



Moon Hall School

Year 9

GCSE Options




SCAN ME

Important Contact Details

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Key Dates

Date	Event	Explanation
Wednesday 12 th January	Options process begins	We would encourage you to begin to talk to your child about their available options as soon as possible. Go through the booklet and watch the subject videos with them. They will soon have a broad idea of which subjects interest them the most. To access the full video playlist, click this link or scan the QR code on the front cover of this booklet, using your phone's camera or a QR code scanner app. Alternatively, scan the QR code on the relevant subject page.
Wednesday 2 nd February	Options Fair	The Options Fair takes place from 4:15pm to 5:30pm, which immediately follows the Year 9 "Graduation" event on the same day. This event is held in school and gives you and your child the opportunity to speak with our Heads of Department about each subject. You will be sent an online form to confirm your attendance.
Monday 7 th February	Deadline for submission of Options form	<p>Please complete the options form by scanning the QR code below or visiting https://forms.office.com/r/xbGjm55sXG</p>  <p>Please note that students are less likely to be timetabled to their first preferences if their choices are received after 07/02/2022</p>

Introduction

Daniel Crowhurst, Deputy Head

All students at Moon Hall are given a choice of the subjects that they study in Years 10 & 11.

The subjects that your child will study at GCSE consist of **three core (mandatory) GCSE subjects**:

- Biology
- Mathematics
- English Language

Alongside the English Language GCSE, students at Moon Hall will either complete a GCSE in English Literature or an ESB (English Speaking Board) qualification.

There is a personalised recommendation from the English Department on the letter that you received with this pack.

Your child can then choose a maximum of **four** additional subjects from the list below:

- Art
- Business Studies
- Design & Technology (D&T)
- Geography
- History
- iMedia (ICT)
- BTEC Performing Arts (Drama)
- Physics
- BTEC Sport

Students who do not select the maximum of four subjects from the above list will be assigned to three periods of independent study per week, known as Prep. This is listed as an option on the final options form.

Although we will aim for all students to be timetabled to each of their options choices, we also ask you to provide one reserve choice from the list above.

Your choices must be submitted by 23:59 on Monday 7th February using our online form. To submit your final choices, simply scan or click the QR code below.



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Biology

Core subject (Mandatory)

We follow the AQA syllabus for Biology. The syllabus provides a coherent and logical route through the key topics in Biology, building on prior KS3 knowledge. It includes exciting and relevant topics such as cloning and genetics. Many of the GCSE topics will already have been encountered during the Key Stage 3 course.

The GCSE Biology course provides great preparation for AS-level as studying the separate science ensures our pupils will cover more content than in a GCSE Combined Sciences course.

There are ten required practicals, any of which could appear in the exam paper, Pupils therefore carry out the practicals themselves as an important way to reinforce the method and aid recall in the exam.



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Summary of content	Examination (Exam is 100% of mark)
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	Two papers: each paper will assess knowledge and understanding from different topics. The questions will use clear and simpler language, to assess students only on their scientific ability. Duration: both papers are 1 hour 45 minutes . Tier: Foundation and Higher. Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available. Question types: multiple choice, structured, closed short answer and open response Paper 1: Topics 1–4: Cell biology; Organisation; Infection and response and Bioenergetics. Paper 2: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology

Mathematics

Core subject (Mandatory)

We have chosen the Edexcel International GCSE (IGCSE) program as the most appropriate for our students. As both papers are Calculator Papers, this should reduce cognitive load within the examination, with the questions assessing understanding, as opposed to memory.

At the start of year 10, we take account of individual and cohort needs in order to decide the two-year IGCSE programme.

Pupils will be set by current attainment and will either follow Higher tier or Foundation tier material.



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Examination

100% of the final mark. There are no controlled assessments

The Edexcel IGCSE Mathematics exam has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take both papers on the same tier. Content from any part of the specification may be assessed in any of the two papers. The papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

The exam unit requires students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences, draw conclusions;
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

There are three assessment objectives:

- Number & algebra (57 – 63%)
- Shape, space & measure (22 – 28%)
- Handling data (12 – 18%)

English Language

Core subject (Mandatory)

We follow the AQA English Language GCSE syllabus, which has two equally balanced papers: Paper 1, *Explorations in Creative Reading and Writing* and Paper 2, *Writers' Viewpoints and Perspectives*. Both papers contain previously unseen extracts which students are required to analyse as well as a writing task. Paper 1 is fiction-based, and Paper 2 is non-fiction.

Students will develop skills that enable them to appreciate a wide range of 19th, 20th and 21st century texts.



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Examination

The exam unit is **100%** of the final mark. There are no controlled assessments and the exam is taken at the end of Year 11.

The students sit two papers: Explorations in Creative Reading and Writing (1h 45m), and Writers' Viewpoints and Perspectives (1h 45m).

The exam unit requires students to:

- Analyse an unseen 19th century text – and answer four questions of varying length and complexity.
- Write a descriptive or creative writing piece based on a theme.
- Analyse the writers' viewpoints and perspectives in one non-fiction and one literary non-fiction text.
- Write an essay expressing a viewpoint.

There is still a Spoken Language component which is assessed in school and takes the form of a recorded presentation.

Notes

All students have to take the English Language GCSE but may opt out of English Literature.

If students choose to study *both* English Literature and Language, the two subjects are taught alongside one another and count as 2 GCSEs. Literature does not take up an option slot.

The syllabus is skills-based.

We offer the English Speaking Board external exam to support the spoken language component for those students who wish to take it.

English Literature

Optional to study alongside English Language

We follow the AQA English Literature GCSE syllabus which has two equally balanced papers: Paper 1, *Shakespeare and the Nineteenth Century Novel* and Paper 2, *Modern Texts and Poetry*.

Students will develop skills in literal and inferential comprehension, critical reading and evaluation.

Literature is co-taught with Language as it allows students of all abilities to benefit from the transferable skills. It does not take up an options slot.



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Examination

The exam unit is **100%** of the final mark. There are no controlled assessments and the exam is taken at the end of Year 11.

The students will sit two papers: Shakespeare and the 19th Century Novel (1h 45m), and Modern Texts and Poetry (2h 15m)

The exam unit requires students to:

- Write in detail, analysing an extract from a Shakespeare play (*Macbeth*) and then write in detail about the play as a whole (structure, context and meaning).
- Write in detail, analysing an extract from a nineteenth century novel (*The Sign of Four*) and then write in detail about the novel as a whole (structure, context, meaning).
- Answer one essay question on a modern novel (*Animal Farm*).
- Compare a poem on *Power or Conflict* with another from the AQA Poetry Anthology.
- Analyse an unseen poem and then answer a second question comparing it with another unseen poem.

Notes

English Literature is taught alongside English Language to enable students to learn transferable skills of analysis, reasoning, preparing an argument and making connections. By practising their language skills on novels, drama, and poetry texts, they are putting these skills into a context.

There is only one tier of paper which covers grades 1 to 9.

www.aqa.org.uk – AQA Website

ESB

Optional to study alongside English Language

ESB's qualifications raise achievement and enrich learning through communication skills. We take a learner-focused approach to assessment, recognising and encouraging the potential of all.



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Students will already have experienced the English Speaking Board (ESB) syllabus in Year 9. In Years 10 & 11, students study ESB in one of their six English lessons. In the remaining five lessons, students focus on the English Language GCSE syllabus.

Through ESB lessons, students are given the opportunity to undertake research in their chosen area, share their ideas and present on the areas of life that they enjoy the most. They will also be able to gain experience in the interview skills necessary for both college applications and future employment along with preparation in compiling their personal CVs. By completing the course, students develop skills in communication, literacy and oracy.

Examination

1. Curriculum Talk: Learners should research and deliver a talk on any personal interest. They should support their talk using relevant visual/audio material.
2. Reviewing a News Item: Learners should examine a news item from an online or paper-based source, commenting on the importance of the issue raised.
3. Persuasive Speaking: Learners should attempt to persuade the assessor and the group to their way of thinking on a social, political, economic or environmental issue, which has more than one viewpoint.
4. Taking Part in an Interview and create a CV: Take part in an interview with the assessor, based on their curriculum talk and CV. Presenting a Case: Research and deliver a talk about a contemporary issue.
5. Explaining and presenting a published text: Introducing and present a chosen poem, extract from a published novel or short story
6. Analyse a Real Life Speech: Choose a recent or historical speech from real life. Introduce the speech, give its context and significance, and comment on its style and delivery. Read a passage from the original speech.

ESB is examined by an external assessor. The assessment takes place in school with their peers invited to watch their presentations. The exam is **accredited**, leading to the awarding of UCAS points. The number of UCAS points is dependant on the levels gained and accumulates as each level is attained.

Art & Design

Option

We follow the AQA Art and Design syllabus, specialising in the following Art & Design disciplines at GCSE level;

- Photography
- Fine Art
- Sculpture / 3D
- Art and Design (unendorsed syllabus - a mixture of at least 3 disciplines)



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Coursework	Examination
The coursework is 60% of the final mark.	The exam unit is 40% of the final mark.
<p>The coursework is divided into 2 units.</p> <p>Unit 1: Sept 2022 Yr 10 - March 2023 Yr 10 Unit 2: March 2023 Yr 10 - Dec 2023 Yr 11</p> <p>Each unit requires students to;</p> <ul style="list-style-type: none">• Research the work of relevant artists.• Experiment with ideas, materials and processes. Refining ideas.• Demonstrate an ability to record observations with skill and understanding.• Realise intentions in the form of a series of studies, a finished piece or pieces.	<p>The exam unit is organised in a similar way to the coursework units;</p> <p>Exam Unit: Jan 2024 – April 2024 Year 11</p> <p>The exam unit requires students to;</p> <ul style="list-style-type: none">• Research the work of relevant artists.• Experiment with ideas, materials and processes. Refining ideas.• Demonstrate their ability to record observations with skill and understanding.• Realise intentions in the form a finished piece or pieces within a 10 hour timeframe.
<p>Notes</p> <p>This takes the form of two very open projects. Students have the freedom to work in a range of materials and processes.</p> <p>For Unit 2 students will complete a 10 hour Mock Exam in Dec 2023 (Year 11). They will be expected to complete a piece or pieces of practical work independently. The mock exam allows students to become familiar with a 10hr timed test.</p>	<p>Notes</p> <p>This takes the form of an exam paper with 7 possible questions/ themes to work from. Students prepare for the exam in the same, familiar way that the coursework has been approached.</p> <p>There is a 10 hour timed test at the end of the exam unit. Students will complete a piece/s of work independently within the allocated 10 hours.</p>

Business Studies

Option

In Business Studies we follow the OCR Business Studies GCSE (9-1) syllabus. Choosing this subject will allow students to better understand and succeed in the world of business.

Students are introduced to business concepts and issues concerning the activities of a business. They will learn to make informed decisions and how to put forward well-reasoned arguments.

They will gain an understanding of many of the skills that they could use to set up a business of their own. This understanding allows pupils to transfer their skills onto many vocational qualifications as well as being a good stepping stone for A Level subjects, such as economics, accountancy and A Level Business.



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What you will study in OCR GCSE (9–1) Business:

- The purpose and role of a business, what makes a successful entrepreneur and spotting an opportunity
- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on business, including ethical and environmental considerations and the economic climate and globalisation

Assessment

The GCSE is assessed through two 90 minute examinations. Both papers contain multiple choice and extended writing to test the student's ability to explain why they made decisions. The course and exams are based on current case studies and use real businesses as examples.

Notes

The assessment of quantitative skills within the two written papers will be a requirement with a minimum of 10% of overall marks assessed in this way. Students should be able to calculate and interpret quantitative data in business contexts to support, inform and justify business decisions.

Design & Technology (D&T)

Option

In D&T we will follow the AQA GCSE Design & Technology Syllabus. This programme gives students an opportunity to understand the process of design and realisation through project based work.

The GCSE course gives student an understanding of the real world design and manufacture process, working for clients to manufacture products to solve their problems. This understanding allows pupils to progress and transfer their skills onto A-Level design courses or follow a pathway into a career in engineering.

The course will largely be taught through practical projects, with the theory-based content dispersed within the projects. Students will complete a single major project coursework piece, which requires them to design and manufacture a prototype product. This contributes 50% of the student's final grade.



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Summary of content	Examination/ Coursework (50/50%)
<p>SHORT PROJECTS</p> <p>Focused upon technical principles relating to:</p> <ul style="list-style-type: none"> • Research • Designing • Selecting, working and manipulating materials • CAD/CAM, Digital Design and Developing Technologies <p>Mock Coursework Task Applying the above knowledge and working practices to a design situation of the student's choice.</p> <p>Used to prepare students for their final project.</p> <p>Final Coursework Task Students will complete the design and make task which contributes to their final task.</p> <p>Final Exam Completed in final Summer term</p>	<p>Principles of Design & Technology</p> <p>1 Paper lasting 2 hours – 100 Marks 50% of Total Grade</p> <p>This component brings together the learners 'core' and 'in-depth' knowledge and understanding.</p> <ul style="list-style-type: none"> • 'Core' knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject. • 'In-depth' knowledge allows learners to focus more directly on at least one main material category, or design engineering <p>Iterative Design Challenge</p> <p>Coursework - 100 marks Approx. 40 hours Contributes 50% of Total Grade</p> <p>This component offers the opportunity for learners to demonstrate understanding of and skills in designing, evaluating and making.</p> <p>As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype.</p>

Geography

Option

- AQA exam syllabus
- 3 sections
- 3 exam papers at the end of Year 11.

Course Content:

Living with the physical environment

Section A: The challenge of natural hazards – tectonic hazards, weather hazards and climate change

Section B: Physical landscapes in the UK – coastal landscapes and river landscapes

Section C: The living world – tropical rainforest, hot deserts OR cold environments

Assessment:

Written exam: 1 hour 30 minutes
35% of GCSE

Challenges in the human environment

Section A: Urban issues and challenges – cities in the UK and Developing countries

Section B: The changing economic world – development in low income countries and newly emerging economies and Economic development in the UK

Section C: The challenge of resource management – energy, food and water

Assessment:

Written exam: 1 hour 30 minutes
35% of GCSE

Geographical applications

Section A: Issue evaluation – problem solving task

Section B: Fieldwork - coast visit and city visit

Geographical skills – across all papers

Assessment:

Written exam: 1 hour 15 minutes
30% of GCSE



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Notes

Students will travel the world from the classroom, exploring case studies in the UK, other developed countries, newly emerging economies like India and low income countries. Topics of study include climate change, poverty, deprivation, global shift in economic power and the challenge of sustainable resource use and natural hazards. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The syllabus will continue to develop skills acquired during KS3 using multiple visual resources maps, photographs, diagrams, DVDs and graphs. This suits our students very well as does the time spent discussing contemporary and relevant world issues in the news.

There is no differentiation between Higher and Foundation papers so students have full access to higher marks. The range of exam techniques includes multiple choice, visual analysis, short open questions and some extended writing questions.

There will be several field trips throughout the course, including an urban investigation in London, a tourism enquiry in Brighton and a potential residential trip to gain first-hand experience of tectonic activity to Iceland or Italy.

History

Option

We follow the EDUQAS syllabus which will have 4 equally balanced papers:

Paper 1 - The Elizabethan Age 1558 – 1603.

Paper 2 - Germany in Transition 1919 – 1939.

Paper 3 - The Development of the USA 1929 – 2000.

Paper 4 - Changes in Health and Medicine c500 – the present day.



Examination

The exam unit is **100%** of the final mark. There are no controlled assessments and the exam is taken at the end of Year 11.

The exam unit requires students to have the ability to:

- interpret sources
- read, sometimes lengthy, texts
- evaluate text, sources, visual stimuli and discussion
- analyse various forms of information
- form opinions and be able to back them up.

Pupils should also have a strong commitment, focus and, ideally, a love of History.

Notes

The syllabus is skills-based, which stretches our students to their full potential, and suits our students who are coached in skills in every lesson. There is no differentiation between Higher and Foundation papers, so students have full access to higher marks.

We have invested in a fantastic selection of resources from textbooks to DVDs.

We encourage a cross-over with other subjects such as English and Drama to ensure that our students have a good grounding in context and in performance possibilities too.

iMedia (ICT)

Option

We offer the OCR Creative iMedia Level 1/2 Certificate which is a vocational course, equivalent to 1 GCSE. The course is graded at level 1 or 2 at pass, merit, distinction and distinction*.

The course is made up of 2 coursework units and 1 exam unit. The coursework units are worth 60% of the grade and the exam unit is worth 40%. The exam unit are completed and assessed throughout the course, with the exam being taken in Y11.

Please note: From September 2022 onwards, this course is 60% Coursework and to a 40% Exam. We also have a new Photography element to the course. These changes were made after our Options video was recorded.



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Unit R093: Creative iMedia in the media industry

This exam unit is 40% of the final mark.

Board set examination – written paper: 1hr 30mins

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact, and engage audiences. They will learn to choose the most appropriate format and properties for different media products.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

Unit R094: Visual identity and digital graphics

This coursework unit is 25% of the final mark

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit R098: Visual imaging

This coursework unit is 35% of the final mark

In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs.

Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.

BTEC Performing Arts (Acting)

Option

Learners are awarded a Pass, Merit or Distinction depending on the level they achieve. Learners who do not meet the criteria for a pass at Level 2 can achieve a Level 1.

Level 2 is the equivalent of GCSE at 4/5 and above. Level 1 is considered GCSE at level 1-3. Distinction is equivalent to a grade 8/9, Merit 6/7/8 and Pass is 4/5.



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Component 1	Component 2	Component 3
<p>Exploring the Performing Arts Weighting: 30%</p> <p>Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles. Assessment: internally assessed assignments</p>	<p>Developing skills and techniques Weighting: 30%</p> <p>Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre. Assessment: internally assessed assignment</p>	<p>Performing to a brief Weighting: 40%</p> <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task working in groups of between 3 and 7 members to create a performance based on a set brief</p>
<p>Students will observe and reproduce existing repertoire and explore:</p> <ul style="list-style-type: none"> • performance styles, creative intentions and purpose • performance roles, responsibilities and skills • performance techniques, approaches and processes • how practitioners create and influence what's performed 	<p>Students will:</p> <ul style="list-style-type: none"> • gain physical, interpretative, vocal and rehearsal skills during workshops and classes • apply their technical, stylistic and interpretative skills in performances • reflect on their progress and use of skills in performance, as well as how they could improve. 	<p>Students will:</p> <ul style="list-style-type: none"> • use the brief and their learning to come up with ideas for the performance • choose the skills and techniques they'll need • build on skills in classes, workshops and rehearsals • review development process within an ideas and skills log • perform a piece (filmed) lasting 10–15 minutes to their chosen target audience • reflect on the performance in an evaluation report.

BTEC Performing Arts (Production)

Option

Learners are awarded a Pass, Merit or Distinction depending on the level they achieve. Learners who do not meet the criteria for a pass at Level 2 can achieve a Level 1.

Level 2 is the equivalent of GCSE at 4/5 and above. Level 1 is considered GCSE at level 1-3. Distinction is equivalent to a grade 8/9, Merit 6/7/8 and Pass is 4/5.



SCAN ME

Component 1	Component 2	Component 3
<p>Exploring the Performing Arts Weighting: 30%</p> <p>Aim: get a taste of what it's like to be a professional set, lighting, costume, sound designer Assessment: internally assessed assignments</p>	<p>Developing skills and techniques Weighting: 30%</p> <p>Aim: develop skills and techniques in the chosen discipline(s) of design Assessment: internally assessed assignment</p>	<p>Performing to a brief Weighting: 40%</p> <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task working in groups of between 3 and 7 members to create production elements based on a set brief</p>
<p>Students will observe and reproduce existing repertoire and explore:</p> <ul style="list-style-type: none"> • design styles, creative intentions and purpose • practitioner roles, responsibilities and skills • design techniques, approaches and processes • how practitioners create and influence what's performed/produced 	<p>Students will:</p> <ul style="list-style-type: none"> • gain knowledge of design processes and practices during workshops and classes • apply their technical, stylistic and interpretative skills in production pitches • reflect on their progress and use of skills in design, as well as how they could improve. 	<p>Students will:</p> <ul style="list-style-type: none"> • use the brief and their learning to come up with ideas for their chosen design area • choose the skills and techniques they'll need • build on skills in classes, workshops and rehearsals • review development process within an ideas and skills log • design for a piece (filmed) lasting 10–15 minutes to their chosen target audience • reflect on the design in an evaluation report.

Physics

Option**

We follow the AQA syllabus for Physics. The syllabus provides a coherent and logical route through the key topics in Physics, building on prior KS3 knowledge. It includes exciting and relevant areas such as electricity and radioactivity. Many of the GCSE topics will already have been encountered in the Key Stage 3 course.

The GCSE Physics course provides excellent preparation for AS-level as studying the separate science means our pupils will cover more content than in GCSE Combined Sciences.

There are ten required practicals, any of which could appear in the exam paper. Pupils, therefore, carry out the practicals themselves as an important way to reinforce the method and aid recall in the exam.



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Summary of content	Examination (Exam is 100% of mark)
<p>1. Forces</p> <p>2. Energy</p> <p>3. Waves</p> <p>4. Electricity</p> <p>5. Magnetism and electromagnetism</p> <p>6. Particle model of matter</p> <p>7. Atomic structure</p> <p>8. Space physics</p> <p>Equations: Students should know how to apply two lists of physics equations: one is learnt by students and the second is provided as an insert in the question paper.</p>	<p>Two papers: each paper will assess different topics.</p> <p>Duration: both papers are 1 hour 45 minutes.</p> <p>Tiers: Foundation and Higher.</p> <p>Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.</p> <p>Question types: multiple choice, structured, closed short answer and open response.</p> <p>Paper 1: Energy; Electricity; Particle model of matter and Atomic structure.</p> <p>Paper 2: Forces; Waves; Magnetism and electromagnetism and Space physics.</p>
<p>**Please note: Strong mathematical skills are necessary for this course. Students choosing Physics will be discussed individually with the Heads of Department for Science and Maths, in order to ensure that Physics is suitable for them, before their place is confirmed.</p> <p>Physics should be chosen as a second science option as Biology is studied by all pupils at Moon Hall.</p>	

BTEC Sport

Option

We follow the EdExcel/Pearson BTEC First Award in Sport syllabus which has coursework and an examination:

- Equivalent to 1 GCSE
- Graded at Pass (4,5), Merit (5,6), Distinction (7,8) and Distinction* (8,9)
- (Can be awarded as a level 1 equivalent to Grade 3 or below)
- Points awarded for each unit — points are built up through the two years
- Examined unit is worth 25% of grade
- Exam is online, including some sections of multiple choice
- Work can be assessed practically through the use of video recordings



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Coursework	Examination
The coursework is 75% of the final mark.	The exam unit is 25% of the final mark.
<p><u>Unit 2</u> Practical Performance in Sport</p> <p>For 2 chosen sports:</p> <p>Identify rules, regulations and scoring systems. Practically demonstrate skills, techniques and tactics. Review performance.</p> <p><u>Unit 3</u> applying the Principles of Personal Training</p> <p>Design, implement and review a 6-week personal fitness training programme.</p> <p><u>Unit 6</u> Leading Sports Activities</p> <p>Plan, lead and review practical sports activities</p>	<p><u>Unit 1</u> Fitness for Sport and Exercise EXAM</p> <p>Theory unit: components of fitness, principles of training, different fitness training methods, fitness testing</p>
<p>Notes</p> <p>The three pieces of coursework are all independently completed by members of the course within a time frame suited to our students.</p>	<p>Notes</p> <p>This is a multiple choice on line test.</p> <p>This means you can take the test more than once if required.</p>

Consideration of next steps beyond Moon Hall

Ultimately, we want pupils to pick subjects that will enable them to progress onto their chosen courses at sixth form or college and it would be advisable to contact your chosen Further Education (FE) establishment to check their requirements.

Mr Curran, our Head of Careers, will also work with pupils throughout Years 9 - 11 to prepare them for their next steps.

Mr Curran will also be available during the Options Fair to discuss and introduce your child to the process of choosing the right college for their future education.

A selection of popular Local FE establishments

East Surrey College	https://www.esc.ac.uk/
Reigate College	http://www.reigate.ac.uk/
Nescott College	http://www.nescot.ac.uk/
Collyers	http://www.collyers.ac.uk/
Godalming	http://www.godalming.ac.uk/

Local Sixth Form options

There are many local Independent Sixth form options. Therefore, contacting and visiting your local Secondary school may also be something you would wish to consider.