

# YEAR 10 CURRICULUM OFFER

Options Booklet 2022–2024

EQUITY  
COMMUNITY  
COMMUNICATION  
DIVERSITY

# Introduction

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Dear Parent/Guardian

Your child is about to embark on an exciting chapter of their school career. Selecting the right combination of Option Subjects to study in Y10 and Y11 is an important step on their learning journey. The school is committed to offering a range of pathways to suit the individual goals and dreams of all of our students.

In order to do this, at Falinge Park High School we strive to offer a broad and balanced curriculum, which is characterised by curiosity, relevance and rigour. Our curriculum is the vehicle for delivering “Compelling Learning” for all of our students whilst at the same time fostering opportunities for students to develop specific learning behaviours.

These are to:

- **Show kindness**
- **Show empathy**
- **Be curious**
- **Be responsible**
- **Take positive action**

The purpose of this booklet is to provide the necessary impartial advice and guidance to support your decision making. It explains the structure of our KS4 curriculum, the courses that are on offer and the next steps in the process of selecting option subjects.

In addition to the information in this booklet we would like to invite you to attend an “**Options Evening**” at school on **Thursday 31<sup>st</sup> March 2022**. This will provide you the opportunity to find out about the options process and the

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courses available for your child to study to GCSE level or equivalent. You will also have the chance to speak to members of staff from each department to gain further information and guidance in relation to courses on offer.

There will be 3 sessions on offer for parents to attend each with a maximum of 100 places available in each session. These will be at the following times:

- 4:30 – 5:15pm
- 5:20 – 6:05pm
- 6:10 – 7:00pm

Each session will contain a 10 minute presentation delivered by Mr Ward in heart space followed by a 30 minute session to meet the staff.

You need to sign up in to one of the slots by accessing our school website and clicking on the options evening banner at the top of the page. This will take you through to a letter which explains how to complete this process.

*Any questions related to the process please do not hesitate in contacting the school directly and we will be happy to help.*



**Mr S Ward,**  
Deputy Headteacher



**Mrs P O'Reilly,**  
Deputy Headteacher

# Information for Pupils and Parents/Carers

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Every pupil is required to follow a core curriculum alongside subjects that they pick as their options from the wide selection that FPHS offer. The Key Stage 4 curriculum offer provides every opportunity to choose the right combination of subjects to match individual strengths and interests. We strongly advise that pupils make well informed, realistic choices that suit their ability and aspirations and provide the best platform for future success. It is also important to experience a range of courses that allow the development of a wide range of skills. Please note, a number of courses include the assessment of spelling, punctuation and grammar alongside the quality of written communication.

## **GCSEs – Important Information:**

- GCSEs cover a wide range of subjects including many already studied including English, Mathematics, Science, French and History
- All have examinations which occur at the end of the course only – there are no modular examinations
- Maths, Science and Modern Foreign Languages courses have tiers of entry (Foundation and Higher) – all other courses are single tier only
- All GCSE courses for your child will use a new grading scale of 9–1 (with 9 being the highest)
- Some courses include a non-examination assessment element
- A Grade 4 is a standard pass, a Grade 5 is a strong pass
- High value grades help pupils qualify for post 16 Level 3 courses such as A Levels, T Levels and BTEC Nationals

## **Vocational Courses – Important Information:**

- Pupils will learn through completing a number of assignments based on real situations which encourage taking the initiative and working independently
- All vocational courses include a terminal examination – sat at

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the end of the course – worth at least 40% of the final grade

- Each Level 2 vocational course includes a minimum of three units
- After age 16, vocational courses can help pupils gain access to Level 3 courses at BTEC National, T Level and A Level
- BTEC and Cambridge National subjects are graded as 'Level 1 Pass' 'Level 2 Pass', 'Merit', 'Distinction' or 'Distinction\*'. For colleges to accept a BTEC qualification, a Merit is normally the minimum requirement
- DEC is grades as A\*, A, B and C

## **Next Steps!**

- Look at the courses available
- Discuss possible choices with your child
- Be realistic about strengths and weaknesses
- If they haven't already, encourage your child to discuss the subjects with their teachers
- Consider the most appropriate types of course; use the information, advice and guidance
- Think about their future ambitions
- Submit the back page of the booklet to your form tutor or main reception by **Friday 8<sup>th</sup> April 2022.**

# The Curriculum: An Overview

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Pupil timetables work over a two week period with a total of 50 lessons. In Year 10, 32 of these are CORE Subjects which everyone studies. These are designed to provide key areas of study which are required to support students in preparation for their next steps.

The table below outlines the curriculum offer for 2022-2024

| <b>Core Subjects</b>                     | <b>Number of Lessons Every Two Weeks</b> | <b>Number of Qualifications Gained</b> |
|--|--|--|
| <b>English (Language and Literature)</b> | <b>8</b>                                 | <b>2</b>                               |
| <b>Mathematics</b>                       | <b>8</b>                                 | <b>1</b>                               |
| <b>Science</b>                           | <b>8</b>                                 | <b>2</b>                               |
| <b>RE</b>                                | <b>3</b>                                 | <b>1</b>                               |
| <b>PE</b>                                | <b>4</b>                                 | <b>0</b>                               |
| <b>PSHE</b>                              | <b>1</b>                                 | <b>0</b>                               |
| <b>Total Number of Lessons</b>           | <b>32</b>                                |  |

Alongside the above, pupils will choose three other Key Stage 4 courses which they will study for six hours per fortnight. Most combinations of subjects will be available dependent on popularity and the feasibility of staffing and rooming to meet demand. Two reserve choices must also be chosen. There is no limit on the number of vocational courses and most combinations of subjects are allowed; more specific details will be provided as needed, dependent on what each individual pupil is considering as potential Key Stage 4 options. We are not insisting on pupils following the EBacc – where choices include both a modern foreign language and either History or Geography – but it is important to consider the benefits of an ‘academic’ curriculum where it is suited to ability and matches future aspirations.

The following section of this booklet outlines the range of courses from which pupils will make informed choices. Please look closely at the various courses on offer.

# Our Advice

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## Which Courses Should I Choose?

- **DO NOT!** Choose a course because your friend has chosen it – *you may not be in the same group anyway!*
- **DO NOT!** Choose a course because of the teacher – *you may have a different teacher!*

### You should consider the following:

- Which subjects do I enjoy?
- Which subjects am I successful in?
- Which subjects will help me to access the best post 16 provision after I leave school?
- Are there any subjects that I could be successful in if I applied myself better in lessons?
- Is an EBacc combination of courses right for me?

### Make sure you speak to:

- Your form tutor
- Your subject teachers
- Your parents/carers and other family members.

Hand in to your form tutor the **'My Courses'** sheet from the back of this booklet by **Friday 8<sup>th</sup> April 2022**.





# Triple Science

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## **Triple Science is worth an additional 1 GCSE.**

All pupils will study Combined Science for 8 hours a fortnight and cover the majority of the content in the units below. Pupils who choose Triple Science will study Science for an additional 6 hours so will have 14 hours over the two week timetable. Pupils will have the opportunity to achieve a GCSE in Biology, Chemistry and Physics.

Pupils will learn additional content within these units:

### **Subject Content – *Biology*:**

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



### **Subject Content – *Chemistry*:**

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes



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- The rate and extent of chemical change
  - Organic chemistry
  - Chemical analysis
  - Chemistry of the atmosphere
  - Using resources

### **Subject Content – Physics:**

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

### **Summary of Assessment:**

*Six written examinations: 1 hour 45 minutes • Foundation and Higher Tier.*

### **Question types:**

*Multiple choice, structured, closed short answer and open response.*



# GCSE Languages: French, Spanish and Urdu

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Pupils develop many skills when studying a language at GCSE, including how to work co-operatively with others, problem solving and improving communication skills. At GCSE, lessons build on the vocabulary and grammatical structures taught at KS3, giving pupils the skills and confidence to express their thoughts and opinions in the target language with increasing complexity. In addition, learning a language immerses pupils into entirely new cultures and world perspectives, inviting them to experience a world beyond their own, thus developing a sense of excitement, respect and empathy towards other cultures.

## French and Spanish

**There are five main themes of learning:**

- Identity and Culture
- Local Area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

## Urdu

**There are three main themes of learning:**

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

### Summary of Assessment:

Students are assessed at the end of the course in examinations in the following skills:

**25% Listening and Understanding** – To respond to and understand different types of spoken language.

**25% Reading and Understanding** – To respond to a range of different texts including authentic material such as suitably adapted literacy texts. In addition, pupils are to translate a passage into English.

**25% Writing** – To communicate in writing by producing texts on various themes using linguistic structures taught during the course. In addition, pupils are to translate a passage into Spanish.

**25% Speaking** – To communicate and interact effectively in speech.

# History

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This course encourages curiosity and the development of debating opinions. It includes interrogation of evidence including the historic environment and examines a range of interpretations and perspectives in order to explore people's lives and actions in the past.

## Summary of content – What will I be studying?

Throughout the course we study four different units:

- Crime and Punishment in Britain c1000-Present and Whitechapel, c1870-c1900: Crime, policing and the inner city
- Superpower relations and the Cold War
- Early Elizabethan England, 1558-1588
- Weimar and Nazi Germany, 1918-1939

These are designed to develop and extend pupils knowledge and understanding of specified key events, period and societies in local, British, and wider world history; and of the wide diversity of human experience.

## Summary of Assessment:

**Paper 1** – Thematic study and historical environment – 30%

*Written examination – 1 hour 15 minutes*

**Paper 2** – Period Study and British Depth Study – 40%

*Written examination – 1 hour 45 minutes*

**Paper 3** – Modern Depth Study – 30%

*Written examination – 1 hour 20 minutes*



# Geography

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The course is for enquiring minds and is designed so that students can appreciate and understand a range of local, national and global issues affecting people and places.



## Summary of Content – What will I be studying?

There are three units: Our Natural World, People and Society, and Geographical Exploration;

**Our Natural World** provides the opportunity to explore the natural world we live in, to understand why it looks the way it does and to appreciate its value. It includes an investigation of global hazards which humans face plus an examination of how the climate is changing and what this means for the world today. Students study the distinctive landscapes that surround them and the ecosystems that help sustain life on Earth.

**People and Society** explores the social, cultural, political and economic forces that make places unique. We identify urban trends, how people live in cities and what the future holds. This unit provides the opportunity to study the causes of development inequalities, the UK's significance in the 21st century and one of the biggest threats to human society – our attempts to feed an ever-increasing global population.

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**Geographical Exploration** uses content from topics within Our Natural World and People and Society to allow pupils to ‘think like a geographer’. Students will apply their knowledge and skills synoptically to a specific country context.

### Summary of Assessment – How will I be assessed?

There are three written examinations for GCSE Geography;

- **Paper 1** – Our Natural World (35%) *is 75 minutes long*
- **Paper 2** – People and Society (35%) *is 75 minutes long*
- **Paper 3** – Geographical Exploration (30%) *is 90 minutes long.*



There are also two fieldwork opportunities which involve the students visiting an urban location (such as Manchester or Salford Quays) and a natural location along the North West Coastline or North Wales Coastline. Knowledge and skills gained in the fieldwork studies will be examined in Paper 1 and Paper 2.



# Citizenship

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Citizenship education aims to provide opportunities for young people to develop the expertise and experience needed to use their rights, understand and put into practice their responsibilities and have an influence on what goes on in their communities. The nature of Citizenship is such that Citizenship lessons are contemporary and interactive. Pupils will be given as many real world experiences as possible. Pupils will also experience taking citizenship action and learn from trying to make a difference themselves.

## Themes:

- **Theme A** – Living together in the UK  
Human rights and responsibilities • Identity, the concept of being British and immigration • Economy and local power
- **Theme B** – Democracy at work in the UK  
Elections • Parliament and its mechanisms • Checks and balance on power • Devolution • Economy
- **Theme C** – Law and Justice  
Rule of Law • Criminal and Civil Law • Sentencing and crime rates
- **Theme D** – Power and Influence  
Democracy and other ideologies • Participation • The media's role in democracy • The UK's international role
- **Theme E** – Taking Citizenship Action

## Summary of Assessment:

*GCSE Citizenship Studies involves two examinations each lasting 1 hour 45 minutes to be taken at the end of Year 11. As part of the course you will plan a course of informed action to address society. The investigation will be assessed through a set of questions in Paper 2 Section A.*





# Art and Design

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There are three different option courses within Art and Design. These are **Fine Art**, **Photography** and **Textile Design**. All three courses develop pupils' technical knowledge and skills alongside the exploration of ideas and the creation of personal responses to themes or issues.

## Summary of Assessment:

The focus of each of the three courses is distinct but each is based on the same assessment objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record relevant ideas, observations and insights.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

*60% of pupils' marks will be given for their non-examination assessment completed during Year 10 and the first term of Year 11. 40% will be awarded for the externally set assignment work completed between January and March of Year 11. Pupils will have a minimum of eight weeks to prepare work in response to their choice of one of the national starting points. They will then create a final personal response during 10 hours of controlled assessment time.*



# Art and Design

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## Fine Art

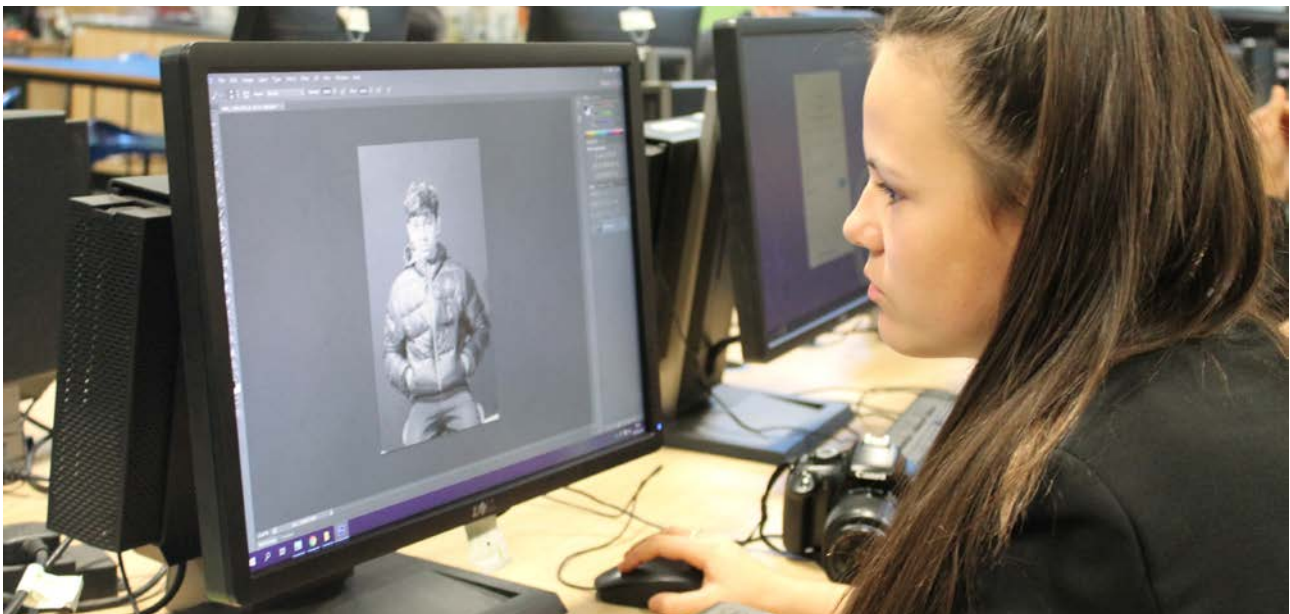
Within the AQA Art and Design GCSE, Fine Art is defined as the need to explore ideas, convey experiences or respond to a theme or issue of personal significance.

Pupils are required to work in one or more area(s) of Fine Art, such as:

- Drawing
- Painting
- Sculpture
- Installation
- Lens-/light-based media
- Photography and the moving image
- Printmaking
- Mixed media
- Land art

## Photography

Within the AQA Art and Design GCSE, Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.



Pupils are required to work in one or more area(s) of Photography, such as:

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photo-journalism
- Moving image: film, video and animation
- Fashion photography

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## Textile Design

Within the AQA Art and Design GCSE, Textile Design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.



Pupils are required to work in one or more area(s) of Textile Design, such as:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles
- Installed textiles

# BTEC Music

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## Level 1/Level 2 Tech Award Music Practice

The qualification consists of three components that gives students the opportunity to develop deeper understanding and broad knowledge of the Music Industry. Students will develop their practical music skills in the areas of performance, composition, recording, music production, sequencing, arranging and the application of musical genres and theory.

### Component 1 – Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. The theory of music and different genres will then be applied to practical music skills within the areas of performance, composition, production and arranging. Students will produce a portfolio or written work alongside recording of performances, original composition work and computer files using music software. Areas of study will include British Invasion, Synth-pop, Reggae, Fusion and Music for Media.

### Component 2 – Music Skills Development

In this component, students will participate in workshops and classes to develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout the development, students will review their progress and consider how to make improvements. We will learn how musicians share their work and collaborate with others, and students will develop skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share work and skills development with others.

### Component 3 – Responding to a Musical Brief

This component offers students a chance to develop and present their musical ideas in response to a set musical brief. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. Students will explore the following features:

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW (music technology) and associated hardware to create an original piece of music from a given starting point.

### Summary of Assessment:

*Component 1 and 2 are assessed internally and externally moderated. Students will produce a portfolio of written responses, audio files and practical recordings (video) in response to an assignment set by Pearson.*

*Component 3 is a set task in Year 11 in response to a musical brief set by the board. Students will have a set time under supervised conditions in which to complete the task by including plans, written responses, musical recordings, performances, composition and musical productions.*



# BTEC Drama

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## **Level 1/Level 2 Tech Award in Performing Arts**

The qualification consists of three components that give pupils the opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques in acting.

### **Component 1 – Exploring the Performing Arts**

In this Component, pupils develop knowledge and understanding of a range of performance styles. This includes elements such as roles, responsibilities and the application of relevant skills and techniques. Knowledge will be broadened through observing existing repertoire and by learning about the approaches of practitioners and how they create and influence performance material. *(This is assessed through a series of practical responses and showcases alongside a portfolio of written responses).*

### **Component 2 – Developing Skills and Techniques in the Performing Arts**

In this Component, pupils consider their current aptitude and skills, auditing their progress and target setting over a period of time. Pupils will be expected to organise, structure and lead on a showcase outcome and reflect upon their skill and knowledge development. They will be expected to lead on workshops for other pupils. *(This is assessed through a series of practical responses and showcases alongside a portfolio of written responses).*

### **Component 3 – Performing to a Brief**

An externally assessed controlled test that requires pupils to respond to a set stimulus and produce a longer practical piece plus a three hour set examination with an extended written response.

### **Summary of Assessment:**

*Components 1 and 2 are internally assessed assignments which are externally verified. Component 3 is assessed by external examination.*

# GCSE Dance

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The qualification consists of two components that incorporate practical and theoretical Dance elements.

## **Component 1 – Performance and Choreography**

### **What is assessed?**

#### Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

#### Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Internally marked and externally moderated.

#### Performance

- 30% of GCSE
- 40 marks

#### Choreography

- 30% of GCSE
- 40 marks

Total component 60%

## **Component 2 – Dance Appreciation**

### **What is assessed?**

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

### **How is it assessed?**

- Written examination – 1 hour 30 minutes

Based on pupils' own practice in performance and choreography and the GCSE Dance anthology.

Total component 40%

## **Summary of Assessment:**

*Pupils must complete both assessment components. Component 1 will be internally assessed and externally moderated. Performance and Choreography components will be video recorded. Component 2 will be assessed via an examination of 90 minutes in Year 11.*



# Computer Science

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## **Content Overview for Unit 01 – Computer Systems:**

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

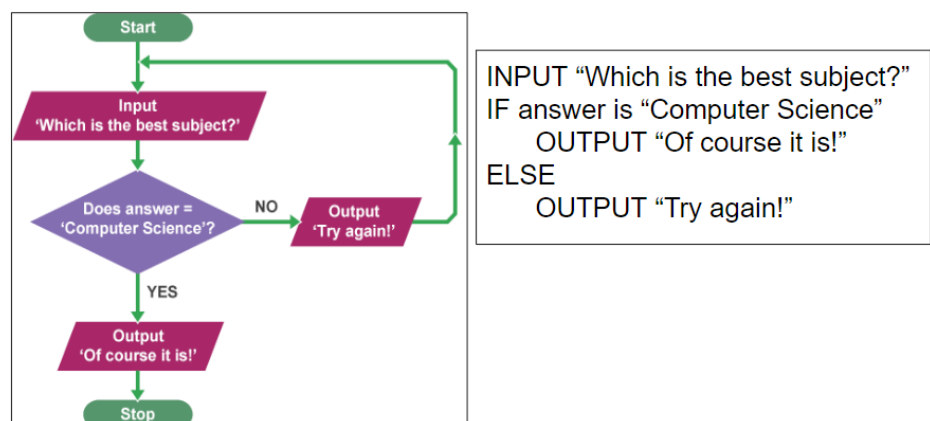
## **Content Overview for Unit 02 – Computational Thinking, Algorithms and Programming:**

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

## **Summary of Assessment:**

*Both components are assessed through two written papers each lasting 1 hour and 30 minutes and worth 50% of total GCSE (160 marks). Paper 1 exam paper is worth 80 marks. Paper 2 exam paper has two sections: Section A (50 marks) and Section B (30 marks). Section A is the theory element for this paper and Section B is assessing students' ability to write or refine algorithms.*

Students will also be given the opportunity to undertake programming tasks during their course of study. This will help prepare students for both exam papers.



# Media Studies

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Media Studies is an academic subject, which also allows you to put into practice the theoretical elements of the course in producing your own media text. 30% of the final mark awarded is for the practical non-examination part of the course with 70% awarded on the performance over two examinations. The course involves the detailed study of a range of media products from Newspapers and Radio to Film and Music Marketing, it also covers the key aspects of Genre, Representation, Audience and Industry within these areas of media.

The syllabus changes every year, the specialist topics for the 2024 examination have not yet been made know by the exam board. However previous specialist subject areas have included:

- Music videos
- Video games
- Television drama
- Advertising
- Newspapers and Magazines
- Film and Music Marketing

Of these you will be expected to study eight print based set media products and a minimum of five non-print based set media products.

## Summary of Assessment:

**Component 1 – written examination 1 hour and 30 minutes, 40% of the total qualification.**

Section A: Exploring Media Language and Representation – assessing media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. It includes **two** questions:

- **one** question assessing media language in relation to one set product (reference to relevant contexts for the product may be required).
- **one two-part** question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based one media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences – assessing **two** of the following media forms: films, newspapers, radio, video games. It includes:

- **one stepped** question on media industries
- **one stepped** question on audiences

**Component 2 – written examination 1 hour and 30 minutes, 30% of the total qualification.**

Section A: Television

- **one** question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required).
- **one** question on media industries, audiences or media contexts.

**Component 3 – non-examination (coursework element), 30% of the total qualification.**

An **individual** media production for an intended audience in response to a **choice of briefs set by the exam board**, applying knowledge and understanding of **media language** and **representation**.



# Design and Technology

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The subject content is presented under two headings:

- Technical principles
- Designing and making principles

Within each area, the content is further divided into core knowledge and understanding and in-depth knowledge and understanding.

Core knowledge and understanding is presented in five clear and distinct topic areas:

- Design and technology and our world
- Smart materials
- Electronic systems
- Programmable components mechanical components
- Devices materials

In-depth knowledge and understanding is presented in six clear and distinct topic areas:

- Electronic systems, programmable components and mechanical devices
- Papers and boards
- Natural and manufactured timber
- Ferrous and non-ferrous metals
- Thermoforming and thermosetting polymers
- Fibres and textiles

## **Designing and Making Principles**

Core knowledge and understanding that pupils are required to develop and apply is presented in ten clear topic areas:

- Understanding design and technology practice
- Understanding user needs
- Writing a design brief and specifications
- Investigating challenges
- Developing ideas
- Investigating the work of others
- Using design strategies
- Communicating ideas

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- Developing a prototype
  - Making decisions

Pupils are required to cover all of the content in these ten areas. In-depth knowledge and understanding is presented in five clear topic areas:

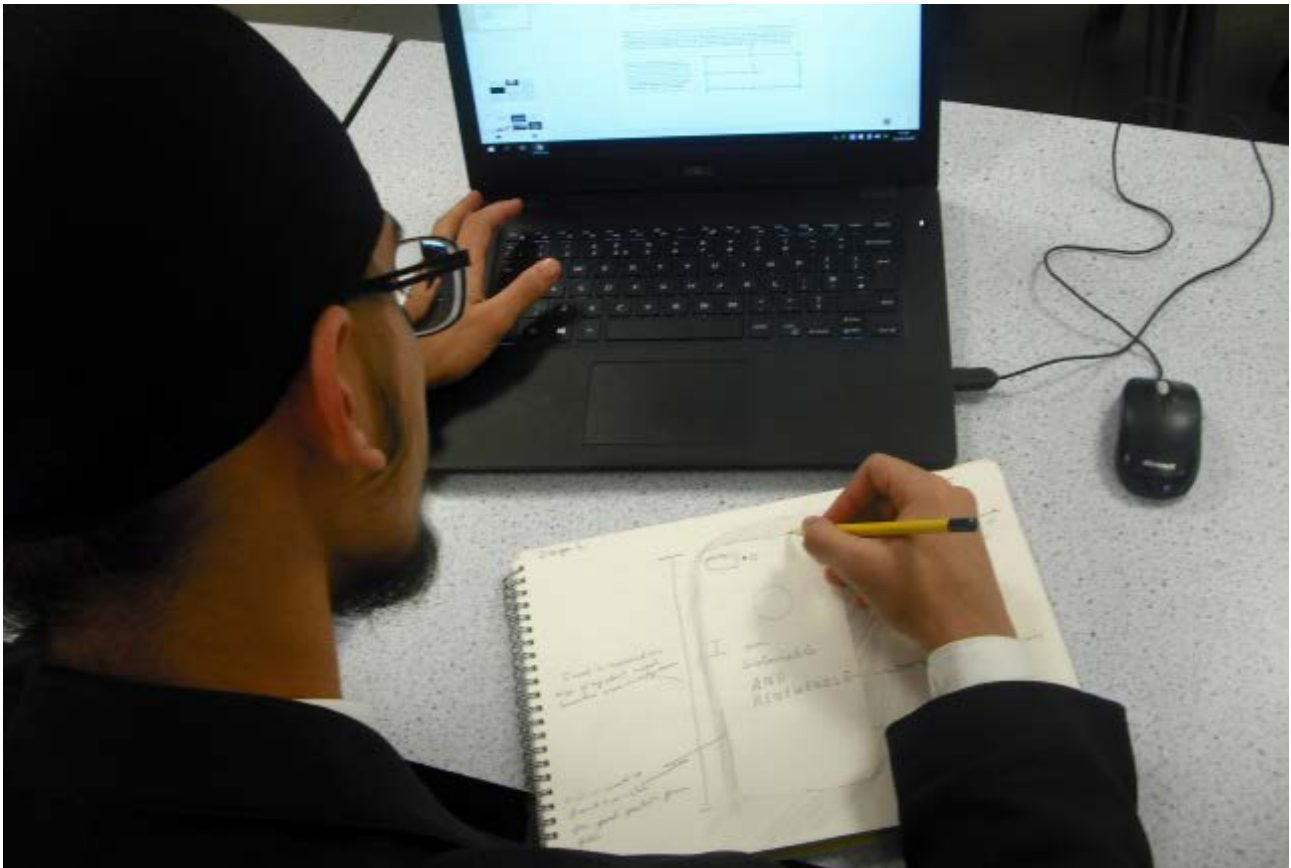
- Selecting and working with materials and components
- Marking out
- Using tools and equipment
- Using specialist techniques
- Using surface treatments and finishes

### Summary of Assessment:

**Component 1 – Design and Technology in the 21st Century**  
*Written examination – 2 hours, 50% of qualification.*

**Component 2 – Design and make task**

*Non-examination assessment – approximately 35 hours, 50% of qualification.*





# PE: Certificate in Sports Studies

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## Units Include:

### **1. Contemporary Issues in Sport**

*30 Guided Learning Hours – 1 hour written paper, 60 marks – OCR set and marked.*

- Understand the issues which affect participation in sport
- Know about the role of sport in promoting values
- Understand the importance of hosting major sporting events
- Know about the role of national governing bodies in sport.

### **2. Developing Sports Skills**

*30 Guided Learning Hours – 60 marks – Centre assessed and OCR moderated.*

- Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity
- Be able to use skills techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity
- Be able to officiate in a sporting activity
- Be able to apply practice methods to support improvement in a sporting activity.

### **3. Sport and the Media**

*30 Guided Learning Hours – 60 marks – Centre assessed and OCR moderated.*

- Know how sport is covered across the media
- Understand the positive and negative effects that the media can have on sport
- Understand the relationship between sport and the media
- Be able to evaluate media coverage of sport.

### **4. Sports Leadership**

*30 Guided Learning Hours – 60 marks – Centre assessed and OCR moderated.*

- Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership
- Be able to plan sports activity sessions
- Be able to deliver sports activity session
- Be able to evaluate own performance in delivering a sports activity session.



# Health and Social Care

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## Edexcel Level 1/Level 2 Tech Award

The Award gives pupils the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

### Components include:

#### **1. Human lifespan Development**

*Internally assessed.*

In this component, pupils will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and pupils will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

#### **2. Health and Social Care Services and Values**

*Internally assessed.*

This component will give pupils an understanding of health and social care services and will help pupils develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

#### **3. Health and Wellbeing**

*48 Guided Learning hours in the form of an external examination.*

In this component, pupils look at the factors that can have a positive or negative influence on a person's health and wellbeing. They will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short-term and long-term targets.

# Food and Nutrition

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## **Component 1 – Principles of Food Preparation and Nutrition**

*Written examination – 1 hour 45 minutes, 50% of qualification.*

This component consists of two sections both containing compulsory questions and assesses the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition

## **Component 2 – Food Preparation and Nutrition in Action**

*Non-examination assessment: internally assessed, externally moderated; Assessment 1 – 9 hours, Assessment 2 – 20 hours, 50% of qualification.*

**Assessment 1:** The Food Investigation Assessment.

A scientific food investigation which will assess pupils' knowledge and understanding of the chemical properties of ingredients in relation to scientific principles underlying the preparation and cooking of food

**Assessment 2:** The Food Preparation Assessment – prepare, cook and present dishes which assesses pupils' knowledge of nutrients, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by AQA annually. This will include creating a range of appropriate dishes relating to nutrients & finally ending with a 3 hour practical exam

### **Areas of Content:**

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

# Design, Engineer, Construct (DEC)

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## **What is DEC?**

Architecture, Engineering and Construction is all around you. Roads, bridges, schools, sports stadiums, skyscrapers, dams are all things that make up the Built Environment. All these creations come from highly skilled designers, engineers and construction professionals who were once students like you!

Design, Engineer, Construct (DEC) is a new course at Falinge Park High School which offers young people opportunities to develop knowledge, competencies and skills fundamental to careers in architecture, engineering and construction. As a school, we recognise that the external landscape has changed and we need to ensure our curriculum is fit for purpose, allowing pupils to progress to employment, apprenticeships and higher education in careers where there are real skill gaps.

## **What will I study during the course?**

During the course, pupils will learn about the important role and positive impact that the Built Environment plays in enhancing the local economy, environment and community. In addition, pupils will have the opportunity to learn and work with professionals through partnership work with our DEC sponsor, where they will be involved in shaping the future of the local community.

## **How is the course assessed?**

The course is split into two parts:

### **Part 1 – A project portfolio worth 50% of their total grade**

- Learners must complete all mandatory units
- Learners must achieve a minimum pass on each unit of the portfolio

### **Part 2 – An Exam based on knowledge gained through the course which is also worth 50% of their total grade**

- Training Qualification UK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England. The qualification is graded with grades C/B/A/A\*.

## **What are my post-16 options?**

Hopwood Hall College are now offering a Design, Engineer and Construct Level 3 programme. This means that pupils can continue their studies in this area once they have completed the KS4 course.

# My Courses

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**Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

You need to decide on **three** courses and **two** reserve choices. Use the list below to indicate which courses you think you would prefer to study.

*Hand in to your form tutor by **Friday 8<sup>th</sup> April 2022.***

## **GCSEs:**

Triple Science  
French  
Spanish  
Urdu  
History  
Geography  
Citizenship  
Art & Design (Fine Art)  
Art & Design (Art Textile)  
Art & Design (Art Photography)  
Dance  
Computer Science  
Media Studies  
Design and Technology  
Food and Nutrition

## **Vocational:**

Music  
Drama  
PE: Sports Studies  
Health and Social Care  
Design, Engineer, Construct (DEC)

The three courses I am considering as my main three choices are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

The two reserve choices I am considering are:

1. \_\_\_\_\_

2. \_\_\_\_\_

Other courses I am interested in include:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to read the above information. If you have any questions or comments, please contact Mr S Ward or Mrs P O'Reilly.

We will be in touch to confirm your allocated option choices during the summer term.





**Headteacher:** Janice Allen

Falinge Park High School, Falinge Road, Shawclough, Rochdale, Lancashire OL12 6LD

**Tel:** 01706 631246 | **Email:** [office@falingepark.com](mailto:office@falingepark.com) | **Web:** [www.falingepark.com](http://www.falingepark.com)

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