



Key Stage Four Curriculum Information

2024-26

INTRODUCTION

At Test Valley we are committed to creating an engaging, inspiring and challenging curriculum, which is both broad and balanced. We are determined to give every pupil the opportunity to chase their dreams, preparing them fully for the next stage of their lives. We aim to provide a range of academic and vocational courses, ensuring there's something for everyone. Our pupils will leave our school as well-rounded citizens of the 21st Century, with the necessary knowledge, skills and character and the freedom to choose the next stage of their journey in education and beyond.

Year 9 pupils will be making some important choices over the next few weeks about the curriculum they follow in Years 10 and 11. Pupils, parents and carers will have opportunities to seek guidance and discuss their possible choices with their subject teachers. We want to ensure every pupil is able to make the choices that are right for them and meet their needs fully. However, like all schools, we need to match pupil numbers with the available resources. Please note that where the number of pupils opting for a subject fall beneath a certain value, we may not be able to offer that subject. We therefore aim to provide a curriculum to support all pupils to make excellent progress and exceed expectations at the end of Year 11.

We hope you will find this booklet a useful starting point in this process.

Mr A Page
Deputy Headteacher

TIMELINE for the SUBJECT CHOICES PROCESS

Spring Term	Subject information assemblies
Wed 31 st January	Year 9 Parent and Carer Consultation Evening
Thurs 7 th March	KS4 Curriculum Evening
Thurs 28 th March	Deadline for the completion of Subject Choices Form

KEY STAGE 4 CURRICULUM

The design of the Key Stage 4 curriculum aims:

- To ensure that pupils follow a broad and balanced KS4 curriculum.
- To provide courses that match particular academic abilities, skills, interests and talents.
- To focus on the quality of examination outcomes rather than the quantity of qualifications gained by the pupils.
- To maximise pupil success in key outcomes, in particular Grade 5 or above in English and Mathematics.
- To ensure that all pupils have the opportunity to progress on to a Post-16 college course, or Apprenticeship and, ultimately, into the world of work.

ENGLISH BACCALAUREATE (EBACC)

The EBACC is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBACC consists of English Language and Literature, Mathematics, the Sciences, Geography or History and a Language. Some of these subjects are compulsory whilst some are optional.

All pupils are able to choose to study the subjects that would enable them to achieve the full EBACC.

The Structure of GCSE courses

The main features of current GCSEs include:

- A grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE a U grade will be awarded.
- Tiers of entry (Foundation and Higher tiers) used only for subjects 'where un-tiered papers will not allow pupils at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able'. English Literature and English Language will be un-tiered. Maths will be tiered with 'improved overlapping', i.e., a foundation tier covering grades 5-1 and a higher tier covering grades 9-4.
- Linear GCSEs, with assessment to be taken at the end of the course in May and June of Year 11. Re-sit opportunity in November for English Language and Maths only, for pupils attending post-16 establishments.
- Assessment by external exam only, except where non-exam assessment is the only way to provide valid assessment of the skills required. Maths, English Literature and English Language to be externally assessed. English Language to have a Speaking assessment that will be reported separately.

What to consider when selecting the correct combination of subjects

In selecting the correct combination of subjects, pupils will need to be honest about their current levels of ability and their aptitude. They can best do this by asking themselves the following questions: -

- What is my current Key Stage 3 performance?
- Am I considering a particular vocational course e.g. motor mechanics, veterinary nursing etc. in the future?
- Do I enjoy the science subjects and am I thinking about a career in a science-related area?
- Am I a talented performer in either Music, Art, Drama or PE?
- Would more academic subjects be most appropriate for me?
- Do I struggle with either basic Literacy or Numeracy skills?

Pupils and parents must remember though, that the move into Key Stage 4 cannot be viewed in isolation from the other Key Transition points at age 16, age 17 and age 18.

GENERAL GUIDANCE FOR PUPILS

Detailed information on each subject is given later in this booklet. Please examine the subject statements carefully before making any decisions.

The actual choice of a subject preference is an individual one, but these general rules apply:

- DO** find out as much as possible about what you will learn in all courses.
- DO** consider how much progress you have made in this subject previously.
- DO** take into account how interesting and enjoyable the subject has been to you.
- DO** consider whether the subject is necessary for any proposed further education course or career.
- DO** take advice from teachers about your suitability for the course.
- DO** seek advice from a variety of sources: parents, older pupils, the Careers Adviser and form tutors. If you do not know something, ASK.
- DO** consider subjects you think will motivate and inspire you to learn.

Poor reasons for choosing a subject inevitably lead to problems later on:

- DO NOT** choose a subject because a friend is choosing it, you may not end up in the same group.
- DO NOT** choose a subject because it appears to be an easy option, there is no such thing!
- DO NOT** choose a subject because it seems new and interesting, before obtaining full details about all that the course involves.
- DO NOT** choose a subject because of a particular teacher, he/she may not be teaching the subject at KS4.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at Sixth Form College.

WHAT PUPILS WILL STUDY

All pupils will follow a core curriculum. This will fulfil the key requirements of the National Curriculum and will also ensure that pupils have the basis of qualifications that would enable them to progress on to higher level courses. The core curriculum also comprises some non-exam subjects which may either be taught discretely or during whole-school "off-timetable" days or in assemblies. These subjects provide pupils with a more rounded education and prepare them for later life.

A final element of the Key Stage 4 Curriculum is the optional element where pupils have a degree of choice of which subjects they study. Although this is not a totally free choice for pupils they will have an opportunity to specialise in certain subjects and will no longer be required to study others.

The following provides an illustration of the Key Stage 4 curriculum:

Core Curriculum

Type	Subject	Qualifications
Core Exam Subjects	English	GCSE English Language GCSE English Literature
	Maths	GCSE Mathematics
	Science	Separate GCSEs in Biology, Chemistry and Physics
Core Non-Exam Subjects	PE	Taught in discrete lessons but with no qualifications
	Citizenship, PSHE, RSE, Religious Education and Careers Education	Taught in discrete lessons and in assemblies but with no qualifications (unless GCSE RE called Religious Studies is chosen as an option).

Optional Subjects Leading To A GCSE Qualification

EBACC Option Subjects	Other Option Subjects*
French German Geography History	Art and Design Drama Music Physical Education Religious Studies Design and Technology Food Technology Animal Care (Level 2 BTEC) Business/Enterprise (Level 2 BTEC) Health and Social Care (Level 2 BTEC)

Pupils will be required to study either History or Geography. They will have an opportunity to study both if they choose to do so.

***NOTE: The above courses will only take place if there are sufficient pupils to make the course viable.**

English

Subject	English Language
Examination Board	AQA
Specification	8700
Assessment	100% Examination

Course Content

During Key Stage 4 pupils will analyse the use of language in non-fiction texts and will practice writing for a variety of purposes. These include writing to describe and narrate, techniques for writing speeches, articles and formal letters.

Course Skills

The GCSE English Language course builds on the skills that pupils have developed throughout Key Stage 3. In particular, pupils will further develop the ability to:

- Read a wide variety of texts, analyse and understand how writers deliberately craft to create meaning
- Write in a variety of ways for different purposes and audiences
- Adapt speech to engage and impact their audience

Assessment

Two examinations:

- Paper 1 – read & understand a 20th Century piece of fiction and produce a piece of creative writing
- Paper 2 – read & compare two texts, one hundred years apart in age, and produce a piece of transactional writing

Subject	English Literature
Examination Board	AQA
Specification	8702
Assessment	100% Examination

Course Content

Pupils will critically analyse texts from the British literary canon, exploring plot, characters, themes, settings and context.

Course Skills

How to read and respond to the following texts:

- Shakespeare
- Poetry
- Modern text
- 19th Century prose

Assessment

Two examinations:

- Paper 1 Shakespeare and 19th Century prose
- Paper 2 Modern text, Poetry anthology and unseen poetry

Mathematics

Subject	Mathematics
Examination Board	Edexcel
Specification	1MA1
Assessment	100% Examination

Course Content and Skills

Throughout this course pupils will continue to study the four main areas of Mathematics: Number, Algebra, Shape and Space and Statistics and Probability

In addition to this, pupils will develop the ability to:

Use and apply standard techniques

- Accurately recall facts, terminology & definitions
- Use & interpret notation correctly
- Accurately carry out routine procedures or set tasks requiring multi-step solutions

Reason, interpret and communicate mathematically

- Make deductions, inferences and draw conclusions from mathematical information
- Interpret and communicate information accurately
- Present arguments and proofs

Solve Problems within mathematics and in other contexts

- Make and use connections between different parts of Mathematics
- Interpret results in the context of the given problem
- Evaluate methods used and results obtained

Assessment

Ongoing assessment will take place during the course using a range on online and other resources. Feedback will guide pupils to address misconceptions.

Assessment at the end of the course involves three examinations. In two of these pupils are permitted to use a calculator and in one they are not.

Science

Subject	Biology, Chemistry and Physics
Examination Board	AQA
Specification	8461, 8462, 8463
Assessment	100% Examination

Course Content and Skills

The GCSE in Separate Sciences should will pupils to:

- develop scientific knowledge and conceptual understanding of Biology, Chemistry and Physics.
- develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries.
- develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments.

Topics covered include: -

Biology – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology.

Chemistry – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources.

Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.

Pupils will also be encouraged to develop knowledge and understanding in Science through opportunities for working scientifically.

Assessment

Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in Year 11. These will then be amalgamated to give a Biology, Chemistry and Physics GCSE grade. Pupils can sit different papers in the different disciplines, but paper 1 and 2 must be the same tier.

Art

Subject	Art, Craft and Design
Examination Board	OCR
Specification	Art, Craft and Design (J170)
Assessment	60% Portfolio Project, 40% Externally Set Project

Course Content and Skills

The GCSE in Art and Design helps students develop the knowledge, skills, and understanding to enable them to express their creativity and imagination through responses to visual and written stimuli.

Exploring the formal elements of colour, line, form, tone and texture, learners must show knowledge of practical skills in the development of ideas and the realisation of intentions and outcomes.

As reflective and independent learners, students will explore the practices of artists, craftspeople and cultural industries in historical and contemporary contexts and use this critical awareness to inform and develop their own creative ideas.

Learners must demonstrate safe working practices and experiment and take risks with their work, exploring and testing ideas, processes, media and techniques to develop personal solutions with increasing independence.

Students will develop the skills and understanding of different forms of drawing for various purposes to support the development of ideas from within their chosen area of study. It will also be necessary to record observations and insights using subject specific language critically in the form of annotations.

Assessment

There are two components to the GCSE Art course:

- **A portfolio of work (60%)** which contains explorations of ideas, media, processes and techniques and personally developed outcomes or final pieces.
- **An externally set task (40%)** which provides students with several options from which to respond and create a project and outcomes which are produced in a controlled assessment environment.

For each component students will need to demonstrate how their research has influenced their work through the creation of sketchbooks or presentation boards.

Design and Technology

Subject	Design and Technology
Examination Board	AQA
Specification	8552
Assessment	50% Examination 50% Non-Examination Assessment

Course Content and Skills

This course focusses on the process of design development.

- Pupils learn how products are designed and made in a wide range of material areas including: Textiles, Wood, Electronics, Metals and Plastics
- Pupils experience designing and making your own products using a **range of materials**
- Pupils develop an informed opinion about designed products - regardless of their material – and the aesthetic, social, environmental and practical issues involved in their lifecycle from manufacture to end of life
- Pupils learn to explore, design, create and evaluate quality products and consider the demands placed on designers, such as sustainability, environmental issues and ethical trading
- The 50% Non-Exam Assessment is completed in Year 11 This work will be an independent response to a context within your preferred material area

Assessment

50% written exam

Section A – Core technical principles (20 marks)

- A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

- Several short answer questions (2–5 marks) and one extended response to assess an in depth knowledge of technical principles.

Section C – Core Designing and making principles (50 marks)

- A mixture of short answer and extended response questions.

50% None exam assessment is a Practical Assessment

Investigating, Designing, Making, Analysing and Evaluating

- Pupils spend 30 – 35 hrs producing a working prototype and an A3 portfolio of approximately 20 pages.

Drama

Subject	Drama
Examination Board	OCR
Specification	GCSE (9-1) Drama
Assessment	60% - Non exam assessments (Practical performances and written tasks) 40% - Exam Assessment (Written)

Course Content and Skills

During the course pupils will:

- become more independent and responsible
- show leadership and become a better communicator
- make better decisions and solve disagreements more effectively
- gather knowledge and understanding of Drama, Theatre and related skills
- learn about the social, historical and cultural influences that inform the way drama is devised and structured
- develop their use of different performance styles and genres
- look at creating Drama from the point of view of a deviser, director, performer and designer
- learn how to analyse their work and improve it after self and peer evaluations
- learn how to write about their performances and the plays they have studied

Assessment

60% - Non Exam Assessments:

Component 1 – Devising Drama – Pupils create their own piece of Drama using one of 10 stimuli set by the board as a starting point. **(COMPLETED IN YEAR 10)**

Component 2 – Text Performance – Pupils study a text chosen by the centre and then perform two extracts from the text to be performed in front of a visiting examiner. **(COMPLETED IN SPRING TERM OF YEAR 11)**

40% - WRITTEN Exam Assessment:

Pupils sit a 1 hour 30 minute exam where they answer questions based on a set text and on a live performance they have seen.

Food Preparation and Nutrition

Subject	Food Preparation and Nutrition
Examination Board	AQA
Specification	8585
Assessment	50% written Examination (1 ½ hrs) in Year 11 50% - NEA 1 & 2 practical tasks (Non-Exam Assessments)

Course Content and Skills

The course will be delivered through theory and practical sessions. The proportion of practical is around 30% and theory (written) is greater at around 70%.

Pupils learn:

- About the nutritional value of foods and the relationship between food and good health.
- About scientific aspects of cooking and how different ingredients react with each other.
- The basic principles of food safety, preparation and cooking of a wide range of products, both sweet and savoury.
- What influences our food choices and where our food comes from.

Please do note there is a cost to this course as parents and carers will be asked to provide ingredients.

Assessment

Two practical tasks and one written task will take place in Year 11:

Task 1 Food investigation 30 marks. Around 15% of the overall GCSE grade

Task 2 Food Preparation assessment. 70 marks to include a 3-hour practical session. Ingredients are provided by parents. (Around 35%) of the overall GCSE grade

Task 3 Written GCSE exam. Worth 50% of the GCSE

Geography

Subject	Geography
Examination Board	EDUQAS formerly WJEC
Specification	B (601/8153/9)
Assessment	100% Examination

Course Content and Skills

There are three themes.

Theme 1: Changing Places, Changing Economies.

Theme 2: Changing Environments.

Theme 3: Environmental Challenges.

Pupils learn about the world around them, about people, places and are given geographical problems to investigate and solve. This will involve learning about local, national and global geographical issues. In addition, they will have the opportunity to study current issues as they unfold, such as natural disasters and climate change.

This course also gives pupils the opportunity to construct fieldwork and to collect and analyse results. They have the opportunity to make decisions and to explore solutions to geographical problems.

How will I be assessed on this course?

There are three examinations (components).

Component 1 is worth 40% of the qualification and is based on the three themes studied throughout the two year course. The exam for this component will be 1hr45.

Component 2: This is a problem-solving paper. It is 1hr 30 minutes long and is worth 30% of the qualification.

Component 3: Applied fieldwork. This will take the form of a written exam. This element is worth 30% of the qualification and is 1hr 30 minutes long.

Pupils are assessed regularly throughout the course with class discussion, exam questions and other written work and feedback is given on improvements needed.

History

Subject	History
Examination Board	EDUQAS
Specification	C100QS
Assessment	100% Examination

Course Content and Skills

The Elizabethan Age 1558-1603:

Elizabethan government, lifestyles of the rich and poor, popular entertainment, Religion, the catholic threat, the Spanish Armada and the Puritan threat.

The USA 1929 to 2000:

This unit covers the impact of the Wall Street Crash and the ensuing Depression, Civil Rights movement, social and political change in the 20th Century and the relations between the USA and USSR.

Germany 1918 to 1939:

You begin by exploring how Germany came to terms with the end of the First World War, questioning what losing a war meant for a country and its people. This is followed by looking at the birth of the Nazi Party and establishing how Hitler successfully took control of Germany and what it was like for ordinary people living under the control of the Nazi Party.

Changes in Health and Medicine 500 to present day:

This thematic unit explores the ideas of continuity and change through time focusing on illness, disease and changes in medicine, surgery, medical care and public health. It will be linked to a study of the historic environment, which when examined, will focus on Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856.

Assessment

Examination: Four exams in two sessions, contributing 100% of the final grade

Modern Foreign Languages – French and German

Subject	French
Examination Board	AQA
Specification	8652
Assessment	Listening, Speaking, Reading and Writing – 25% each

Course Content and Skills

On this course pupils will

- develop and build on their understanding of French grammar
- improve listening, speaking, reading and writing skills
- use a variety of learning resources to develop language skills
- learn the language for real life situations
- experience current popular music and films in the target language
- study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.

Assessment

Four Exams - 25 % each.

Listening – understanding and responding to different types of spoken language.

Speaking – communicating and interacting effectively in speech for a variety of purposes.

Reading - understanding and responding to different types of written language.

Writing – communicating effectively in writing for a variety of purposes.

Subject	German
Examination Board	AQA
Specification	8662
Assessment	Listening, Speaking, Reading and Writing – 25% each

Course Content and Skills

On this course pupils will

- develop and build on their understanding of German grammar
- improve listening, speaking, reading and writing skills
- use a variety of learning resources to develop language skills
- learn the language for real life situations
- experience current popular music and films in the target language
- study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.

Assessment

Four Exams - 25 % each.

Listening – understanding and responding to different types of spoken language.

Speaking – communicating and interacting effectively in speech for a variety of purposes.

Reading - understanding and responding to different types of written language.

Writing – communicating effectively in writing for a variety of purposes.

Music

Subject	Music
Examination Board	OCR
Specification	J536
Assessment	60% Coursework 40% Listening Exam

<p>Course Content and Skills</p> <p>There are five Areas of Study.</p> <p>Area of Study 1: 'My Music' – exploring the genres, styles and performance techniques associated with your instrument.</p> <p>Area of Study 2: 'The Concerto Through Time' – studying the development of Western Classical Music and exploring the characteristics of different musical periods.</p> <p>Area of Study 3: 'Rhythms of the World' – Exploring the rhythms, melodies and characteristics of music from a wide range of cultures.</p> <p>Area of Study 4: 'Film Music'- Developing your understanding of the role music plays in creating mood and atmosphere in films and computer games.</p> <p>Area of Study 5: 'Conventions of Pop' – Exploring the development of pop music from the 1950s to the present day.</p>

<p>Assessment</p> <p>Controlled Assessment 60%, completed in class:</p> <ul style="list-style-type: none"> • Integrated Portfolio 30% - a solo performance on your main instrument and a composition for your own choice of instrument(s) and style. • Practical Portfolio 30% - a group performance and a second composition responding to a set brief. <p>Written Examination 40%:</p> <ul style="list-style-type: none"> • A written listening paper, with questions based on listening examples from areas of study 2, 3, 4 and 5.
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Physical Education (GCSE)

Subject	GCSE Physical Education
Examination Board	AQA
Specification	8582
Assessment	60% Examination, 40% Practical (10% of which is a written self-analysis)

Course Content

The course has two exams and you will learn the following:

Paper 1 The Human Body & Movement in Physical Activity and Sport:

- Applied Anatomy & Physiology and Movement Analysis
- Physical Training and Use of Data

Paper 2 Socio-Cultural Influences and Well-being in Physical Activity and Sport:

- Sports Psychology and Socio-cultural Influences
- Health, Fitness and Well-being and Use of Data

Assessment

You will be assessed in two 1 hour 15 minute exams:

- Paper 1 The Human body & movement in physical activity and sport
- Paper 2 Socio-cultural influences and well-being in physical activity and sport

You will be assessed on your practical performance in three sports:

- One team activity from the AQA activity list
- One individual activity from the AQA activity list
- A third area, either in a team or an individual activity from the AQA activity list

You will be assessed on skills in progressive drills (10 marks) and in the full context (15 marks)

Religious Studies (GCSE)

Subject	Religious Studies
Examination Board	AQA
Specification	Route A
Assessment	100% Examination

Course Content and Skills

Units studied cover the following areas:

- Paper 1 – **Religious, Philosophical and Ethical issues in the Modern World**
 - Relationships: Issues of love, marriage and divorce
 - Religion and Life: Issues of Life and Death, creation and environment
 - The existence of God and revelation
 - Religion, Peace and Conflict
- Paper 2 – **Study of a World Faith**
 - Christianity: beliefs, teachings and practices
 - Buddhism: beliefs, teachings and practices

This course develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. It also provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

Many pupils deepen their understanding of the relationship between people and become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

Assessment

The course is assessed by examination only, with two exams each lasting 1 hour 45 minutes, covering the topics listed above.

Enterprise (BTEC Technical Award)

Course content

The Business course we offer is called the BTEC Technical Award in Enterprise.

Students will study a wide range of topics from all areas of business including Marketing, business finance and financial documents, skills needed by entrepreneurs, factors and activities which affect the success of enterprises, planning for and pitching a business idea.

Course assessment

They will complete 3 timed coursework assignments in class to demonstrate their understanding of the key topics.

Component 1: Exploring Enterprises (30%) Students will study a wide range of existing small local businesses and understand how they have become successful. Understand customer needs and competitor behaviour through market research and understand how the outcomes of situational analyses may affect enterprises. They will complete 3 timed coursework assignments in class to demonstrate their understanding of the key topics.

Submitted to exam board in Year 10.

Component 2: Planning and Presenting a Micro-Enterprise Idea (30%) Students will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements and will come up with 2 ideas for a micro-enterprise that they could run. They will write a business plan and create a presentation to pitch it to investors just like Dragon's Den. They will be assessed on the quality of the plan which will be completed in a further timed assessment with 4 assignments in controlled conditions. **Submitted to exam board early Year 11.**

Component 3: Marketing and Finance for Enterprise (40%) Students will take an **exam paper** on Marketing and Finance within small and medium sized businesses.

Home Learning/ Independent Study

Students will undertake practice assessments and research questions in preparation for timed assignments which are completed in controlled conditions in year 10. They will be expected to do market research in order to help them complete the tasks and this is often best done outside of the classroom. When students reach Component 3, they will be expected to revise and prepare thoroughly for the exam.

Post-16 progression

Completion of this course will give students a broad understanding of business concepts which would be useful in any Business, Economics, Finance or Travel & Tourism course at College. Beyond this, the real life skills and knowledge which have been developed throughout the course would prepare students for the workplace, in any career area, or if they were looking to start up their own business.

What skills will I develop in Business Studies?

The nature of the course is being specifically offered to help develop a wide range of skills including Team Working, Leadership, Communication, Problem Solving, Decision Making. As well as giving students the opportunity to hone their Entrepreneurial Traits.

Health and Social Care (BTEC)

Why choose a BTEC Tech Award in Health & Social Care?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care.

The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the health and social care sector such as research techniques and measuring physical health, as well as developing their written communication skills as they create health and wellbeing plans.

Course Content

Component 1: Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

Component 2: Health and Social Care Services and Values Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3: Health and Wellbeing Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Assessment

Components 1- internally assessed through a series of assignments, completed during class time. Guided learning hours 36, worth 60 Marks

Component 2- internally assessed through a series of assignments, completed during class time. Guided learning hours 36, worth 60 Marks

Component 3- is assessed by external examination. 1x 2hr exam paper. Guided learning hours 48, worth 60 marks

Post-16 progression

Completion of this course will give students a broad understanding of Health and Social Care, they can continue to study it at Level 3 at a number of colleges. Careers linked to Health and Social Care include: Nurse, Paramedic, Psychologist, Social Worker, Counsellor, Mid-wife, Health and Care Worker, Youth Worker, Mental Health Advisor, Carer, Therapist, Cognitive Behavioural Therapist, Nursery Teacher.

Animal Care (BTEC)

Why choose a BTEC Tech Award in Animal Care?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work with animals.

In 2022 the animal care sector is worth over £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care. The animals involved can be small or large, domesticated or exotic, and the work can be in sub-sector areas such as animal welfare, business, science and wildlife conservation.

The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the animal care sector such as animal health and welfare, factors affecting animal behaviour and selecting accommodation for animals.

Course Content

Component 1: Animal Handling - safe animal handling is a daily activity when dealing with animals. There are many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety.

Component 2: Animal Housing and Accommodation - pupils will develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation.

Component 3: Animal Health and Wellbeing – this unit covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation.

Assessment

Components 1- internally assessed through a series of assignments, completed during class time. Guided learning hours 36, worth 60 Marks

Component 2- internally assessed through a series of assignments, completed during class time. Guided learning hours 36, worth 60 Marks

Component 3- is assessed by external examination. 1x 2hr exam paper. Guided learning hours 48, worth 60 marks

Post-16 progression

Completion of this course will give students a broad understanding of Animal Care, they can continue to study it at Level 3 at Sparsholt College. Careers linked to Animal Management include: Agriculture, Animal Technician, Biologist, Farmer, Ranger, Dog Trainer, Zoologist, Zoo Keeper, Ecologist, Farrier, Vet, Veterinary Nurse, Pet Behaviour Consultant.

Parents and Pupils will receive the following as an email. Please return it via email by 28 March but do contact the school if you have any difficulties with this.

Key Stage 4 - Option Choices 2024

Name

Tutor group

Humanities Block - Please select either Geography or History

Preference (Geography or History)

From the Option Block below, select three subject choices and three reserve choices:

Option Block - choose three subjects and three reserves	
EBacc Subjects:	Creative Subjects:
French	Art and Design
German	Drama
Geography	Music
History	
Technology/ Practical Subjects:	Other Subjects:
Design and Technology	Physical Education (GCSE)
Food Preparation and Nutrition	Religious Studies
Animal Care (BTEC)	Enterprise (BTEC Technical Award)
Health and Social Care (BTEC)	
First Choice	First Reserve Choice
Second Choice	Second Reserve Choice
Third Choice	Third Reserve Choice

We will endeavour to match pupils with all of their option choices. However, certain combinations of subjects may not be possible*. In such circumstances, places will be allocated according to the preferences indicated overleaf after consulting with the pupil concerned.

From all the subjects listed across the option blocks, please rank your top six preferences below. If you are aiming to gain the English Baccalaureate, then a modern foreign language and humanities subjects should be entered as preferences 1 & 2 respectively.

Preference 1	
Preference 2	
Preference 3	
Preference 4	
Preference 5	
Preference 6	

Comments/Career ideas:

I have selected my subject choices carefully having considered all of the information provided to me. I understand that some combinations of subjects might not be possible and that some subjects may not run if an insufficient number of pupils choose them.

I also understand that subjects will be allocated according to the order of preference as indicated on this form.

Pupil signature	
Parent(s) signature	

DEADLINE FOR RETURN OF FORM TO:

options@testvalley.hants.sch.uk

by Thursday 28 March 2024