Year 11, students will have access to a well-being session, to support them in the final year of their education at Manor.

So far, students have engaged in a PSHE drop down day

programme that aims to raise aspirations and encourage them to aim higher to achieve their goals and come to the realisation that nothing is out of reach if they work for it! This will continue through one timetabled lesson per week in Year 9.

In Year 10, students will develop their employability and other key skills. This opportunity can have crucial experience of life in the working world, and enable students to gain all-important references from their employers to take forward into further education, training and the workplace.

In Year 11 there is a strong focus on IAG (independent advice and guidance). Year 11 students can access personal one-to-one independent careers advice and guidance through Mrs Kerley, our careers advisor who is available in school from Monday to Wednesday.

Students will be introduced to a website called [www.careersyandh.co.uk](http://www.careersyandh.co.uk) which provides access to the local job market in the Yorkshire and Humber region. We will also work on essential skills, such as CV writing, completing college applications, and learning about personal finance and general financial advice to equip them with the necessary skills and knowledge for their future.

Through Key Stage 4, students will be kept informed of key events and dates that will support and inform them as to the next steps of their educational journey.

The Academy's Enrichment Programme is planned to reflect the potential academic and personal requirement of a modern teenage learner. Sessions can focus upon personal safety, mental well-being, study skills, global and cultural awareness and post-16 provision.





# Subject index

## CORE SUBJECTS

English	09
Maths (& Further Maths)	10
Science	11
Religious Studies	11

## GCSE OPTION SUBJECTS

Art & Design	12
Computer Science	13
Dance	13
Drama	14
Food Preparation & Nutrition	14
French	15
German	15
Geography	16
History A	16
History B	17
Music	17
Music Production	18
PE	18
Product Design	19
Psychology	19
Textiles	20
Triple Science	20

## VOCATIONAL SUBJECTS

Child Development	22
Event Operations	23
Functional Skills	23
Hospitality & Catering	24
ICT	24
Leadership	25
Travel & Tourism	25

\* Denotes subjects shared with Vale of York Academy



# CORE SUBJECTS

## GCSE ENGLISH

CORE



### EXAM BOARD

AQA

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

All students will develop their reading, writing, speaking and listening skills in the course of their English study. These are essential tools, not just for this subject at GCSE, but also for their wider studies and their progression into successful careers and further training.

### COURSE CONTENT

Students will study GCSEs in English Language and English Literature. Students are required to read and understand a range of non-fiction texts, identify the writers' crafts and transfer these skills into their own writing for a range of genres, audiences and purposes. Students will be guided to develop their own understanding of fiction texts through extended reading, consider what they encounter and write analytically about them.

**TIME** Based on four hours per week over three years, this course is part of our core provision.

**SETTING/GROUPING** Upper and Lower banding of students with some mixed ability groups within the band.

### HOW WILL THEY BE ASSESSED?

**GCSE ENGLISH LANGUAGE**  
100% External Examination. (Speaking and listening accreditation will be teacher assessed but not part of the final GCSE grade.)

**GCSE ENGLISH LITERATURE**  
100% External Examination.

### WHAT COULD HAPPEN NEXT?

Students who complete this subject can go on to study A Levels in English Language and English Literature or other English-related courses. Study of English will benefit all students in any further study or career that requires extended reading or writing.



**GCSE MATHEMATICS**

CORE



**EXAM BOARD**

Edexcel

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Students will need to demonstrate their ability to:

- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

**COURSE CONTENT**

The course requires students to develop knowledge, skills and understanding of mathematical methods and concepts in the following key areas:

- Number
- Algebra
- Geometry
- Ratio and Proportion
- Statistics
- Probability

Students will use their knowledge and understanding to make connections between mathematical concepts. They will also apply the functional elements of mathematics in everyday situations.

**TIME** Based on four hours per week over three years, this course is part of our core provision.

**SETTING/GROUPING** Students are set purely on their mathematical ability.

**HOW WILL THEY BE ASSESSED?**

Assessment is through three written examinations. The first is without a calculator and the other two are with a calculator.

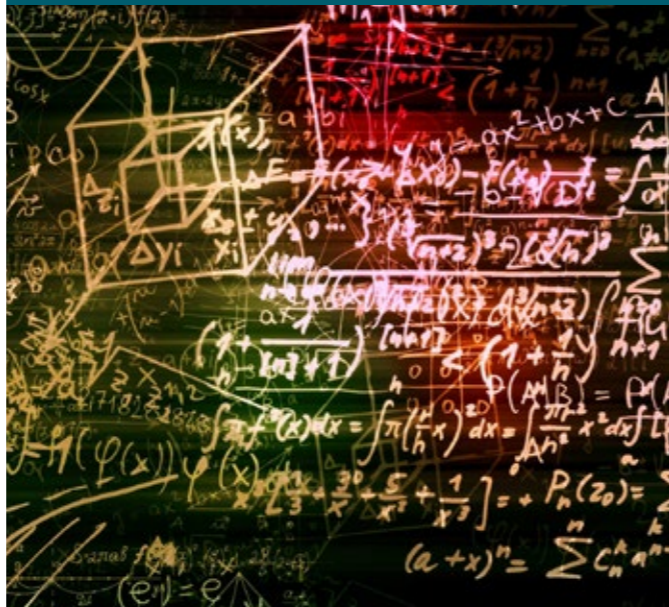
There are two tiers of entry, Foundation and Higher. Both tiers' examinations last for 1 hour 30 minutes each for a total of 4 hours 30 minutes.

**WHAT COULD HAPPEN NEXT?**

This course is a strong basis for A Level Maths and Further Maths and it supports moving on to A Level Sciences and Geography. The course also supports training and employment where mathematical skills, knowledge and understanding are desirable.

**GCSE FURTHER MATHEMATICS**

CORE



**EXAM BOARD**

AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

This is an additional maths qualification which places a greater emphasis on:

- Higher order technical proficiency in maths (particularly in algebra)
- Rigorous argument
- Problem-solving skills.

**COURSE CONTENT**

The course offers the opportunity for stretch and challenge, building on the Key Stage 4 curriculum providing an additional qualification to the GCSE Mathematics, for students in the highest maths set. The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the following areas:

- Number
- Algebra
- Coordinate Geometry (2 dimensions only)
- Calculus
- Matrix Transformations
- Geometry

**TIME** The course is delivered alongside GCSE Mathematics during the 4 hours of lessons pupils receive for maths teaching. In Year 10 and Year 11, there will be one hour a week after school to support.

**SETTING/GROUPING** The course is available only for students in the top Maths set and will require some taught study after school at appropriate points in Year 10 and 11.

**HOW WILL THEY BE ASSESSED?**

Assessment is through two written examinations. The first is without a calculator and the other is with a calculator. Both examinations last for 1 hour 45 minutes with each is worth 50% of the overall qualification.

**WHAT COULD HAPPEN NEXT?**

Further Mathematics provides for our highest achieving maths students, assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth. This will help students to fully maximise their potential in further studies at Level 3, particularly in subjects with a strong mathematical element.

**GCSE COMBINED SCIENCES**

CORE



**EXAM BOARD**

Edexcel

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Science uses and develops problem solving skills, scientific and critical thinking as well as classifying, observing, measuring, inferring and predicting, communicating and experimenting.

**COURSE CONTENT**

All students will cover the National Curriculum for Science and will sit the new GCSE Combined Science which is 2 GCSEs. This will cover units in Biology, Chemistry and Physics and include topics such as biochemistry, ecology, atomic structure, chemical changes, forces and energy. Students will cover the material through a combination of theory and practical work using and developing a range of skills.

**TIME** Based on four hours per week over three years and worth two GCSEs, this course is part of the core provision at Manor.

**SETTING/GROUPING** Setting is done on ability within the subject.

**HOW WILL THEY BE ASSESSED?**

Students will sit two terminal papers in each of the three subjects. The results are then combined to give two GCSE grades. The papers contain a mixture of question styles and calculations where up to 15% of the questions are based on practical work covered in class.

**WHAT COULD HAPPEN NEXT?**

Students who complete GCSEs in Combined Science can go on to study A Levels in Biology, Chemistry and/or Physics and then on to degree level studies. Students can also currently opt for a more vocational route post-16 such as BTEC National (Level 3) qualifications.

**GCSE RELIGIOUS STUDIES**

CORE



**EXAM BOARD**

AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Students will develop:

- Ability to discuss and debate ultimate questions.
- Skills of analysis and evaluation.
- Interpreting and evaluating pieces of information.
- Communicating and applying knowledge.

**COURSE CONTENT**

This GCSE begins in Year 9. Students study units of work which cover:

- Beliefs, Teachings and Practices in:
  - ▶ Christianity
  - ▶ Islam
- Philosophical and Ethical Themes covering:
  - ▶ Relationships and Family
  - ▶ Religion and Life
  - ▶ Peace and Conflict
  - ▶ Crime and Punishment
  - ▶ Human Rights

**TIME** Based on two hours per week over three years, this course is part of our core provision.

**SETTING/GROUPING** Students will be taught in mixed ability groups.

**HOW WILL THEY BE ASSESSED?**

The course is examined at the end of Year 11. All students will be entered for the AQA examination. Students will sit two 1 hour 45 minute papers, one on the study of religion and the other on philosophical and ethical themes.

**WHAT COULD HAPPEN NEXT?**

The course is an excellent basis for moving on to an A Level in the philosophy and ethics areas of Religious Studies. It could also take you towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher or philosopher, in organisations such as the Peace Corps or Amnesty International, or in any career that requires an understanding of people.



# GCSE OPTION SUBJECTS

## GCSE ART & DESIGN OPTION



**EXAM BOARD**  
AQA

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Students should demonstrate:

- Creativity and flair
- Verbal and visual communication skills
- Ability to be well organised and to think logically
- Ability to work to deadlines
- Ability to work independently

### COURSE CONTENT

The course begins in Year 9 and students study the following topics:

- Natural form
- Man-made Objects
- Self-portrait and expression
- Pattern and Printmaking
- 3D skills
- Fine Art Production methods
- Health and safety awareness

**TIME** Based on two hours per week over three years.

### SETTING/GROUPING

Mixed ability dependent on the option blocks.

### HOW WILL THEY BE ASSESSED?

The course is terminally examined. Students take a 10-hour exam over two days, worth 40%, from a range of questions related to pre-release information provided by the exam board. Students produce at least 2 pieces of assessment worth 60%, comprising of large sketch books (20%) and practical work (40%).

### WHAT COULD HAPPEN NEXT?

The course is an excellent basis for moving on to an A Level in Art, Textiles or a vocational course in Fashion design or photography. It could take you towards a number of careers including artist, architect, designer, and teacher.

## GCSE COMPUTER SCIENCE OPTION



**PLEASE NOTE** We recommend students considering this course to have a Y8 grade of Secure + or better in Maths.

**EXAM BOARD**  
AQA

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Do you enjoy finding out how technology works? Are you willing to work hard to solve complex problems? Are you confident using a computer, doing maths and don't give up easily? Can you think creatively and are prepared to work hard to find solutions? Do you want to learn to plan and write code rather than use others software? If so, then Computer Science is perfect for you!

Students of any ability or gender are encouraged to take Computer Science. You must have an interest in the subject as it can be tough. You will learn a lot by doing as well as through theory exercises and workbooks. But if you're up for a challenge with a big future then this is for you.

### COURSE CONTENT

This exciting and demanding GCSE lets you get stuck into creating your own programmes. You'll learn how computers are made, work, work together in networks, and how we measure and calculate computer power. You will learn how they impact on society including the law, and the environment.

We will look at new technology, cyber security and ethical-hacking issues. Computer Science also contains a lot of algorithm design; problem solving and code based programming using the Python programming language

**TIME** Based on two hours per week over three years.

### SETTING/GROUPING

Mixed ability

### HOW WILL THEY BE ASSESSED?

Assessment is by 100% exam. 1hr 30min written exam on Computer Science Theory (50%) 1hr 30min written exam on Computational Thinking and Problem Solving (50%)

### WHAT COULD HAPPEN NEXT?

This award is perfect for a lucrative career in computer industries. Indeed any job where the use of computers is required.

**NEXT STEPS** A Level/ BTEC (Level 3) in Computer Science, Software/ Hardware Development.

## GCSE DANCE OPTION



**EXAM BOARD**  
AQA

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Students should have:

- Strong physical and creative skills.
- A desire to move and perform.
- An enthusiasm for teamwork and leadership.
- Organised, self-motivated, ability to problem solve and plan logically.

### COURSE CONTENT

GCSE Dance suits students who are naturally energetic, imaginative and keen to develop a strong physical ability and creative strength.

This course is packed with physical training and creative challenges to develop individual artistry, confidence and leadership skills. During the course you will be trained in many styles of contemporary dance technique, create dances in groups and as a soloist and appreciate a wide range of professional Dance works. You will take trips to see some of the UK's leading Dance companies – as well as dance in your own shows and lead workshops.

This course is ideal for those who are at least 'Secure' in the KS3 units.

**TIME** Based on two hours per week over three years.

### SETTING/GROUPING

Mixed ability dependent on the option blocks.

### HOW WILL THEY BE ASSESSED?

The GCSE is assessed over three areas:

#### PERFORMANCE

(30%) 40 marks  
Set phrases combine in a 1 minute solo performance with group performance in any style.

#### CHOREOGRAPHY

(30%) 40 marks  
Students choreograph a solo or group performance from an externally set task.

#### WRITTEN EXAM

(40%) 80 marks  
Based around students' own practical knowledge and the AQA GCSE Dance Anthology.

### WHAT COULD HAPPEN NEXT?

Students have gone on to study creative arts and health related subjects and are currently attending Laban, Bird Conservatoire of Dance, Northern school of Contemporary Dance, Phoenix Dance Youth Company and London Contemporary Dance school.



**GCSE DRAMA**

OPTION



**EXAM BOARD**  
AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

- Vocal and movement skills.
- Interpreting script and text.
- Working as a team.
- Knowledge and understanding of a variety of theatre practitioners and techniques.

**COURSE CONTENT**

GCSE Drama follows a very broad syllabus and combines well with many other subjects. During the course you will develop confidence, imagination, creativity and thinking skills. You will be given the opportunity to work with a variety of people and get used to working as part of a team.

Over the three years you will explore a variety of theatre practitioners from Bertolt Brecht to Stanislavski. You will create a variety of performance pieces from Devised Drama, Theatre in Education, Physical Theatre and Scripted plays. The course is divided into two units. Unit 1 is the 1 hour 45 minute written paper that students will sit at the end of the course and this makes up 40% of the GCSE. Unit 2 is made up of the practical assessments and written log which makes up 60% of the final grade

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING**  
Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

There is no formal assessment in Year 9. Students will complete a devised piece in Year 10 and one in Year 11, with the best performance being sent to the examiners for moderation. They will also be expected to write an actor's log to accompany this.

Students will complete two scripted pieces in Year 11 and these will be marked by an external examiner.

**WHAT COULD HAPPEN NEXT?**

A Level in Drama & Theatre Studies or a BTEC in Performing Arts. Skills developed in Drama can also be useful in many other subjects as it develops a student ability to present. Drama can also be a wonderful way of boosting confidence and preparing them for future interviews.

**GCSE FOOD PREPARATION & NURITION**

OPTION



**PLEASE NOTE** You cannot take Food Preparation & Nutrition in conjunction with Hospitality and Catering.

**EXAM BOARD**  
AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

- High level making skills needed to create challenging products.
- Making choices as consumers.
- Working independently and sourcing ingredients outside of school.
- Creativity and an aptitude for practical work.
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food

**COURSE CONTENT**

This course will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage students to cook as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. They will:

- learn to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING**  
Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

Students will sit an exam paper at the end of Year 11 worth 50% of their grade. It will be based on theory. Students will also produce 2 pieces of coursework in Year 10 & 11 worth 50% of their final grade.

**GCSE FRENCH**

OPTION



**EXAM BOARD**  
AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Students will develop their communication and listening skills as well as memory skills to aid learning and retaining new vocabulary and structures.

**COURSE CONTENT**

This course further develops students' skills of listening, speaking, reading and writing. Students learn to cope with a greater degree of unpredictability, to use a wider range of vocabulary and structures, as well as being able to discuss issues and give opinions on a range of topics whilst giving full descriptions and accounts.

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING** Setting is based on ability where possible.

**HOW WILL THEY BE ASSESSED?**

For the GCSE in French there will be four elements, listening, speaking, reading and writing. All elements are externally assessed by terminal exams at the end of Year 11. The weighting is 25% per skill.

**WHAT COULD HAPPEN NEXT?**

The course leads naturally on to studying languages at A Level. In the world of work, languages skills are certainly going to be increasingly important in organisations and businesses who want to remain competitive on an international level. In many industries, having a language combined with expertise in another field is highly desirable.

**GCSE GERMAN**

OPTION



**PLEASE NOTE** Students considering this course need to be attending the "Early Bird" German course being run by Mrs Power on Monday and Thursday mornings.

**EXAM BOARD**  
AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Students will develop their communication and listening skills as well as memory skills to aid learning and retaining new vocabulary and structures.

**COURSE CONTENT**

This course further develops students' skills of listening, speaking, reading and writing. Students learn to cope with a greater degree of unpredictability, to use a wider range of vocabulary and structures, as well as being able to discuss issues and give opinions on a range of topics whilst giving full descriptions and accounts.

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING** Setting is based on ability where possible.

**HOW WILL THEY BE ASSESSED?**

For the GCSE in German there will be four elements, listening, speaking, reading and writing. All elements are externally assessed by terminal exams at the end of Year 11. The weighting is 25% per skill.

**WHAT COULD HAPPEN NEXT?**

The course leads naturally on to studying languages at A Level. In the world of work, languages skills are certainly going to be increasingly important in organisations and businesses who want to remain competitive on an international level. In many industries, having a language combined with expertise in another field is highly desirable.





**GCSE GEOGRAPHY**

OPTION



**EXAM BOARD**  
AQA

**TIME** Based on two hours per week over three years.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

Students will develop and generate evidence of attainment in the key skills of:

- Communication - both verbal and written.
- Data handling - the application of facts and figures in order to support their answers.
- Group work - the ability to work with others in order to solve problems.
- Independence - taking responsibility for one's own performance and improving their learning.

**SETTING/GROUPING**

Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

The course is assessed entirely by three terminal exams.

- Physical Geography (1hr 30mins)
- Human Geography (1hr 30mins)
- Geographical Applications (1hr 15mins) – This new paper will assess fieldwork, issue evaluation and geographical skills.

**COURSE CONTENT**

A wide range of topics are included in the new GCSE. In Physical Geography we study: natural hazards, physical landscapes and biogeography. For Human Geography we cover: urban issues, the economic world and resource management. There is also a focus on geographical skills and fieldwork. Students complete a river study on a field trip to the North Yorkshire Moors and an urban study of York city centre.

**WHAT COULD HAPPEN NEXT?**

The course is an excellent basis for moving on to A Level Geography. Universities and employers prize the knowledge and skills that studying geography can provide. Geographers work in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail.

**GCSE HISTORY A**

OPTION



**EXAM BOARD**  
AQA

**TIME** Based on two hours per week over three years.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

A high level of English comprehension and written communication skill is essential to do well at GCSE History. The examinations require students to demonstrate knowledge and understanding; to explain and analyse events; to use, analyse, evaluate and make sustained judgements using both contemporary sources and later interpretations of historical events, characters and periods.

**COURSE CONTENT**

**PAPER 1** is called Understanding the Modern World and comprises the period study America, 1920-1973: Opportunity and Inequality and the wider world depth study Conflict and Tension, 1894-1918. **PAPER 2** is called Shaping the Nation and comprises the thematic study Britain: Power and People c1170 to the present day and the British depth study Medieval England: the reign of Edward I, 1272-1307.

**SETTING/GROUPING**

Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

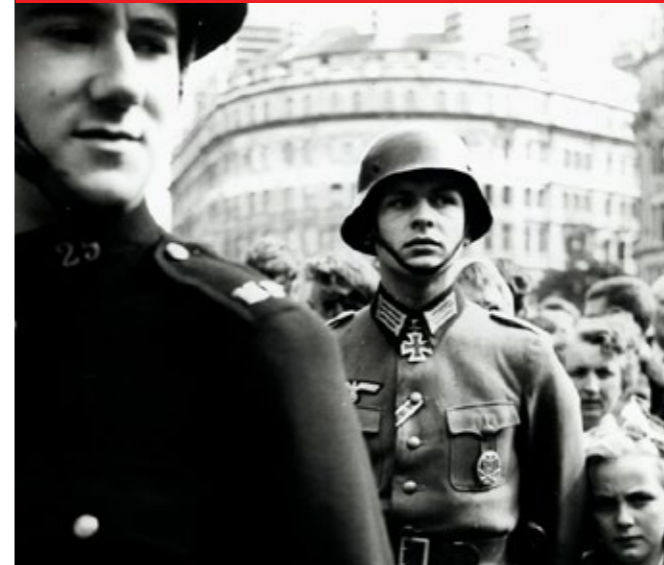
Through two terminal examinations, each of two hours.

**WHAT COULD HAPPEN NEXT?**

The course is an excellent basis for moving on to A Level History. The depth of knowledge and conceptual understanding required to flourish at GCSE also make attainment in the course a clear indicator of the potential to succeed in any arts or humanities subject and in later life. The skills required to construct balanced arguments and analyse material are highly valued by a great range of university admission tutors and employers.

**GCSE HISTORY B**

OPTION



**PLEASE NOTE** Full details about this course are available at [www.manorcoacademy.org](http://www.manorcoacademy.org)

**EXAM BOARD**  
OCR

**TIME** Based on two hours per week over three years.

**WHAT WILL YOUR CHILD LEARN ON THE COURSE?**

An interest in learning about events from the past and a willingness to take part in lessons in order to help understanding. The examinations require students to show knowledge and understanding of the events studied; to look at historical interpretations and analyse their content; and to make judgments based on sources.

**COURSE CONTENT**

**PAPER 1** British thematic study – The People's Health; British depth study – The Norman Conquest. **PAPER 2** History around us – local site study (currently York Minster) **PAPER 3** World period study – Viking Expansion; World depth study – Living under Nazi Rule

**SETTING/GROUPING**

Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

Through three terminal examinations – Papers 1 and 3 1hr 45mins and Paper 2 1 hour – with granted exam concessions

**WHAT COULD HAPPEN NEXT**

The course will help students formulate their ideas in a written format and to construct arguments based on evidence. These skills are easily transferable to post-16 courses. The skills required to construct balanced arguments and analyse material are highly valued by employers and post-16 providers.

**GCSE MUSIC**

OPTION



**EXAM BOARD**  
AQA

music like folk and jazz and fusion styles that incorporate musical ideas from all over the world. Students learn to critically listen to music, which helps them to improve the quality of their performances and inspires them to write their own amazing original music.

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

GCSE Music is the ultimate course for students wanting to explore and create their own music. It is an academic subject requiring students to apply their craft in practical environments as well as proving their understanding in more traditional examination settings. The skillset developed in GCSE Music is unique and transferrable to many careers. Skills include: performance, composition, leadership, project management, independent and team study, creative thinking, logic, problem solving, working to a given brief, critical appraisal, analysis, listening, risk taking, ICT, planning and collaboration.

**COURSE CONTENT**

GCSE Music focuses on the Understanding, Performance and Composition of Music. Students develop confidence in reading musical notation and an understanding of music theory, which enables them to analyse a wide variety of genres. The course covers classical music from 1650 to the present day, popular music, musical theatre, video game and film music, experimental music, traditional

**TIME** Two hours per week over three years.

**SETTING/GROUPING**  
Mixed ability

**HOW WILL THEY BE ASSESSED?**

- 40% - Listening & Appraising. One 1hr 30 exam in the summer of Y11.
- 30% - Instrument/Voice students must perform at least 4 minutes of music including one solo and one ensemble performance.
- 30% - Students compose two original pieces of music. One a completely open composition and the other to a given brief.

**WHAT COULD HAPPEN NEXT?**

A Level Music or A Level Music Technology are obvious next steps, but GCSE music students also go onto become doctors, lawyers, engineers, teachers, managers or to work in Film Broadcasting, Media or ICT.



**GCSE MUSIC PRODUCTION**

OPTION



**PLEASE NOTE** Students choosing this option must have their own iPad at the start of the course to be able to complete the performance and composition work required.

**EXAM BOARD**

AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

The content of this course is almost identical to the GCSE Music course. Please see the Music page for more details. This new pathway is available for students who, rather than learning an instrument or singing, aspire to producing music using technology.

The main difference is in the performance part of the course, worth 30%. Teaching on this pathway will also provide extra support for students' understanding of music theory, to replace the learning usually developed when studying an instrument.

**COURSE CONTENT**

GCSE Music focuses on the Understanding, Performance and Composition of Music. Students develop confidence in reading musical notation and an understanding of music theory, which enables them to analyse a wide variety of genres.

The course covers classical music from 1650 to the present day, popular music, musical theatre, video game and film music, experimental music, traditional music like folk and jazz and fusion styles that

incorporate musical ideas from all over the world. Students learn to critically listen to music, which helps them to improve the quality of their performances and inspires them to write their own amazing original music.

**TIME** Two hours per week over three years.

**SETTING/GROUPING** Mixed ability

**HOW WILL THEY BE ASSESSED?**

- 40% - Listening & Appraising One 1hr 30 exam in the summer of Y11.
- 30% - Create two musical performances using music software or studio technology or a combination of the two.
- 30% - Students compose two original pieces of music. One a completely open composition and the other to a given brief.

**WHAT COULD HAPPEN NEXT?**

A Level Music Technology is an obvious next step, but GCSE music students also go onto become doctors, lawyers, engineers, teachers, managers or to work in Film Broadcasting, Media or ICT.

**GCSE PHYSICAL EDUCATION**

OPTION



**EXAM BOARD**

AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

The focus of the GCSE PE course is designed for strong sports performers or those with a strong interest in PE and sport. The course aims to examine both practical performances in a range of sports coupled with a good science background for the theory element. The course rewards practical development of skills and students' ability to implement these in competitive situations. The theory element focuses on the impact of PE and exercise on our body and lifestyles.

**COURSE CONTENT**

Students will study the AQA GCSE Physical Education course, examined through practical performance and theoretical knowledge.

The practical element is focused around development of skill and effective application to game situations. Students are examined in three chosen sports at the culmination of the course.

The theory element focuses on knowledge and understanding of two main components. The fitness and body systems component includes anatomy and physiology, movement

analysis and physical training. The health and performance component includes areas on health, fitness and well-being and sport psychology.

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING** Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

- 60% theory assessed by two written terminal examinations.
- 30% through practical performance assessed via practical assessment of the student's best 3 sports.
- 10% through planning and completing an analysis and evaluation project on a sport of the student's choice.

**WHAT COULD HAPPEN NEXT?**

Students will be perfectly suited to the rigours of studying a PE and Sport related A level course. Alternatively they will also be well prepared for the Diploma in Sport and similar vocational sports courses such as sports studies or sports coaching.

**GCSE DESIGN & TECHNOLOGY: PRODUCT DESIGN**

OPTION



**PLEASE NOTE** You cannot choose Product Design with Textiles as they are different versions of the same course.

**EXAM BOARD**

AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

- An aptitude for analytical thinking and independent problem solving.
- A drive and willingness to continue research and design work in your own time.
- An interest in technology, existing products, iconic designs and design theory.
- Confidence using ICT, iPads and drawing and presentation skills to communicate creative ideas.
- An ability to meet deadlines and maintain a high volume of written and practical coursework.
- An ability and enthusiasm for Science, Maths and English to meet new 'core' requirements.

**COURSE CONTENT**

The course focusses on studying, appreciating and applying various design influences to individual and unique high quality products. Students study iconic designs and artistic movement alongside cutting edge 21st century manufacture techniques to inspire and facilitate their creativity. The course is not material based and gives opportunities to work with polymers, 'smart' materials and other modern materials, wood,

card, metal, clay, food, foam board, paper, textiles and other control systems. Traditional manufacturing methods are combined with CAD/CAM and 3D printed prototyping.

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING** Mixed ability dependent on the option blocks.

**HOW WILL THEY BE ASSESSED?**

Assessment is split into two main areas:

- Practical NEA - worth 50% and assessed through coursework
- Terminal Exam - worth 50% and based on theory work and understanding

**WHAT COULD HAPPEN NEXT?**

The course enables access to DT KS5 courses such as Product Design, Engineering and Graphic Art & Design. It is a solid first step toward careers in the following fields: Product or Graphic Designer, Advertising or Marketing, Engineer, Architect, Project Manager, etc. It also improves practical skills-sets for hobbyists (eg jewellery design). There is an emphasis on theory work and study of design principles. This is not a purely practical course.

**GCSE PSYCHOLOGY**

OPTION



**PLEASE NOTE** GCSE Psychology is taught at Vale of York Academy and is subject to an application process. There are a total of 16 places available on this course.

**EXAM BOARD**

AQA

**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

**COURSE CONTENT**

Subject content covers cognitive behaviour, memory, perception, brain development, a range of research methods, data handling skills, social context and behaviour of humans, social influences, language, thought and communication processes, the structure of the brain and neuropsychology, and psychological problems such as mental health issues.

**TIME** Based on two hours per week over three years

**HOW WILL THEY BE ASSESSED?**

Two 1 hour 45min examinations at the end of Year 11.

**WHAT COULD HAPPEN NEXT?**

Psychology GCSE will give students an excellent knowledge base for the A level courses at post 16, the level 3 courses in Health and Social Care or Sports Studies. These qualifications often lead to university courses in Psychology, Law, Medicine, Business, Sports Studies and Music. Careers are often those working with people or even animals.



### GCSE DESIGN & TECHNOLOGY: TEXTILES

OPTION



**PLEASE NOTE** You cannot choose Textiles with Product Design as they are different versions of the same GCSE course.

#### EXAM BOARD

AQA

#### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- A keen interest in world of fashion design, costume design and furnishings.
- An ability to apply creativity and flair to a given task.
- A drive to be organised and able to meet deadlines.

#### COURSE CONTENT

- Students will study:
- Fibres and fabrics
  - Maintenance
  - Components
  - Tools and equipment
  - Planning production
  - Designing
  - Pattern making
  - Dressmaking skills
  - Dying and printing
  - Production methods
  - Health and safety and quality checks.
  - Environmental issues
  - Theatre costume design

**TIME** Based on two hours per week over three years.

**SETTING/GROUPING** Mixed ability dependent on the option blocks.

#### HOW WILL THEY BE ASSESSED?

The course is terminally examined. Students will sit a two-hour exam worth 50% of the final grade. The exam is based on theory from the three-year course.

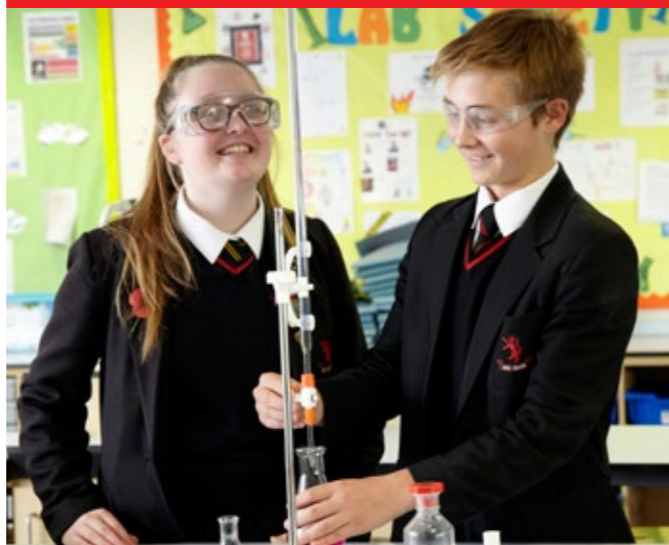
Students will produce a piece of non-examined assessment work worth 50%, comprising of a design folder and practical work chosen from a selection of externally set briefs.

#### WHAT COULD HAPPEN NEXT?

The course is an excellent basis for moving on to an A Level in DT: Product Design: Textiles, an A Level in Art: Textiles or a vocational course in Fashion design. It could take you towards a number of careers including designer, retailer, fashion buyer and teacher.

### GCSE TRIPLE SCIENCE

OPTION



**PLEASE NOTE** We would recommend students considering this course should be working at a grade of Secure + in Science.

#### EXAM BOARD

Edexcel

#### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Science uses and develops problem solving skills, scientific and critical thinking as well as classifying, observing, measuring, inferring and predicting, communicating and experimenting.

#### COURSE CONTENT

Students who opt to take Triple Science will study the same material as is covered in the Combined Science course. In addition to this they will also cover extra material in Biology, Chemistry and Physics. This will result in separate GCSE qualifications and an individual grade for each of the three sciences.

**TIME** Based on six hours per week over three years.

**SETTING/GROUPING** Dependent on option blocks.

#### HOW WILL THEY BE ASSESSED?

Students will sit two terminal papers in each of the three subjects. The results are then combined to form a single grade for each of Biology, Chemistry and Physics. The papers contain a mixture of question styles and calculations with up to 15% of the questions based on practical work.

#### WHAT COULD HAPPEN NEXT?

Students who complete GCSEs in Biology, Chemistry and Physics can go on to study A Levels in Biology, Chemistry and/or Physics and then on to degree level studies. Students can also currently opt for a more vocational route post-16 such as BTEC National (Level 3) qualifications.





# VOCATIONAL SUBJECTS

## CHILD DEVELOPMENT

VOCATIONAL



**PLEASE NOTE** Access to a child aged between 1 and 4 years old is required for the Child Study coursework element. This occurs in Y11 and 3 visits will need to be made outside of school time during this period.

### EXAM BOARD

OCR - CAMBRIDGE NATIONAL LEVEL 1/2 (This course carries the same value as a GCSE for post-16 entry)

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- Excellent organisation skills
- Willingness to participate in class and group discussions
- Open mind and ability to analyse information maturely
- Ability to interact with adults and young children

### COURSE CONTENT

Students will cover the following topics:

- Parenthood
- Pregnancy and Birth
- Health and care of a child
- Equipment required to care for a baby/child
- Nutritional needs of baby/child
- Development of the child
- Support for the parent and child

**TIME** Based on two hours per week over three years.

### SETTING/GROUPING

Mixed ability dependent on the option blocks.

### HOW WILL THEY BE ASSESSED?

#### EXTERNALLY SET EXAM

1 hour 15 minutes worth 50% of the final grade. Centre assessed tasks account for 50% and involve 2 pieces:

- TASK 1** Understanding the equipment and nutritional needs of a child aged 0-5 years - 25% of final grade.
- TASK 2** Understanding the development of a child aged 0-5yrs - 25% of final grade.

### WHAT COULD HAPPEN NEXT?

The course is an excellent basis for moving on to post 16 courses in Childcare, Health and social care or early years qualifications. It could take you towards a number of careers including nursery nurse, play worker, social worker, speech therapist, midwife, nurse, doctor, teacher and other careers involving children.

## EVENT OPERATIONS

VOCATIONAL



**PLEASE NOTE** This course may be taken with and compliments the Hospitality & Catering course.

### EXAM BOARD

WJEC

### WHAT WILL YOUR CHILD LEARN:

Students will apply their learning to participate in a number of live events within the school. They will need to work individually and as part of a team to stage successful events such as the Senior Citizens Lunch and the Senior Prefects celebratory event.

### COURSE CONTENT

Students cover the following topics:

- Understanding the events industry
- Understanding how events comply with regulatory requirements
- Understanding factors that affect the success of events

Please note that there is a substantial amount of theoretical coursework, particularly in Year 10 and 11. There is also a requirement for good teamwork with other students.

### HOW WILL THEY BE ASSESSED:

A combination of coursework (60%) and a terminal exam.

### WHAT COULD HAPPEN NEXT?

This Level 1/2 award can lead to employment in events which range from administration, crowd control, event sales, event branding, exhibition organisation and communications. It also helps learners to develop generic and transferable skills in project based research development and presentation.

## FUNCTIONAL SKILLS

VOCATIONAL



**AWARD** Pearson BTEC Level 1 in Workskills

### EXAM BOARD

Edexcel

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Over the course students will:

- develop literacy and numeracy skills that will be transferable to their other GCSE subjects
- learn about what happens in the workplace | develop skills which are valuable for future employment

### COURSE CONTENT

In the first year of the course students will be working on developing their literacy and numeracy skills. In addition to literacy and numeracy units of work, on the foundation learning programme students will work towards the Edexcel BTEC Level 1 Certificate in WorkSkills. This is a practical course that will give students the opportunity to:

- Engage in learning that is relevant to them and their interests. It will provide opportunities to develop skills and techniques that are essential for the work place.
- Achieve a nationally recognised Level 1 vocationally-related qualification.
- Progress to related general and/or vocational Level 2 qualifications at local colleges or sixth forms.

**TIME** Based on 2 hours per week. The course will complete by the end of Year 10, allowing students to be supported in other subjects in Year 11.

### SETTING/GROUPING

Mixed ability dependent on the option blocks.

### HOW WILL THEY BE ASSESSED?

The BTEC Level 1 Certificate in WorkSkills is internally assessed so there is no end of course exam. To gain the qualification students will need to complete accredited units and build up a portfolio of evidence that demonstrate they have met the assessment criteria. Some topics covered in the course include:

- Managing your own money
- Solving work related problems
- Searching and applying for a job
- Using a CV and covering letter | Working in a team
- Interview skills



## HOSPITALITY & CATERING

VOCATIONAL



**PLEASE NOTE** We recommend taking Hospitality & Catering in conjunction with Event Operations. You cannot take this option with Food & Nutrition.

### EXAM BOARD

WJEC

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The Hospitality and Catering course offers a unique opportunity for candidates to develop their knowledge and extend their skills within hospitality and catering in a 'real world' context. It will offer valuable preparation for those entering the world of work and equally for those wishing to enter further education.

### COURSE CONTENT

Students study the following topics:

- Extensive practical work - where students learn basic and more advanced food preparation and serving techniques.
- The role of the barista - including practical training in the Hive Bar.
- Environmental Health and Safety issues and legislation
- Nutrition and healthy eating guidelines
- The industry - food and beverage including front of house and event operations.
- Job roles, careers and relevant training.
- The range of equipment used in the hospitality and catering industry.

Students will cater for events and activities at school as well as participating in a large number of visits, and extra-curricular activities. There is also a written coursework element to this course.

**TIME** Two hours per week over three years.

### SETTING/GROUPING

Mixed ability dependent on the option blocks.

### HOW WILL THEY BE ASSESSED?

- Level 1 Award in Food Safety Awareness in Catering
- Year 10 and 11 - WJEC Level 2 Vocational Awards in Hospitality and Catering.

### WHAT COULD HAPPEN NEXT?

The course is an excellent basis for students wanting to work in the catering, hospitality and wider food industry. The course exposes students to the demands and high expectations of the industry. The course will allow students to experience professional skills in a vocational context.

**PLEASE NOTE** Due to the nature of the work in the industrial kitchen, students will require chef whites and safety shoes to participate on this course.

## ICT (MEDIA)

VOCATIONAL



**AWARD** NCFE Level 1 or Level 2 Technical Award in Interactive Media

### EXAM BOARD

NCFE

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Interactive Media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes. This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

### COURSE CONTENT

This award has four units and is internally and externally assessed.

#### UNIT 1 INVESTIGATE INTERACTIVE MEDIA PRODUCTION

Students will experiment with interactive media products and understand the elements of the development process using hardware and software solutions. The learner must learn about the features of interactive media products, the target audiences of interactive media products, the sources, processes and techniques needed for the development of an interactive media product and health and safety issues related to computer use.

#### UNIT 2 PLAN AND PREPARE FOR AN INTERACTIVE MEDIA PRODUCT

Students will produce a proposal and plans for an interactive media product

meeting the requirements of a brief. Students will learn about ideas development, audience/end-user, technical aspects, design aspects and content

**UNIT 3 DEVELOPMENT AND PRODUCTION OF AN INTERACTIVE MEDIA PRODUCT**

Students will learn about how to use appropriate software and hardware for the development and creation of an interactive media product and its assets including directory/folder structures, file types and exporting options, hardware solutions and associated features, software solutions and associated tools, the needs of different audiences/end users.

#### UNIT 4 PRESENT AND PROMOTE AN INTERACTIVE MEDIA PRODUCT

In this unit students will learn about types of client and their needs, types of job opportunities in the interactive media industry, methods of presenting an interactive media product and methods of promoting their skills. Examples of work they may do include creating a website to promote an event, an interactive kiosk for a listed building or games aimed at educating primary school children.

At the end of Year 10, we will make a recommendation to each student on which Level to certify in (Level 1 or Level 2) depending on their progress to that point.

### HOW WILL THEY BE ASSESSED?

The course is assessed by 60% coursework and a 1 hour exam, making it a good choice for students who prefer smaller terminal exams.

## LEADERSHIP

VOCATIONAL



### EXAM BOARD

None

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- The ability to reflect upon the world, their lives and their communities.
- The desire to know how to make changes in the world to make it a better place.
- A desire to encourage and lead others in a humble and creative way.

### COURSE CONTENT

Leadership is a course in partnership with The Archbishop of York's Youth Trust. It is a non-examined course which is designed specifically to promote and encourage students to engage in the community and world around them.

The course is project based, each project looking at developing a different leadership skill, from communication to courage to decision making. The projects range from working with various charities, putting on film nights, mentoring younger students, creating a stall at the Christmas Fayre and teaching skills to others.

A key part of the course is a residential trip to Romania to work with the charity Cry in the Dark. This will happen in Year 10 and has been a life changing opportunity for the previous students. The course has huge benefits to students in developing their awareness of the need to serve others and encourage change in their school and community. It allows students to develop their ability to speak clearly and form arguments and confidence in front of others.

**TIME** Based on two hours per week over three years

### SETTING/GROUPING

Mixed ability dependent on the option blocks

### APPLYING TO DO LEADERSHIP

Due to the nature of the course we only have places for 28 students. If you would like to take Leadership you will be asked to fill in a short application form which asks why you would like to do the course and hand this in with your options form. Application forms are available at the Options Evening event.

## TRAVEL & TOURISM

VOCATIONAL



**AWARD** Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

### EXAM BOARD

Pearson

### WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

This course will give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the travel and tourism sector, for example posts in travel agencies, visitor attractions and the tourist information centre.

This qualification has been developed to provide an engaging and stimulating introduction to the travel and tourism industry. It includes two core units that form the fundamental knowledge and understanding of the travel and tourism sector, followed by a selection of four optional specialist units from which a further two are chosen.

### COURSE CONTENT

The core units are:

**UNIT 1 THE UK TRAVEL AND TOURISM SECTOR:** This unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.

#### UNIT 2 UK TRAVEL AND TOURISM DESTINATIONS:

This unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.

#### UNIT 3 THE DEVELOPMENT OF TRAVEL AND TOURISM IN THE UK:

Exploring developments that have shaped the sector and how the UK travel and tourism industry has developed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector.

#### UNIT 4 INTERNATIONAL TRAVEL AND TOURISM DESTINATION:

Looking at international travel and tourism destinations and gateways and reasons for their appeal to different visitors. Three units are assessed internally and there is a final 1 hour exam covering Unit 1.

