



**BLESSED
TRINITY
RC COLLEGE**

**YEAR 9
OPTIONS
2022**

**A Guide for
Pupils and Parents**

Overview of Key Stage 4 Options 2022

Welcome to the start of your Option Process. It is a very exciting time, as you are given more choices about the courses you want to follow in Years 10 and 11. However, with so many courses to think about and understanding the need to keep your options open with regards to your Post-16 opportunities, it can also seem a little daunting. Please remember that we are here to guide you every step of the way. So, let's start with a reminder of the key facts.

Compulsory Key Stage 4 Courses

These are the subjects which all pupils study in Years 10 and 11.

- GCSE Religious Studies
- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science

GCSE Science leads to one of two sets of qualifications:

- Triple Science Award, where you study for 3 separated GCSEs in Biology, Chemistry and Physics
- Combined Science GCSE, where you study Biology, Chemistry and Physics but receive a combined qualification equivalent to 2 GCSEs

In recognition of the extra content and depth required on the Triple Science Award, if you wish to take this course

- you will need to apply for this as one of your Options
- you will need a recommendation from your Science teacher

In addition to these GCSE subjects, all pupils continue to have core PE lessons, which are not examined.

Optional Key Stage 4 Courses

The majority of pupils now have to choose 3 additional subject to study. At this point we ask you to think carefully about the Key Stage 4 Pathway which best suits you and your future plans. There are two main pathways to consider:

- **The Ebacc Pathway** - a pathway to Post 16 options and all Universities
- **Core Pathway** - a pathway to Post 16 options and many Universities

The Ebacc Pathway

The EBacc (English Baccalaureate) describes a set of GCSE qualifications that include pass grades in:

- English (English Language **or** Literature)
- Mathematics
- 2 Sciences (GCSE Sciences **or** Computer Science)
- 1 Humanity (Geography **or** History)
- 1 Language

(Whilst French and Spanish are the main languages we offer, you may have other language skills that could contribute to your set of GCSEs. The MFL department promotes and embraces multiculturalism and diversity. Polish and Urdu are already offered as GCSE for EAL pupils however If you have a degree of fluency in another language not currently on offer and think you might be able to take a GCSE in that language, please speak to Mrs Mercer, Miss Wiseman or Mrs Green)

So if you decide that the Ebacc Pathway is the best one for you then your Options will be made up of:

- 1 Humanity
- 1 Language
- 1 Other Option

The Core Pathway

On the Core Pathway you must select ONE EBacc subject that means ONE of the following:

- Computer Science
- Triple Science
- Geography
- History
- French
- Spanish
- Other language

So if you that decide the Core Pathway is the best one for you, then your Options will be made up of:

- 1 EBacc Subject
- 2 Other Options

Why are EBacc subjects important?

The study of EBacc subjects will be challenging for some pupils, but your efforts are rewarded by the high status of these subjects when it comes to choices for Post-16 courses and University. Research from the Institute of Education (2017) concluded that pupils aiming to progress to University are always well-served by these more traditional subjects. Their findings included the observation that, “**top universities** appear to prioritise those taking the **sciences, maths or languages**”. In addition, even when pupils intended to study vocational courses at University such as Law, Business or Accountancy, the survey found that there was little advantage to studying these courses at secondary, “they would be better off choosing core subjects ...such as **maths, science and history**”

At Blessed Trinity, we promote the study of EBacc subjects at GCSE so that you keep your options open for Post-16 choices and, if you choose, are able to compete nationally for the top University places and jobs. We shall recommend a pathway to you. However, we know that Options choices are unique for each and every pupil and so this year we are allowing you to choose which of the two pathways is the best one for you. We will offer guidance and support you to be ambitious with your choices and goals, but ultimately you will decide.

- **Future Successes Pathway**

The Future Successes Pathway is our third pathway. We offer this route to a small group of pupils on an invitation only basis. On this pathway, pupils study the compulsory GCSE courses of RE, English, Maths and Science. Their Options however are very different and combine work experience with a range of vocational qualifications and leadership qualifications.

Optional Subjects 2022

There are a wide range of Optional Subjects to choose from. These will run in response to pupil demand. Here are your choices, sorted into GCSE and vocational

GCSE

- Geography
- History
- French
- Spanish
- Computer Science
- Triple Science
- Fine Art
- Photography
- Dance
- Drama
- Music
- Sociology
- Design and Technology
- Physical Education

Vocational

Music Technology
IT
Health & Social Care
Hospitality & Catering
Sport & Coaching Principles

Additional GCSE language opportunities

Whilst French and Spanish are the main languages that we offer, pupils may have other language skills that could contribute to their set of GCSEs. The MFL department promotes and embraces multiculturalism and diversity. Polish and Urdu are already offered as GCSE for EAL pupils. If you would be interested in either of these languages or have a degree of fluency in another language not currently on offer and think you might be able to take a GCSE in that language, please speak to **Mrs Mercer, Miss Wiseman or Mrs Green**

GCSE and Vocational

GCSE and vocational subjects carry equal weight in terms of points for progression to Post 16 and Higher Education. What is different is the style of assessment and learning involved in the course. All GCSE courses will have a minimum of 40% assessed by an external examination and many now have 100% assessment by written examination. Vocational courses generally have a lower emphasis on written examinations and are suited to those who enjoy more continual assessment such as coursework and portfolio work. However, it will vary depending on the subject you choose so do talk carefully to you teachers about what is involved.

THINGS TO THINK ABOUT

WHICH SUBJECTS DO YOU LIKE?

The advice from most experts is that your first option choice should be a subject you really enjoy and feel enthusiastic about studying.

WHICH SUBJECTS ARE YOU BEST AT?

You should pick subjects that will enable you to get good grades. Higher grades will always give you a wider range of choices when you move into Post 16 Education or training. So it is essential that you consider your full written report and your progress report when you make your choices

WHICH SUBJECTS DO YOU NEED?

Have you any idea of a possible career? If so, you may need certain subjects as qualifications. Look into this with the support of the school careers advisor. If you are not sure about careers at this stage, then the best advice is to keep your options open. EBacc subjects, or a choice of subjects from a range of different areas, will serve you well.

WHAT ABOUT NEW SUBJECTS?

You will find that you have already studied many of the optional subjects during your first three years at school. There are, however, a number of new subjects available to you. Start researching these now by reading the information about new courses in this booklet. It is also essential to talk to your teachers about the new courses on offer.

WHAT SKILLS DO I NEED?

Different subjects help to develop different skills. That is why it is so important to do a mix of subjects. Employers and Colleges repeatedly ask for a wide skills base and some academic routes can require the 'English Baccalaureate', explained on the next page in more detail.

GETTING WHAT YOU WANT

Whilst we will strive to give everyone their first **three** choices in the Option process, this may not always be possible. For this reason, the Option form will ask pupils to select **5** subjects in rank order of preference.

The final pages of the booklet cover details about all the Key Stage 4 courses on offer and which teacher to contact if you want further information.

CORE SUBJECTS

SUBJECT

CONTACT & EMAIL

Religious Studies

Mrs R Thompson
rthompson@btrcc.lancs.sch.uk

English

Mr J Hartley
jhartley@btrcc.lancs.sch.uk

Mathematics

Mr P Storah
pstorah@btrcc.lancs.sch.uk

Science

Mrs H Hacking
hhacking@btrcc.lancs.sch.uk

Physical Education

Mr N Stubbs
nstubbs@btrcc.lancs.sch.uk

Religious Studies

Single Award - 1 GCSE

Subject Information

All pupils will study for the EDUQAS Religious Studies GCSE (Route B) which aims to:

- Develop pupils' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop pupils' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of Catholic Christianity and Judaism
- Develops pupils' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Provides opportunities for pupils to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Challenges pupils to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Following this specification will enable pupils to:

- Deepen their understanding of the relationship between people
- Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- Demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- Understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

Assessment

All Pupils will study 3 Units:

Foundational Catholic Theology, topics include; Origins and Meanings and Good and Evil- This will be assessed with an external examination and will be worth 37.5% of the overall grade.

Applied Catholic Theology, topics include; "Life and Death" and "Sin and Forgiveness" - This will be assessed with an external examination and will be worth 37.5% of the overall grade.

A Study of Judaism, topics include; "Beliefs and Teachings" and "Practices" – This will be assessed with an external examination and will be worth 25% of the overall grade.

Post-16 courses/Career opportunities

AS/A/Degree Level Critical Thinking, Philosophy, Religious Studies, Ethics.
Advertising, Caring Professions, Civil Service, Human Resources, Law, Medicine, Police, Psychology, Priesthood, Publishing, Religious Life, Social Services, Teaching.

English Language and Literature

2 GCSEs

Subject Information

All pupils will follow two syllabi covering WJEC EDUQAS English Language and AQA English Literature, leading to the award of two GCSEs.

Pupils will study a wide range of materials including both non-fiction and fiction texts. Opportunities will be provided for pupils to respond creatively, as well as in response to information and ideas. Additionally, pupils will undertake a formal speech using spoken language.

The study of Literature will involve a wide range of texts covering a Shakespearean play, prose from the 19th Century, a modern text and poetry (seen and unseen).

EDUQAS English Language covers:

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes 40% of qualification.

Section A (20%) – Reading. Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

Section B (20%) – Prose Writing. One creative writing task selected from a choice of four titles.

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written examination: 2 hours 60% of qualification.

Section A (30%) – Reading. Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st Century, assessed through a range of structured questions.

Section B (30%) – Writing. Two compulsory transactional/persuasive writing tasks.

Component 3: Spoken Language. A non-exam assessment (unweighted).

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Post-16 courses/Career opportunities

English G.C.S.E Language and Literature are vital to all careers.

Higher level grades give a foundation to study AS/A Level English Language and Literature.

Mathematics

Single Award - 1 GCSE

Subject Information

The Mathematics GCSE course aims to cover a broad, coherent and worthwhile course of study.

This should help to:

- develop confidence in, and a positive attitude towards mathematics.
- appreciate the importance of mathematics in their own lives and to society.
- improve their capability in the management of money.
- make informed decisions about the use of technology in mathematics and prepare for further learning opportunities and career choices.

Pupils will be given the opportunity to work independently and in groups throughout the course. Emphasis will be given to their ability to communicate ideas and decisions clearly and concisely. Pupils will learn how to apply their mathematics to solve problems which may be unfamiliar or set in real world contexts.

GCSE Syllabus Content

Pupils in Years 10 and 11 follow the Edexcel Specification in Mathematics. The full course consists of 5 strands:

Number

Geometry & Measures

Algebra

Statistics & Probability

Ratio, Proportion and Rates of change

Assessment

Our Edexcel GCSE in Mathematics (9-1) is assessed through three equally weighted written exam papers across two tiers.

FOUNDATION tier Grades 1-5

HIGHER tier Grades 4-9

Paper 1:

Written paper (Non-calculator) 33.3% of total assessment - 1 hr 30 min paper – 80 marks

Paper 2:

Written paper (Calculator) 33.3% of total assessment - 1hr 30 min paper - 80 marks

Paper 3:

Written paper (Calculator) 33.3% of total assessment - 1hr 30 min - 80 marks

Post-16 courses/Career opportunities

A Mathematics GCSE is vital for many lines of further study, including many not necessarily connected with the subject.

Higher level grades give a foundation to study AS/A Level Mathematics.

SCIENCE

GCSE Combined Science Trilogy – 2 GCSEs

OR

GCSE Triple Award –Biology, Chemistry and Physics
(3 GCSE's)

Subject Information

Most pupils undertake AQA Combined Science Trilogy. The course consists of 6 exam papers, each 1 hr and 15 min long:

- Biology Paper 1 & 2
- Chemistry Paper 1 & 2
- Physics Paper 1 & 2

Pupils will have 9 lessons of Science over the 2 week timetable and will be taught on a half termly rotations. This means each half term pupils will be taught by a different Science teacher depending upon their specialism. Pupils can attain 2 GCSE's from Grade 9-1.

Pupils may choose the Triple Science pathway as an option subject, following a recommendation by their Science teacher and are on course to achieve a Grade 6 by the end of Year 9.

The course consists of 6 exam papers, each 1 hour and 45 minutes long:

- Biology Paper 1 & 2
- Chemistry Paper 1 & 2
- Physics Paper 1 & 2

They will have 15 lessons of Science over the 2-week timetable and will have 3 specialist teachers. Pupils can attain 3 GCSE's in Biology, Chemistry and Physics from Grade 9-4.

Assessment

Teaching units are assessed at the end of Year 11 and account for 100% of the overall GCSE Science grade. Pupils must also complete required practicals which are assessed as part of the final exam.

Post-16 courses/Career opportunities

AS/A Level – Biology, Chemistry, Physics. Environmental Science, Psychology, Geology,
Vocational Courses – Hairdressing, Laboratory Technician, Engineering

Physical Education KS4

Physical Education is a compulsory part of the National Curriculum throughout Key Stage 4.

Core PE is highly valued area of the Key Stage 4 Curriculum and makes a significant contribution to each pupil's health, fitness and well-being.

There is no external assessment but pupils develop key skills such as leadership and teamwork which are extremely important in future employment and higher level study.

In core PE pupils will learn about:

- The importance of leading an active and healthy lifestyle whilst gaining the confidence and independence to manage and organise their own activities.
- Skills, tactics and officiating in games, athletics, fitness and gymnastic activities.
- How to improve personal fitness.
- How to improve communication, organisational, problem solving and evaluating skills

In core PE pupils will learn by:

- Practically participating in a variety of individual and team activities.
- Increasingly becoming more independent and planning and organising competitions and tournaments.
- Taking on different roles such as officials, organisers and coaches

Core PE will provide pupils with the experience, confidence and understanding to become a life-long participant in physical activity.

It will provide pupils with the knowledge and understanding of how to access and become involved in a number of different activities.

OPTIONAL SUBJECTS

SUBJECT

CONTACT & EMAIL

Computer Science	Mr C Blackburn	<u>cblackburn@btrcc.lancs.sch.uk</u>
Dance	Mrs R Wright	<u>rwright@btrcc.lancs.sch.uk</u>
Design & Technology	Mr A Lee	<u>alee@btrcc.lancs.sch.uk</u>
Drama	Mrs R Wright	<u>rwright@btrcc.lancs.sch.uk</u>
Fine Art	Mrs S Fox-Kirk	<u>sfox-kirk@btrcc.lancs.sch.uk</u>
French	Mrs K Mercer	<u>kmercer@btrcc.lancs.sch.uk</u>
Geography	Mr S Walker	<u>swalker@btrcc.lancs.sch.uk</u>
Health & Social Care	Miss R Parveen	<u>rparveen@btrcc.lancs.sch.uk</u>
History	Mr S Walker	<u>swalker@btrcc.lancs.sch.uk</u>
Hospitality & Catering	Mrs Z Mansfield	<u>zmansfield@btrcc.lancs.sch.uk</u>
IT	Mr C Blackburn	<u>cblackburn@btrcc.lancs.sch.uk</u>
Music	Mr B McArdle	<u>bmcardle@btrcc.lancs.sch.uk</u>
Music Technology	Mr R Hartnell	<u>rhartnell@btrcc.lancs.sch.uk</u>
Photography	Mrs K Palich	<u>kpalich@btrcc.lancs.sch.uk</u>
Physical Education (GCSE)	Mr N Stubbs	<u>nstubbs@btrcc.lancs.sch.uk</u>
Sociology	Miss R Parveen	<u>rparveen@btrcc.lancs.sch.uk</u>
Spanish	Mrs K Mercer	<u>kmercer@btrcc.lancs.sch.uk</u>
Sport and Coaching Principles	Mr N Stubbs	<u>nstubbs@btrcc.lancs.sch.uk</u>

Computer Science

Single Award - 1 GCSE

Subject Information

Computers are everywhere and programming is at the heart of all computer based technology, this course offers pupils the opportunity to study how computer systems work, how networks communicate and understand what happens 'behind the scenes' with computer programming. It gives pupils the skills to be able to solve problems using a computer which many pupils find absorbing and engaging. It is an Ebacc subject and highly valued in the work place leading to many highly paid careers with skills in high demand globally.

Topics of study include:

Principles of Computer Science (50%) - Written exam

- Topic 1: Computational thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data - understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Application of Computational thinking (50%) - Computer based python programming exam

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs

Assessment

Paper 1 – written exam (50%)

Paper 2 – computer based python programming exam (50%)

Post-16 courses/Career opportunities

A Level Computing - Level 3 programming courses.

It is the best option for pupils wanting to go into Engineering, Software, Games development, system analyst, system administration, network engineer, telecoms engineering, cyber security, and many more.

Dance

Single Award - 1 GCSE

Subject Information

Why choose GCSE Dance?

In the course you will learn to perform, choreograph and analyse dance. As a performer, you will develop confidence and self-esteem, as well as sensitivity to others and team working skills. As a choreographer, you will use the skills of creativity and problem solving to come up with some imaginative ideas for dances. As a critic, you will be able to make informed decisions about the dances you see.

By opting for GCSE Dance, you will be taking part in a physical activity that promotes fitness and wellbeing. You will find that by studying dance you will improve your creative skills as well as physical skills - that is what makes dance unique!

Course content

1. Performance
2. Choreography
3. Dance appreciation

Component 1: Performance and Choreography

Performance- Set phrases through a solo performance (approximately one minute in duration).

Duet/trio performance (three and a half 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)

Component 2: Dance Analysis

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

Assessment

Component 1-Performance 30% Choreography 30% internally marked and externally moderated

Component 2-Written exam 1hour 30 minutes 40%

Post-16 courses/Career opportunities

AS/A Level Dance, AS/A Level Performing Arts, BTEC National Certificate/Diploma in Performing Arts, Creative and Media Diplomas

Design and Technology

Single Award - 1 GCSE

Subject Information

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Our GCSE requires pupils to study a wide range of material outcomes, but then gives the opportunity to study a specialist technical principle in greater depth by choosing a material area of expertise – these include:

- Timbers and manufactured boards
- Metal
- Plastics
- Paper and card
- Concrete
- Textiles

These material areas can cover a broad range of design topics such as:

- Product designing in any material area to fulfil a contextual design challenge
- Mini projects on jewellery making
- Mini projects on casting and moulding in concrete.
- Mini projects with regards to producing garments, embellishing garments and producing fabric.
- Use of CAD/CAM equipment such as laser cutters and 3D printers.

What's assessed?

Non Exam Assessment (NEA) = 50% of GCSE

Pupils will be given a contextual design challenge in which they must develop their own design brief and context. Pupils must then apply their material knowledge and designing and making skills to develop and test a fully functional prototype that fulfils their design problem. This will require pupils to conduct independent research, develop, design, manufacture and test their product with confidence. The time allowed for NEA is 30-35 hours.

External Exam assessment = 50% of GCSE

Written exam: 2 hours

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 a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Post-16 courses/Career opportunities

Pupils can complete A Levels, BTECs and foundation courses in all specialist areas of Design and Technology. Career options include: fashion, engineering, design, architecture, construction, interior design, project development, advertising, creative arts, project managing.

Drama

Single Award - 1 GCSE

Subject Information

Drama GCSE is for those pupils who want to study a subject that is both practical and creative. Candidates must be committed, enthusiastic and enjoy working as part of a team, as Drama involves a lot of group work. Pupils will have many opportunities to develop their confidence and presentation skills and will experience live theatre as part of this programme. The programme will develop acting techniques, whilst learning about aspects of technical theatre.

Course content

Component 1: Understanding drama

Knowledge and understanding of drama and theatre
Study of one set play from a choice of six
Analysis and evaluation of the work of live theatre makers

Component 2: Devising drama (practical)

Process of creating devised drama
Performance of devised drama (pupils may contribute as performer or designer)
Analysis and evaluation of own work

Component 3: Texts in practice (practical)

Performance of two extracts from one play (pupils may contribute as performer or designer)

Assessment

Component 1: Understanding drama- Written exam: 1 hour and 45 minutes 40% of GCSE
Component 2: Devising drama (practical)- Devising log (60 marks), Devised performance (20 marks) 40% of GCSE. This component is marked by teachers and moderated by AQA.
Component 3: Texts in practice (practical)- Performance of Extract 1 (25 marks) and Extract 2 (25 marks) 20% of GCSE. This component is marked by AQA.

Post-16 courses/Career opportunities

AS/A Level in Drama and Theatre Studies, BTEC National Cert/Diploma in Performing Arts. Careers in the theatre, jobs e.g. retail, travel and tourism, sales/marketing.

Fine Art

Single Award - 1 GCSE

Subject Information

The course will include a range of areas and approaches in Painting and Drawing. For example; oil pastel, chalk, ink, charcoal and modroc. It is important that the pupil enjoys experimenting and is keen to use a wide range of media.

Pupils will study the work of artists and designers from various periods and cultures and will demonstrate how their work has been influenced or inspired by such studies. The pupils will write about artists including their thoughts and feelings about the art work. In addition, they will analyse and evaluate their projects.

Observational drawing is of paramount importance as it is the building block of all project work. Pupils should be prepared to spend long periods of time working on detailed observational drawings. In addition, the pupils will research topics and themes in order to plan and develop projects.

They are expected to work independently and they should aim to produce original and personal outcomes.

Homework allows for the practice of skills and development of original ideas. This should be an enjoyable part of the course. A minimum of two hours Art homework per week is essential in order to complete all course work and gain access to the higher grades.

Why study Art and Design?

Art and Design enables the pupils to:

- use their imagination and express their feelings and ideas in a dynamic manner
- explore artistic styles using a wide range of media
- develop observational drawing skills
- develop personal projects
- learn about artists and to be inspired by them
- lay the foundations for a career in Art and Design

Assessment

The scheme of assessment will comprise of:-

- | | |
|---|-----|
| • Component 1 - Portfolio of work
(coursework) | 60% |
| • Component 2 - Externally set assignment
(preparatory work and a 10-hour piece) | 40% |

Post-16 courses/Career opportunities

AS/A Level and equivalent courses are available which can lead to Degrees in Fine Art, Art and Design, The History of Art, Architecture etc. Employment opportunities are varied.

French

Single Award - 1 GCSE

Subject Information

All language courses require a disciplined approach and consistent hard work if success is to be achieved. A willingness to participate in oral work and a good memory are very important. GCSE French assesses four main skills: Listening, Speaking, Reading and Writing. The emphasis is on developing communication skills and understanding other cultures.

What sort of activities will I be doing in class?

Lessons will be similar to those in Years 7, 8 and 9 with listening, speaking, reading and writing tasks, pair work or group work. The work will be divided into topic areas - Identity and Culture, Local, National, International and Global Areas of Interest, Current and Future Study and Employment.

What will the final examination be like?

There are final examinations in each of the skills, weighted as follows:

Listening	-	25%	Speaking	-	25%
Reading	-	25%	Writing	-	25%

For the **Speaking Exam**, there will be a final speaking exam involving role play and general conversation. The test will last up to 12 minutes.

For the **Writing Exam**, there will be a final written exam lasting up to 1 hr 15 min. You will be required to communicate effectively in writing for a variety of purposes

For the **Listening Test**, you will complete a final exam paper lasting up to 45 minutes. You will be required to understand and respond to different types of spoken language

For the **Reading Test**, you will complete a final exam paper lasting up to 60 minutes. You will be required to respond in French and English, to different types of written language.

Look to the future!

Studying Languages enables you to enjoy the advantages of gaining qualifications in subjects respected by all educational institutions, and also to become proficient in a very practical skill. Having a qualification in a foreign language (or even two!) is very impressive when filling in application forms.

A GCSE Language is an essential component of the English Baccalaureate. Languages are becoming more and more important and not just in careers such as teaching or translating. They can be used in many different jobs such as work in Travel & Tourism, Journalism, Football, Police, Hairdressing, Law, Medicine, Sales and so on. The list is endless. And what's more - research has discovered that employees who can speak another language at work earn between 8 – 10% more than their colleagues. Research has also found that people who can speak a foreign language use more of their brain than those who don't!

To find out more about how languages can work for you, talk to your French teacher or visit: www.whystudylanguages.ac.uk

Assessment

GCSE (AQA) See above

Post-16 courses/Career opportunities

A GCSE in MFL is an advantage when applying for numerous degree courses including: Law, Medicine, Engineering, Politics and of course European Studies. It is also an essential qualification for the English Baccalaureate.

Geography

Single Award - 1 GCSE

Subject Information

Geography is a popular and relevant subject which studies the physical environment in which we live and the varied human interactions with this environment. The subject focuses on contemporary issues within both the natural and human world, and how these issues can relate to one another.

The course delivers a sound understanding to the pupils of geographical themes, issues and skills. Case studies and examples are studied throughout the course at a variety of scales and in differing environments in order to make the themes studied more meaningful and relevant, as well as building student's knowledge of the wider world.

What you will study (AQA Specification):

Unit 1 Living with the physical environment

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

Unit 2 Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Unit 3 Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

Geographical skills

3.4 Geographical skills

Assessment

Three written exams:

1.30 minutes Unit 1

1.30 minutes Unit 2

1.15 minutes Unit 3

Post-16 courses/Career opportunities

AS/A2 Level Geography, vocational/pre-vocation (i.e. Travel and Tourism) at post 16+, leading to higher education.

Careers in teaching, climatology, travel agent, town planning, research opportunities, the Environment Agency, and many, many more.

Health & Social Care

BTEC Level 2 Tech Award in Health and Social Care

BTEC Tech award in health and Social Care is a brand new level 2 qualification we have started teaching. The award gives pupils to develop sector specific knowledge and skills in a practical learning environment. The knowledge and skills gained are relevant and transferable to many sectors and not just a health and social care setting.

You will study

Human Lifespan Development

- **explore** how individuals develop physically, emotionally, socially and intellectually over time
- **investigate** how various factors, events and choices impact individuals' growth and development
- **discover** how people adapt to life events and cope with making changes.

Services and Values

- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

Health and Wellbeing

Learn what 'being healthy' means to different people

- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

Assessment

Human Lifespan Development

- Internally assessed assignments
- 30% of the total course

Health and Social Care Services and Values

- Internally assessed assignments
- 30% of the total course

Health and Wellbeing

- Externally assessed task
- 40% of the total course

Post 16 courses/Career opportunities

A Levels as preparation for entry into higher education in a range of subjects- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care

History

Single Award - 1 GCSE

Subject Information

Why study History?

- Learn about people.
- Find out about major events that have shaped your Life.
- Train your mind for a wide variety of careers.
- Develop insights into understanding people, and the world in which you live.

What do you do?

In Years 10 and 11, the periods you will study are wide and varied. Some of these areas could include:

- Nazi Germany: 1918 - 1939
- Super Power Relations – The Cold War 1945 - 1990
- An overview of changes to a particular theme, for example, Warfare through History 1250 – Present with a focus on the London Blitz 1940-45.
- Elizabethan England, the power, the people, the plots and the scandals.

How do you do History?

You will be encouraged to form your own opinions, based on facts, and put them forward in a convincing way.

You are expected to write in various ways – from short answers and paragraphs to extended essays – about the topics you have studied. A number of the topics will be related to source material and will require you to make deductions from the evidence given and not just from memorised notes.

If you do all this, then History at GCSE develops a wealth of transferable skills which will be useful outside school and at work.

Assessment

Paper 1: 2 hour containing a depth study (40 marks) and a period study (40 marks). This equates to **50%** of the GCSE

Paper 2: 2 hour containing a thematic (broad look at a long period) study (40 marks) and a British depth study (40 marks.) This equates to **50%** of the GCSE.

Post-16 courses/Career opportunities

AS/A Level History leading to a BA Degree. Careers in law, journalism, the civil service, teaching, the armed forces, banking and many more

Hospitality & Catering

WJEC (Eduqas) Level 1 / Level 2 Hospitality and Catering Course Outline

What you will learn

The course has been designed to develop knowledge and understanding related to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws and regulations and food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

The course is split into two sections

Unit 1: The Hospitality and Catering Industry (40% of overall grade)

External Exam

Duration: 90 minutes

Number of marks: 90

Unit 2: Hospitality and Catering in Action (60% of overall grade)

Internal Controlled Assessment totalling 9 hours and production of a portfolio of work

How you will be graded?

L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Post-16 courses/Career opportunities

Successful completion of this qualification could lead to a number of possibilities. There are many local colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and Level 1 to 3 courses.

You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.

IT

Cambridge Nationals Level 1/2

This course will encourage pupils to:

- understand and apply the fundamental principles and concepts of IT
- understand, apply and use IT appropriately and effectively for the purpose and audience
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that are relevant to the IT sector and more widely
- plan, design, create, test and evaluate/review IT solutions and products
- understand the impacts of digital technologies on the individual, organisation and wider society.

COURSE UNITS

IT in the digital world - Pupils will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Pupils will understand the uses of Internet of everything, cyber-security, IT system legislations and the different types of digital communication

Data manipulation using spreadsheets - Pupils will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. Pupils will be able to evaluate their solution based on the user requirements.

Using augmented reality to present information - Pupils will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Pupils will also be able to test and review their AR model prototype.

Assessment

Unit	Weighting	
IT in the digital world	40%	Written paper
Data manipulation using spreadsheets	30%	Coursework tasks
Using augmented reality to present information	30%	Coursework tasks

Post-16 course/Career opportunities

The IT industry is vast and provides work for a wide range of people across sectors, from those working as freelance IT consultants, right through to those in large or specialist IT teams in multinational companies. Job roles frequently overlap across multiple sectors as there are common aspects to inputs, processing and outputs of IT systems which can be used in many ways, from supporting the planning, designing and implementation of services or products to enhancing our daily lives in the digital world.

Music Technology

Level 2 Certificate in Technology for Music Practitioners

Subject Information

Music Technology is an exciting course which allows pupils who enjoy music and the technology involved to learn more about the industry, the software involved and how to use it. Through class work and coursework you will develop independent thinking and group-work skills, be able to manage time more effectively and develop your range of knowledge in the music industry. You will create your own music using the Mac computers and record other pupils in the recording studio. There is no performance aspect to the course, but the skills and knowledge learnt in 7-9 will significantly help you.

Course Content and Assessment

There are three components to the course.

Component 1: Musical Knowledge

This component will build on your existing musical knowledge and develop your ability to understand and talk about music using appropriate technical language. You will study musical styles from both a contextual perspective and through a practical understanding of key musical elements.

This component is worth 30% of the course and is internally assessed through coursework.

Component 2: Skill Development

This component will enhance your understanding of how to maximise your development as a music practitioner, to recognise success and to encourage improvement in sequencing skills using Garageband. You will develop your ability to plan and carry out a structured skill development process in sequencing, based around your own goals and objectives, creating your own music.

This component is worth 30% of the course and is internally assessed through coursework.

Component 3: Sound Recording

This component will prepare you for producing a recording of a piece of music in response to a brief, making use of the recording studio in school. You will understand the principles behind the recording process and be able to set up and operate equipment. You will then mix your recording to produce a final audio file. You will also have the opportunity to reflect on how successful your project was.

This component is worth 40% of the course and is externally assessed through coursework.

Post-16 course/Career opportunities

A Level and Vocational Level 3 courses are available in Music, Music Technology, Performing Arts and Popular Music, developing the skills to progress straight into the music industry, alternatively, learners can progress to higher education courses such as degrees in music, music technology, and music business. Employment opportunities are extensive to areas such as producer, composer, entrepreneur or industry professional. Employment opportunities in the music industry are centred on self-employment or small-team operations as well as contracted employment with large companies and organisations.

Photography

Subject Information

The course will include a range of areas and approaches in Photography. For example; portraiture, location photography, studio photography, experimental imagery, documentary photography, photo-journalism and fashion photography.

Throughout the course, pupils will learn about a variety of photographic media, techniques and processes. They will also use computers for Photoshop and Digital Media, utilising these techniques and equipment, to make brilliant images. Sketchpads and workbooks will demonstrate all practical learning, ideas development and critical analysis.

Pupils will study the work of artists and photographers from various periods and cultures and will demonstrate how their work has been influenced or inspired by such studies. The pupils will annotate their work and ideas by adding their thoughts and feelings about their photographs. In addition, they will analyse and evaluate their projects.

Pupils will be using a SLR digital camera to ensure they have the best quality photographs. Although there is no formal requirement to have studied Photography before embarking on a GCSE course, it helps to have an interest in the subject. (Pupils will not be required to purchase their own camera).

Homework allows for the practice of skills and development of original ideas. This should be an enjoyable part of the course. A minimum of two hours Art homework per week is essential in order to complete all course work and gain access to the higher grades.

Why study Photography?

Photography jobs are as vast as the medium is visible in the world. This course will make pupils great creative thinkers and they will be able to construct photographic images so that they contain high visual appeal. In this way they will be able to carve out their desired career in photography.

It enables the pupils:

- To use their imagination and express their feelings and ideas in a dynamic manner.
- To be able to develop personal projects.
- To learn about photographers and designers and to be inspired by them.

Assessment

The scheme of assessment will comprise of:

- | | |
|--|-----|
| a) Component 1 - Portfolio of work (course work) | 60% |
| b) Component 2 - Externally set assignment
(preparatory work and a 10 hour piece) | 40% |

Physical Education

Single Award - 1 GCSE - Edexcel Board

Subject Information

This GCSE in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Pupils will also gain understanding of how physical activities benefit health, fitness and wellbeing.

Pupils selecting this subject need to be performing to a good level in at least two practical activities, be committed to attending extra-curricular activities and the ability to learn and apply theoretical concepts.

GCSE Physical Education consists of two externally-examined papers (60%) and two non-examined assessment components. (40%).

Component 1: Fitness and Body Systems - Written examination - Paper 1

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical Training

Topic 4: Use of data

Component 2: Health and Performance - Written examination - Paper 2

Topic 1: Health, fitness and well being

Topic 2: Sport psychology

Topic 3: Socio - cultural influences

Topic 4: Use of data

Component 3: Practical Performance – internally marked and externally moderated

Three physical activities from a set list

One must be a **team** activity

One must be an **individual** activity

Component 4: Personal Exercise Programme - internally marked and externally moderated

Aim and planning analysis

Carrying out and monitoring the PEP

Evaluation of the PEP

Assessment

Two written examinations – 60% of GCSE Full Course.

Multiple choice, short answer questions and extended writing questions.

Paper 1 - Fitness and Body Systems - 1 hour and 45 minutes

Paper 2 - Health and Performance - 1 hour and 15 minutes

Two non-examined assessments - 40% of GCSE Full Course

Post-16 courses/Career opportunities

AS/A Level Sports Studies; BTEC Nationals; Diplomas in Sport and Recreation

Careers in the Armed Services, Police, PE Teaching, Sports Journalism, Coaching, the Leisure Industry.

Sociology

Single Award - 1 GCSE

Subject Information

What is GCSE Sociology?

Have you ever wondered:

- Why some people commit crimes?
- Why girls do better than boys in education?
- What effect violence on TV has on us?
- Where all those statistics on the news come from?

If so, then Sociology is the subject for you. Put simply, Sociology tries to understand society and our place in it. We are all brought up in some kind of family, all go through education, and are all influenced by the society around us.

Subject Content

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

Assessment

Pupils sit two exams at the end of Year 11:

Unit 1 exam

The sociology of families

The sociology of education

Relevant areas of social theory and methodology

Unit 2 exam

The sociology of Crime and Deviance

The sociology of Stratification

Relevant areas of social theory and methodology

Both exams last 1 hour and 45 minutes and all pupils will sit the same exam.

Post-16 courses/Career opportunities

Sociology is widely acknowledged as an academic subject and will be an asset for many professional or career choices, including entry into Higher Education.

Spanish

Single Award - 1 GCSE

Subject Information

All language courses require a disciplined approach and consistent hard work if success is to be achieved. A willingness to participate in oral work and a good memory are very important. GCSE Spanish contains four main skills: Listening, Speaking, Reading and Writing. The emphasis is on developing communication skills and understanding other cultures.

What sort of activities will I be doing in class?

Lessons will be similar to those in Years 7, 8 and 9 with listening, speaking, reading and writing tasks, pair work or group work. The work will be divided into topic areas— Identity and Culture, Local, National, International and Global Areas of Interest, Current and Future Study and Employment.

What will the final examination be like?

There are final examinations in each of the skills, weighted as follows:

Listening	-	25%	Speaking	-	25%
Reading	-	25%	Writing	-	25%

For the **Speaking Exam**, there will be a final speaking exam involving role play and general conversation. The test will last up to 12 minutes.

For the **Writing Exam**, there will be a final written exam lasting up to 1 hour 15 minutes. You will be required to communicate effectively in writing for a variety of purposes

For the **Listening Test**, you will complete a final exam paper lasting up to 45 minutes. You will be required to understand and respond to different types of spoken language

For the **Reading Test**, you will complete a final exam paper lasting up to 60 minutes. You will be required to respond in Spanish and English, to different types of written language.

Look to the future!

Studying Languages enables you to enjoy the advantages of gaining qualifications in subjects respected by all educational institutions, and also to become proficient in a very practical skill. Having a qualification in a foreign language (or even two!) is very impressive when filling in application forms.

A GCSE Language is an essential component of the English Baccalaureate. Languages are becoming more and more important and not just in careers such as teaching or translating. They can be used in many different jobs such as work in Travel & Tourism, Journalism, Football, Police, Hairdressing, Law, Medicine, Sales and so on. The list is endless. And what's more - research has discovered that employees who can speak another language at work earn between 8–10% more than their colleagues. Research has also found that people who can speak a foreign language use more of their brain than those who don't!

To find out more about how languages can work for you, talk to your Spanish teacher or visit: www.whystudylanguages.ac.uk

Assessment

GCSE (AQA) See above

Post-16 courses/Career opportunities

A GCSE in MFL is an advantage when applying for numerous degree courses including: Law, Medicine, Engineering, Politics and of course European Studies. It is also an essential qualification for the English Baccalaureate.

Sport and Coaching Principles

WJEC L1/L2 Vocational Award

This qualification is for learners aged 14-16 who wish to develop knowledge, understanding and experience of a practical application of skills in sport and coaching.

What you will learn

This course is designed to provide insight into the sports performance and coaching sectors. The qualification includes the aspects of sports performance and methods for improvement, identifying fitness for health and performance and the science of sports coaching. Learners will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate improvements across all three units, providing a clear grounding in the sectors for those learners that may choose to enter into related jobs or further education and training.

The course consists of 3 units

WJEC Level 1 / 2 Vocational Award in Sport and Coaching Principles				
Unit Number	Unit Title	Assessment	Mandatory/Optional	GLH
1	Improving Sporting Performance	Internal	Mandatory	36
2	Fitness for Sport External	External	Mandatory	48
3	Coaching Principles	Internal	Mandatory *	36

Unit 1 Improving Sporting Performance is based around the individual and is focused on performance analysis, self-assessment, and the creation of an action plan and then the evaluation of any impact on performance.

Unit 2 Fitness for Sport enables learners to gain knowledge and understanding of how to plan a fitness training programme in order to meet the needs of individuals. This unit also includes how to assess components of fitness through testing, understand how to improve the components of fitness using different methods of training and apply the principles of training.

Unit 3 Coaching Principles is designed to equip the learner with the necessary skills to enter the sector of sports coaching. The learner will develop the science behind sports coaching; styles and types of coaching, roles and responsibilities of the coach. The learners will plan, deliver and evaluate a coaching session, specific for a sporting activity and group.

Assessment

The WJEC Level 1/ 2 Vocational Award in Sport and Coaching Principles qualification is assessed through a combination of one written examination, set and marked by WJEC and two centre-marked assignments, moderated by WJEC.

Post-16 courses/Career opportunities

BTEC Nationals / Diplomas in Sport and Recreation, Careers in the Armed Services, Police, PE Teaching, Sports Coaching, the Leisure Industry.

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Love God
Serve others
Work hard
Value all