

Options Booklet



Aspire and Achieve

GCSE Physical Education

Who is it suitable for?

GCSE Physical Education suitable for both boys and girls who already enjoy and have a good background and ability in PE. However, physical excellence should not be seen as the only reason for choosing this subject. The opportunity to take part in more PE is a great incentive but students who choose this option are expected to put as much effort into the theory work as they do in the practical sessions.

GCSE in Physical Education requires you to develop your knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems, and structures (including the cardiovascular, muscular, respiratory and skeletal systems), as well as general wellbeing.

Unit 1: The Theory of Physical Education

40% of the total GCSE.

This unit is assessed through an exam.

The exam is 1 hour 30 minutes and will include multiple choice, short answer and longer-answer questions.

Unit 2: Performance in Physical Education

60% of the total GCSE.

This unit is assessed under controlled conditions.

GCSE History

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study, as a minimum:

- two depth studies, each covering a substantial and short time span: one must be a British depth study from the medieval (500–1500), early modern (1450–1700) or modern (1750–present) eras, the other must be a European or wider-world depth study from an era different to the British depth study
- a period study of at least 50 years from any of the eras
- the historic environment through the study of a particular site in its historical context
- a thematic study involving the study of people, events and developments drawn from all three eras defined above.

BTEC Tech Award in Health and Social Care

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care has been developed to provide an engaging introduction to the sector. This qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4.

The course has been developed to:

- give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector
- give learners a more focused understanding of health and social care through the selection of optional specialist units
- give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life
- give opportunities for learners to achieve a nationally recognised level 1/level 2 health and social care qualification
- support progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

The course consists of **3 core units**. The 3 units have been broken down into assignment tasks which form part of a number of central assignment briefs. In addition, there will be an external examination to assess the remaining unit.

Learners will be expected to complete Unit 1 and 2 during Year 9 and Year 10.

The Units are:

- Unit 1: Human Lifespan Development
- Unit 2: Health & Social Care Values
- Unit 3: Health and Wellbeing

Students in Year 11 will complete all 3 units.

Units 1 and 2 are assessed through internal assessment. There is one external assessment in unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation.

Unit 3, Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan.

BTEC Tech Award

Travel and Tourism

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements and the influences on global travel and tourism as part of their Key Stage 4 learning.

This qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4.

The Units are:

- Unit 1: Travel and Tourism Organisations and Destinations
- Unit 2: Influences on Global Travel and Tourism
- Unit 3: Customer Needs in Travel and Tourism

Units 1 and 2 are assessed through internal assessments and make up 30% each of the course grade. There is one external assessment - written examination - for Unit 3, Customer Needs in Travel and Tourism, this makes up the remaining 40% of the total course grade.

Students in Year 11 will complete all 3 units.

Units 1 and 2 are assessed through internal assessment. There is one external assessment in unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation.

Unit 3, Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan.

BTEC Tech Award Enterprise

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise has been designed to provide an engaging and stimulating introduction to the world of business.

The Units are:

- Component 1: Exploring Enterprises
- Component 2: Planning for and Pitching an Enterprise
- Component 3: Promotion and Finance for Enterprise

Component 1 and 2 are assessed through internal assessment. There is one external assessment in component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on component 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3, Promotion and Finance for Enterprise, requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. The external assessment is based on a context that requires learners to demonstrate that they can identify and use effectively a range of skills, techniques, concepts and theories from across the whole qualification in an integrated way.

The core component covers the essential knowledge and skills required in the business sector. The optional specialist components, covering branding and promotion, customer service, sales, retail business, recruitment and career development, and business support, provide your centre with the opportunity to develop assignments and activities to meet the needs of both local employers and learners.

In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the business sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise could provide a starting point of a route into employment in many of the diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business.

In the two core components, learners will have the opportunity to develop the key enterprise and financial skills and knowledge necessary to enable them to understand how businesses recognise opportunities, and build on them to succeed. Learners will understand how a business makes and manages its money, and plans for the future.

Creative I-Media

This subject equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. Students will develop skills in pre-production through practical assignments.

Compulsory units are:

- Pre-production skills
- Creating Digital Graphic

Optional units are:

- Creating 2D and 3D digital characters
- Storytelling with a comic strip
- Creating a multipage website
- Creating a digital animation
- Creating interactive multimedia products



GCSE Statistics

The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world. The course consists of 2 externally-examined papers.

The aims and objectives are to enable students to develop statistical fluency and understanding through:

- the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae, and building on prior knowledge.

GCSE Citizenship

This Edexcel GCSE course aims to educate students about a range of social issues, including: the history of UK democracy; the role of law; and how to become an active, global citizen.

Students will study the following topics:

- Living together in the UK (developing communities, identity, democratic values, local democracy)
- Democracy at work in the UK (elections and voting systems, how Parliament works)
- Law and Justice (the role of law, criminal and civil law, sentences and punishment)
- Power and influence (the power and influence of citizens, groups and media)
- Taking Citizenship action (a student lead campaign addressing one of the themes above)

The course is 100% external examination, consisting of 2 examination papers.

GCSE Biology

The GCSE in Biology requires students to develop the skills, knowledge and understanding of working scientifically. Students will complete 8 core practicals as well as 2 examinations.

Students will select 8 core practicals from:

- Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations
- Investigate the effect of pH on enzyme activity
- Investigate the use of chemical reagents to identify starch, reducing sugars, proteins and fats
- Investigate osmosis in potatoes
- Investigate the effects of antiseptics, antibiotics or plant extracts on microbial cultures.
- Investigate the effect of light intensity on the rate of photosynthesis
- Investigate the rate of respiration in living organisms
- Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects.

PSHRE

Personal, social, health and economic education is a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Effective PSHRE education is intended to help equip them with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love).

Areas covered include:

- Enjoying a healthy and active lifestyle
- Healthy Relationships
- Managing money
- FGM
- Esafety
- CSE
- Knife Gang Crime
- Elections and political parties
- Post 16 options/careers

GCSE Spanish

GCSE Spanish aims to give students a basic understanding of the Spanish language. Students will be expected to be able to read, write, speak and understand spoken language.

Students will study the following topics:

- Theme 1: Identity and culture (family and friends, technology in everyday life, free-time activities and customs and festivals in Spanish speaking countries/communities)
- Theme 2: Local, national, international and global areas of interest (Home town and region, social issues, global issues, travel and tourism)
- Theme 3: Current and future study and employment (my studies, life at school/college, education post 16, jobs, career choices and ambitions)

Students are assessed in 4 areas, Listening, Speaking, Reading and Writing. Students must take all 4 question papers in the same tier.

GCSE French

GCSE French aims to give students a basic understanding of the Spanish language. Students will be expected to be able to read, write, speak and understand spoken language.

Students will study the following topics:

- Theme 1: Identity and culture (family and friends, technology in everyday life, free-time activities and customs and festivals in Spanish speaking countries/communities)
- Theme 2: Local, national, international and global areas of interest (Home town and region, social issues, global issues, travel and tourism)
- Theme 3: Current and future study and employment (my studies, life at school/college, education post 16, jobs, career choices and ambitions)

Students are assessed in 4 areas, Listening, Speaking, Reading and Writing. Students must take all 4 question papers in the same tier.

Community Languages

Students that are fluent in a language they use at home are given the opportunity to enter for a GCSE in this language. We offer a range of community languages including, German, Turkish, Greek, Arabic, Russian, Italian, Mandarin, Urdu, Modern Hebrew, Panjabi, Polish, Persian, Japanese, Portuguese, Gujarati and Dutch.

Further information

Further information can be found on our website: www.thejubileeacademy.org.uk

The Jubilee Academy is located in Central Harrow on Lowlands Road, right next to Harrow-on-the-Hill Station.

All buses passing through or terminating at Harrow Bus Station can be used to travel to The Jubilee Academy. The nearest tube station is Harrow-on-the-Hill Station which is on the Metropolitan Line.

To book a visit please call 0203 096 1221.

