

CITY OF  
ROCHESTER



SCHOOL

# Options Booklet 2020

CONFIDENCE, RESILIENCE, SUCCESS

## INTRODUCTION

Dear Parents / Carers

Today's young people are growing up in a fast-changing world. Most will change careers several times in their working lives. Many will have the opportunity to work abroad or work for companies with international links. They will all experience changes brought on by increasing technological developments, greater globalisation and more reliance by employers on a multi-skilled, flexible workforce.

We aim, at Key Stage 4, to provide a curriculum that enables the majority of students to follow a broad and balanced programme of study, which will allow them access to many different pathways at the end of Year 11. At the same time, we also aim to give opportunities for students to specialise, to meet the needs of those with particular interests and strengths. Ours is a 'personalised curriculum': invaluable preparation for work, further training and academic study.

Within the curriculum it is vital to note the importance of English and Mathematics. With the changes to education, students who do not achieve the benchmark Grade in either of these subjects will have to continue to study these subjects after their GCSEs/Functional Skills.

Students will need to make two choices in their curriculum. The subjects on offer allow all students to take a path that meets their needs and interests, whilst at the same time allowing them to receive academic accreditation.

I am sure you will agree that we are offering a very exciting curriculum.

Kind regards



Michelle Homer

Assistant Headteacher

## ADVICE FOR STUDENTS

Details of the courses available, including the common core, are included in this booklet.

You will be able to find out more detailed information about individual courses and be able to discuss these with your teachers.

In addition to this booklet you will receive a “Option Request Form”.

We do hope that we agree with your choices and that you will be able to study them. However, some courses may be oversubscribed, and under-subscribed courses might not run. Should this happen, we will consult you about changing one of your choices.

Once you have completed your “Option Request Form”, you need to return it to your form tutor by Friday 10<sup>th</sup> July.

## UNDERSTANDING THE QUALIFICATIONS

AQA Unit Awards	Entry Level qualification OCR	Level 1 qualification Functional Skills Level 1	Level 2 qualification BTEC Firsts Functional Skills Level 2 Edexcel Award/Certificate
The Unit Award Scheme is an achievement scheme, rather than a qualification.	This is similar to having 1 GCSE grade 1	This is similar to having 1 GCSE at grade 1-3	This is similar to having 1 GCSE at grade 4-9

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	B
5	
Standard Pass → 4	C
3	D
2	E
1	F
	G
U	U

Our aspiration is that all children will leave City of Rochester school with 5 GCSE's at grade 4-9 to enable them to go on to further study.



## FUNCTIONAL SKILLS ENGLISH

All students are entered for Pearson Edexcel Functional Skills English at either Level 1 or 2. Those that are capable may sit GCSE English.

Students who need further support can do various AQA unit awards in English.

## COURSE CONTENT

A key aim for Functional Skills English is that it should enable the student to develop confidence and fluency in, and a positive attitude towards, English. Students should be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

Students will:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts;
- Apply their understanding of language to adapt delivery and content to suit audience and purpose;
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

## ASSESSMENT

Consists of:

- one internally-set and internally-marked Speaking, listening and communicating assessment
- one externally-assessed Reading assessment and
- one externally assessed Writing assessment.

They are available as paper-based and onscreen, on demand assessments.

The qualification is graded pass/fail.

## CAREERS

Sports Journalist, Lawyer, Film Director, Public Relations Executive, Fashion Journalist, Author, Newsreader, Politician, Actor, Architect, Creative Director, Scriptwriter, Teacher, Customer Service, Retail and many, many more!

## FUNCTIONAL SKILLS MATHS

All students are entered for Pearson Edexcel Functional Skills Maths at either Level 1 or 2. Those that are capable may sit GCSE Maths

Students who need further support can do various AQA unit awards in Maths.

## COURSE CONTENT

Functional Skills mathematics specifications should enable the student to gain confidence and fluency in and a positive attitude towards, and to develop behaviours such as persistence and logical thinking as they apply mathematical tools and approaches.

Students will:

- demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity;
- be introduced to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life; and
- develop an appreciation of the role played by mathematics in the world of work and in life generally

## ASSESSMENT

- Consists of one externally assessed assessment.
- Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

The assessments are available as paper-based and onscreen, on-demand assessment.

The qualification is graded Pass/Fail.

## CAREERS

Many careers stem from maths qualifications including: teaching, finance, banks and building societies, technical and scientific jobs, engineering, medicine, dentistry, and nursing.

## FUNCTIONAL SKILLS ICT

All students are entered for Pearson Edexcel Functional Skills ICT at either Level 1 or 2.

Students who need further support can do various AQA unit awards in ICT.

## COURSE CONTENT

Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

The aims of these qualifications are to develop learner understanding and skills in:

- using ICT
- finding and selecting information
- developing, presenting and communicating information.

## ASSESSMENT

A 2 hour test paper set and marked by Pearson

- Section A involves using the internet to find and select information.
- Section B involves working with numbers, creating a digital product, using communication tools and organising work.

The qualification is graded Pass/Fail.

## CAREERS

Computing, Computer Programming, Computer Operations, IT Product Development, Systems Analyst, Technical Support.

## OCR SCIENCE

All students are entered for OCR Entry Level Science.

Some students may go on to study GCSE OCR Biology B in year 11.

## COURSE CONTENT

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the Universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

## ASSESSMENT

Element 1 is the end-of-unit tests take after each unit is taught and set internally.

Element 2 is the can-do tasks which are part of each unit taught and set internally.

Element 3 is a practical task completed as part of a unit and set externally.

## CAREERS

Astronomer, Technician, Aviation, Chemist, Teacher, Electrician, Film and Video Editor, Food Tester, Food Scientist, Forensic Scientist, Nuclear Technician, Nuclear Power Operator, Occupational Health Specialist, Physicist, Physiotherapist, Pilot, Ship Captain, Sound Engineer, Doctor, Nurse, Pharmacist, Dentist, Marine Biologist, Veterinarian, Veterinary Nurse, Optician, Chemical Engineer, Marine Biologist, an endless list!



## BTEC PERFORMING ARTS

Pearson BTEC Level 1 / Level 2 First Award in Performing Arts

### COURSE CONTENT

The BTEC First Award in Performing Arts has been developed to:

- encourage personal development through practical participation and performance in a range of performing arts disciplines
- give learners a wider understanding and appreciation of performing arts through defined pathways
- provide education and training for performing arts employees
- give opportunities for performing arts employees to achieve a nationally recognised level 1 or level 2 vocationally specific qualification
- give full-time learners the opportunity to progress to other vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Performing Arts (QCF), and, in due course, to progress to employment in the performing arts sector
- give full-time learners the opportunity to progress to general qualifications, such as the Pearson GCE in Drama and Theatre Studies
- give learners the opportunity to develop a range of skills, techniques and personal attributes essential for successful performance in working life.

Core units

1. Individual Showcase
2. Preparation, Performance and Production

Optional units (1 unit to be selected)

3. Acting Skills
4. Dance Skills
5. Musical Theatre Skills
6. Music Performance Skills
7. Production Skills for Performance

### ASSESSMENT

Unit 1 - Learners will complete a letter of application and a presentation/audition in response to a selected progression opportunity. There will be a selection of four pre-released progression opportunities for each academic year.

All other units are assessed internally against a set criteria.

The qualification is graded as a Level 2 Pass/ Merit/ Distinction or Distinction\*  
It can also be graded as Level 1 or Unclassified.

### CAREERS

Careers in education, theatre, marketing and the television and film Industry.

## BTEC SPORT

Pearson BTEC Level 1/ Level 2 First Award in Sport

Students who need further support can do various AQA unit awards in PE.

## COURSE CONTENT

This course provides an engaging and relevant introduction to the world of sport.

It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.

It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training.

You will build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- the mind and sports performance
- the sports performer in action
- leading sports activities.

## ASSESSMENT

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

For the assessment for *Unit 3 Applying the Principles of Personal Training*, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

The assessment for *Unit 1: Fitness for Sport and Exercise* is an onscreen test which is marked by Pearson

The qualification is graded as a Level 2 Pass/ Merit/ Distinction or Distinction\*  
It can also be graded as Level 1 or Unclassified.

## CAREERS

Useful for careers in Sports Coaching, Armed Forces, Leisure Industry, Sports Development, Emergency Services, Teaching, Professional Sport and Physiotherapy

## BTEC ART AND DESIGN

Pearson BTEC Level 1 /Level 2 First Award in Art and Design

### COURSE CONTENT

The Pearson BTEC in Art and Design has been designed to:

- encourage personal development through practical participation in a range of art and design disciplines
- give learners a wider understanding and appreciation of art and design through a broad and balanced introduction to the core skills and knowledge necessary for work or further education in art and design
- encourage learners to develop their people, communication, planning and teamworking skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for art and design employees
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- give learners an opportunity to explore a range of specialist disciplines before deciding on their preferred specialist pathway.

Core units

1. Introduction to Specialist Pathways in Art and Design
2. Creative Project in Art and Design

Optional units (1 unit to be selected)

3. Communicating Ideas in 2D
4. Communicating Ideas in 3D
5. Developing an Art and Design Portfolio
6. Investigating Contextual Reference in Art and Design

### ASSESSMENT

Unit 2 - Learners will complete an externally-set assessment, which will be released in January each year for completing by the end of June. The assessment is externally set, internally marked and externally moderated.

All other units are assessed internally against a set criteria.

The qualification is graded as a Level 2 Pass/ Merit/ Distinction or Distinction\*  
It can also be graded as Level 1 or Unclassified.

### CAREERS

There are many careers for which Art is a valuable foundation. These include Architecture, Graphic Design, Teaching, Jewellery Design, Fashion, Television work, Shoe Design, Textile Design, Film making, Printing, Pottery, Animation, Illustration, Costume Design, Theatre Design and Garden Design.

## BTEC MUSIC

Pearson BTEC Level 1/ Level 2 First Award in Music

### COURSE CONTENT

This course allows you to engage with the music industry and develop a range of relevant practical and technical skills.

You will explore music product development and events management, and apply your knowledge in new and practical industry-related contexts.

You will study the following two mandatory units, covering the fundamental knowledge, skills and understanding required for the music sector:

- the music industry
- managing a music product.

You will build on the knowledge gained in the mandatory units, and explore two subsectors of the music industry, by choosing a further two units, covering areas such as:

- introducing live sound
- introducing music composition
- introducing music performance
- introducing music recording
- introducing music sequencing.

### ASSESSMENT

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

The assessment for Unit 1, which is a paper-based exam lasting 1 hour, is sent away to be marked.

The qualification is graded as a Level 2 Pass/ Merit/ Distinction or Distinction\*  
It can also be graded as Level 1 or Unclassified.

### CAREERS

There are many careers which Music is a valuable foundation. These include: Musician, Music tutor, Music teacher, Children's entertainer, stage performer, music composer, singer/song writer, orchestral manager, sound engineer, music therapist.

## BTEC HOME COOKING SKILLS

Pearson BTEC Level 1 and 2 Awards in Home Cooking Skills

### COURSE CONTENT

The Pearson BTEC Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge

Learners will:

- be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.
- demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others.
- use their skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so.

### ASSESSMENT

Each unit has specified learning outcomes and assessment criteria. Assessment will include practical tasks with witness testimonies, demonstrating cooking skills and one-to-one discussions.

The qualification is graded Pass/Fail.

### CAREERS

Baker, bar person, butcher, catering or restaurant manager, cellar technician, chef, consumer scientist, counter service assistant, food processing worker, food scientist, food technologist, housekeeper, kitchen assistant, kitchen manager, kitchen porter, publican, waiting staff.

## EXTENDED PROJECT

Edexcel Level 1 Foundation Project

Edexcel Level 2 Higher Project

## COURSE CONTENT

At both levels, learners are required, with support, where appropriate, to:

- select, either individually or as part of a group, an appropriate topic
- identify a question or brief which specifies an intended project outcome
- produce a plan for how they will deliver their intended outcome
- conduct research into the project brief using appropriate techniques
- develop the intended outcome using selected tools and techniques safely
- demonstrate the capacity to see a project through to completion
- share the outcome of the project, including a review of their own learning and performance with others, using appropriate communication methods.

Examples of projects include:

- Has the emergence of the Black Lives Matter Campaign meant that Martin Luther King's vision has been forgotten?
- What are the measurable benefits of physical exercise on depression and anxiety in teenagers?
- D Day's success : the result of excellent planning by the Allied forces, or catastrophic German miscalculation?
- Maverick pilot or feminist pioneer: How should Amelia Earhart be considered?
- How have Leonardo da Vinci's inventions influenced modern-day counterparts?
- Does God ever think about chickens? Why has vegetarianism seen such a surge in popularity?

## ASSESSMENT

In order to pass the qualification, the learner is required to present evidence for assessment that demonstrates what they are able to do. This evidence is assessed internally.

Evidence will be graded A\*-B at Level 1 and A\*-C at Level 2.

Evidence that is insufficient to lead to the award of a certificate is recorded as Unclassified.

## CAREERS

The life skills developed whilst studying this course will ensure students are better prepared to enter Further Education, employment or an apprenticeship.

## OCR HISTORY

OCR Entry Level History

### COURSE CONTENT

#### Unit 1

One from:

- Crime and Punishment
- People's Health
- Migration
- War and British Society
- Power, Monarchy and Democracy.

#### Unit 2

One from:

- Germany 1925–55
- The USA 1919–74
- Normans 1065–1087
- Elizabethans 1580–1603
- The Making of America 1789–1900
- The Viking Age c. 750–c. 1050
- Britain: Peace and War 1900–18
- International Relations 1918–2001.

#### Unit 3

Learners choose either a site or an individual to study and complete two pieces of work:

- A 150-word biography (of the person) or guide (to the site)
- A 250-word explanation of the importance and impact of their site or individual over time.

### ASSESSMENT

Unit 1 and 2 are assessed internally through two tasks which consists of a series of questions testing learners' knowledge and understanding of the units studied.

Unit 3 is assessed internally through the submission of the pieces of work mentioned above.

Entry Level qualifications are graded on the scale:

Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available.

Candidates who fail to reach the minimum standard of Entry 1 will be Unclassified (U).

### CAREERS

Lawyer, Journalist, Media, Teacher, Management, Archaeologist, Civil Service, Researcher, Social Worker, Conservation etc.

## OCR GEOGRAPHY

### OCR Entry Level Geography

## COURSE CONTENT

### Unit 1

- Our World
- Destructive World
- Resourceful World

### Unit 2

#### Practical experience of fieldwork

In completing fieldwork, learners practise a range of skills, gain new geographical insights and begin to understand the world around them. Fieldwork adds 'geographical value' enabling learners to 'anchor' their studies within a real world context.

### Unit 3

#### A project based on any part of the specification

Learners will complete one Personal Project which can be based on any area of the specification. The project can be based on exemplar titles provided by OCR or can be centre/learner developed. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit individual learners needs. Learners will be awarded for their ability to research geographical facts from various sources and use a range of presentation methods to help them answer their project title. Learners will also be credited for accurate use of geographical vocabulary and logical structure to their project.

## ASSESSMENT

Unit 1 is an internally assessed test which will assess all three topics studied.

Unit 2 is a fieldwork notebook is submitted for internal assessment detailing fieldwork completed.

Unit 3 is assessed internally through the submission of the project mentioned above.

## CAREERS

Careers people have been employed in through studying Geography include: Town Planning, Estate Agent, Travel Agent, Expedition Leader, Air Cabin Crew, Lawyer, Conservation Manager, Armed Forces, Teacher, Human Rights Officer, Surveyor, Weather Forecaster, Landscape Architect, Hazard Prediction, Travel Writer, Pollution Analyst, Aid Worker, Marketing, Flood Protection Manager...

## BTEC PERSONAL AND SOCIAL DEVELOPMENT

Pearson Edexcel Level 2 Award / Certificate in Personal and Social Development

### COURSE CONTENT

The Pearson Edexcel Level 2 Award and Pearson Edexcel Level 2 Certificate in Personal and Social Development are for learners who would like to progress into employment.

The qualifications give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- develop their own personal growth and engagement in learning.

Units covered include:

Unit 1: Understanding Personal Identity	Unit 14: Self-development for Your Learning and Career
Unit 2: Exploring the Impact of Diversity in our Community	Unit 15: Skills for Employment
Unit 3: The Role of the Individual in a Democratic Society	Unit 16: Opportunities in Learning and Work
Unit 4: Government and Justice in the UK	Unit 17: Understanding Careers and Employment through Experiences of Work
Unit 5: Diversity in the workplace	Unit 18: Learning from More Experienced People
Unit 6: Investigating Rights and Responsibilities at Work	Unit 19: Practising Leadership Skills with Others
Unit 7: Healthy Lifestyles	Unit 20: How and Why Businesses Operate
Unit 8: Managing Risk in Relation to Personal Safety, Health and Wellbeing	Unit 21: Economic and Business Understanding
Unit 9: Personal and Social Relationships	Unit 22: Saving and Spending
Unit 10: Searching for a Job	Unit 23: Borrowing Money and Managing Risk
Unit 11: Applying for a Job	Unit 24: Planning an Enterprise Activity
Unit 12: Career Progression	Unit 25: Running an Enterprise Activity
Unit 13: Exploring Career Choices	Unit 26: Project in Sustainability

### ASSESSMENT

Each unit has specified learning outcomes and assessment criteria. Assessment will include performance observation, presentations, projects, tests, extended writing etc.

The qualification is graded Pass/Fail.

### CAREERS

The skills acquired will support students into further education and beyond into the world of work. Studying Personal and Social Development provides a fantastic base which can be used to excel in the workplace should a student pursue an apprenticeship route.