

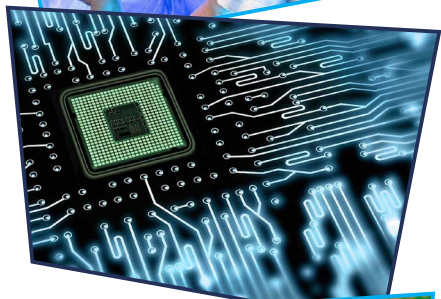


# 9

## YEAR 9 OPTIONS 2024

St Peter's Collegiate Academy





## KEY DATES

**13th December 2023**

Parents/carers webinar

**23rd January 2024**

Student assembly

**1st February 2024**

Parents/carers  
options evening/subject fair

**12th March 2024**

Student assembly

**15th March 2024**

Options Subject Choice Form goes live

**23rd March 2024**

Options Form Closes  
(+1 week to complete missing  
forms in school)

**June 2024**

Students informed of options

*Keep an open mind and  
choose your options for  
the right reasons.*

**Your options are  
your choice**



# YEAR 9 OPTIONS PROCESS

At the end of July 2024 you will have completed Key Stage 3 and made progress in a range of subjects. Now you must decide which subjects you wish to continue to study for the next two years leading to GCSE and/or BTEC/ NCFE examinations. There are a range of new courses on offer too.

## Your decision is a very important one as it will affect:

- your progress over the next two years
- your choice of advanced courses or further education, training or employment.

The Parents' Options webinar will be available online from **Monday 13th December 2023**. This can be found on the school website.

Students should read the online Options Booklet with parent/carer. This will be available on the website from **13th December 2023**. Subject teachers and senior staff can give advice

Complete the online Options Subject Choice Form by **Saturday 23rd March 2024**

Confirmation of Options  
**June 2024**

The choice of subjects and courses is so important; the Academy goes to considerable lengths to ensure that adequate advice is available. The advice is offered in a variety of ways including:

**Parents' Options webinar will be available on the school website from 13th December 2023**

The Options webinar allows parents to discuss the options offered with their children and the suitability of the particular courses on offer.

In addition, senior staff will be talking to Year 9 during school worship time about the subjects that are offered. A series of Tutor meetings will offer additional support.

You should discuss the choices fully with your parents/carers and may also wish to seek the advice of :

- Your subject teachers
- Mr T Mullen-Furness - Principal
- Mr L Gardner - Assistant Principal
- Mr D Maulin - Head of Year 9
- Your form tutor.

The Key Stage 4 curriculum enables all students to follow broad and balanced courses with some flexibility to allow students to develop particular talents and interests.

## YEAR 9 OPTIONS AVAILABLE

### COMPULSORY SUBJECTS

All pupils study the following GCSE subjects in Year 10:

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Religious Education

GCSE Geography or GCSE History

GCSE Biology, Chemistry and Physics

PSHE

Pupils will be guided into the most appropriate Science and Language pathways by the school after all of the assessments have been completed in Year 9.

All students will also take non-examined PE.

### OPTIONAL SUBJECTS

Pupils will study **two** subjects from a set of guided pathways; science, language and flexible routes. Courses will run if enough demand is there.

#### Potential GCSE subject options:

GCSE Languages - Spanish

GCSE Art, Craft and Design

GCSE Art, Craft and Design Photography

GCSE Art, Craft and Design Textiles

GCSE Business Studies

GCSE Computer Science

GCSE Design and Technology - Product Design

GCSE Drama

GCSE Film Studies

GCSE Music

GCSE Physical Education

#### Level 2 BTEC First Awards and Certificates:

BTEC First Award in Health and Social Care

BTEC Tech Award in Performing Arts

NCFE Level L1/2 Technical Award in Engineering

Level 1/2 Award Hospitality & Catering

Level 1/2 Cambridge National Sport Studies

**The options choice deadline is  
23rd March 2024**





## QUESTIONS YOU OR YOUR CHILD MIGHT ASK

### FAQs

#### What happens when I have filled in the Choice of Subjects form?

*This must be completed online by **23rd March 2024***

After this date students will be seen by staff to ensure that their choices:

- fit their abilities and interests
- are suitable for any career plans they may have.

It may be necessary to see students more than once, but in all discussions staff will pay careful attention to choices of subjects on the form.

#### Will I be able to do what I want?

Most students are able to study most of all chosen subjects. If this is not possible it may be because:

- your choice does not match your ability level or career plan
- the option group is too large to include everyone
- the option group is too small and has to be withdrawn.

Although staff will try to make it possible for you to have your preferred choice of subjects, the final decision will rest with the school. Similarly, any decisions about sets within each subject will be made by staff who will take into account the progress you have made in Year 9.

#### Why would a group or subject be withdrawn?

Should a subject not continue to attract a sufficient number of students it might be withdrawn and the students who have chosen that subject will be guided to choose an alternative subject.

#### Some subjects are new. How do I know whether to choose them?

As well as information available from this booklet, more information will be available from the Heads of Department, during the **Year 9 Parents' Options webinar** available from

**13th December 2023.**

This will be accessible from the school website.

Information will also be given to students during PHSE in March. You can also speak to the teachers responsible for each subject as detailed in this booklet.

#### How do I choose if I am not sure about my career plans?

You will continue to study compulsory subjects in Years 10 and 11: English, Mathematics, Science, Religious Studies, non-examined Physical Education, PSHE, and either History or Geography. Pupils may study additional science and/or foreign languages (dependant on GCSE pathway).

These subjects will give you a broad base for any choices that you will make beyond Year 11. If you are still unsure how your choice of subjects might affect your future career plans, you will still have the opportunity to discuss this with Mrs Angelina Tranter, our Careers Adviser.

*Keep an open mind and choose your options for the right reasons.*

**Your options are your choice**



## FAQs

### Can I change later?

You should not need to change if you choose carefully in the first place. Before the summer it might be possible to change if there is a very good reason why you need to do so and if there is room in the group to which you wish to transfer.

**After the new timetable begins in September you will not be able to change unless there are quite exceptional circumstances and all members of staff concerned are in agreement.**

**There will be no changes after the end of September.**

### How should I choose my subjects?

There are many good reasons why you might choose a subject.

The obvious ones are because you are good at that subject or find it particularly interesting. When you apply for a job or for a place on Further or Higher Education, the person who considers your application may well be more interested in the quality of your results than in the actual subjects you have taken (apart from English, Mathematics and Science).

**So choose subjects where you have a good chance of doing well throughout the course.**

An equally **good reason** is that the subject is needed for entry to a particular career or course. If you are not sure what is required in your case, it is important to seek information and advice from Mrs Tranter.

You must be careful to avoid **poor reasons** for choosing or avoiding a subject, such as whether you like or dislike the teacher who taught you in Year 9. You may be taught by a different teacher in Years 10 & 11.

Another **poor reason** is to choose a subject simply because your friend has chosen it. It is important that you make your own choice which will suit your abilities and help prepare you for your future. Even if you do choose the same subject as a friend, you may well find that you are in separate groups.

### How much work will I have to do on my own?

Regular assignment work is an essential part of most examination courses and you should expect research or revision tasks each night of the week. To do well in your project work you will need to follow the advice given by your teachers and work steadily in your own time. It is very important to hand the work in by the date set, as work given in late may well not be assessed. You will need to plan your time sensibly and try not to get all the work done at the last minute just before it is due in.

### What happens after Year 11?

You may choose to enter the Sixth Form at St Peter's to follow more advanced courses.

You may prefer to go to a Further Education College, or to enter employment or begin an apprenticeship. With careful planning and hard work in lessons and at home, there is a very bright future for students and the vast majority opt to stay and study at St Peter's.



## FAQs

### What is the English Baccalaureate (EBacc)?

The English Baccalaureate (EBacc) is not a qualification in its own right. It has been established to provide information to parents, and others, about the achievements of students in a core set of academic subjects (English, Mathematics, two Sciences, History or Geography (referred to as Humanities), and a language), which are shown to enhance the chances of progressing on to further study.

### Which examination will I take?

In the majority of cases, St Peter's students will be entered for the GCSE (General Certificate of Secondary Education) or BTEC (Business, Technology & Education Council) examinations awarded by EDEXCEL (previously the London Examining Board).

### What is a BTEC?

BTEC stands for '**Business and Technology Education Council**', which established the award, first introduced in 1984. BTECs are now awarded by the Edexcel exam board and are taken in more than 100 countries at all levels, from pre-GCSE to Degree equivalent.

They are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education.

A BTEC takes a practical approach to learning, without missing any of the important theory on the subject.

BTECs are extremely reputable; having been around for 25 years now, so rest assured you will be embarking on an excellent course.

### How are BTECs assessed?

BTECs are now part exam-based qualifications\*. Each BTEC is made up of units. Students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace.

### What is NCFE?

NCFE is a national awarding organisation, offering over 500 qualifications at different levels and in a wide range of subject areas.

NCFE-VCERT are new qualifications broadly based on the BTEC structure that allow flexibility for project based learning and problem solving leading to greater student independence.

A Level 2 NCFE-VCERT qualification is equivalent to a GCSE or Level 2 BTEC. Like BTEC they are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education.

### How is NCFE-VCERT assessed?

This qualification is assessed through an externally marked exam unit and an NEA assignment. Both units are mandatory.





## **SMSC (Spiritual, Moral, Social and Cultural) aspects of KS4 Courses**

Within the courses offered at KS4 there will be elements that focus on SMSC. This is an important part of your child's education and develops their understanding of the wider world around them. The following summary will give you a flavour of the SMSC covered.

Within Religious Studies students will study how religion can affect a person's life and shape the way they make certain decisions. Furthermore the subject will look at how religion has influenced society generally. In History the morality of the Atom Bomb is discussed and the Civil Rights Movement, including the life of Martin Luther King. Within Geography the role of charities in natural disaster relief and the effect of globalisation are considered. In English Literature war poetry, the role of women and the theme of 'open minds' with a focus on race, sexuality, gender and class is discussed. Within Biology students will consider certain ethical issues raised by the subject and in Business Studies business ethics is discussed.

The Spiritual development of students is always an important factor of the Academy. Religious Studies in particular will focus on this. There will be times when students are encouraged to stop, reflect and be still. This, it is hoped, will give time for students to acknowledge and experience their spiritual selves.

## **PSHE (including RSE)**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

St Peter's will deliver high quality, evidence-based and age-appropriate teaching of these subjects to help prepare pupils for the opportunities, responsibilities and experiences of adult life. They will also enable us, as a school, to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools.



# Options Subject Choice Form

The online Options Subject Choice Form must be completed by Saturday 23rd March 2024.

The Options Subject Choice Form is an electronic form which must be completed online to identify your preferred choice of subjects and can be found under the 'students' tab on the school website.

**The Year 9 Parents' and carers Options webinar is available from Wednesday 13th December 2023.**

**The online Options Subject Choice form will be available on 15th March 2024 and must be completed by Saturday 23rd March 2024.**

During Year 10 the following GCSE subjects are compulsory:

English Language  
English Literature  
Mathematics  
Science  
Religious Education  
Geography or History  
Non- examined PE  
PSHE - non-examined

## Step 1 Your details

Fill in your personal details

## Step 2 Compulsory subjects

You will need to select the Humanities option you wish to study in Year 10. Please select Geography or History from Block A.

## Step 3 Optional choices

Students will study up to 2 optional subjects in Year 10.

**Students need to choose a subject from each of the Option Blocks and also choose a reserve subject for Blocks B and C.**

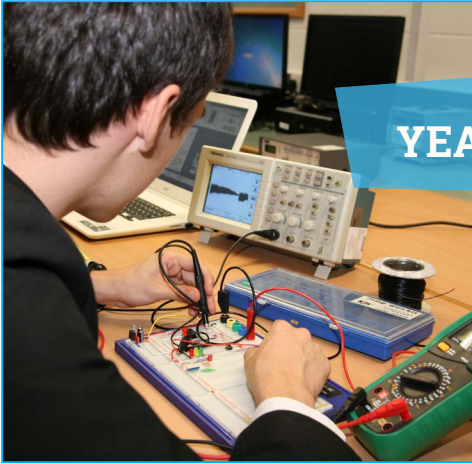
**Your favourite subject should be first.**

However, remember we cannot guarantee that all courses will run so ensure you fill in all of your choices **in order**.

GCSE Art, Craft and Design  
GCSE Art, Craft and Design - Photography  
GCSE Business Studies  
GCSE Computer Science  
GCSE Design and Technology - Product Design  
GCSE Design and Technology - Textiles  
GCSE Drama  
GCSE Film Studies  
GCSE Languages - Spanish  
GCSE Music  
GCSE Physical Education  
BTEC Tech Award Health and Social Care  
BTEC First Award Performing Arts  
NCFE Level L1/2 Technical Award in Engineering  
WJEC Hospitality  
Level 1/2 Cambridge National Sport Studies

*Keep an open mind and choose your options for the right reasons.*

**Your options are your choice**



# YEAR 9 OPTIONS 2024



### What will I study?

Throughout your course you will be encouraged to develop your ability to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve your own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively

This GCSE specification in English Language requires you to study the **three** following areas:

#### 1. Critical reading and comprehension

- Summary and synthesis
- Evaluation of a writer's choice of vocabulary, grammatical and structural features, form.
- Compare texts

#### 2. Writing

- Producing clear and coherent text
- Writing for impact

### 3. Spoken Language

- Presenting information and ideas
- Responding to spoken language
- Spoken Standard English

### How will I be assessed?

#### Paper 1: 50% of total

##### Explorations in Creative Reading and Writing.

Written examination - 1¼ hours

##### Section A: Reading.

One Literature fiction text (25% of total)

##### Section B: Writing.

Descriptive or Narrative writing (25% of total)

#### Paper 2: 50% of total

##### Writers' Viewpoints and Perspectives.

Written examination - 1¼ hours

##### Section A: Reading.

One non-fiction and one literary non-fiction text (25% of total)

##### Section B: Writing.

Writing to present a viewpoint (25% of total)

#### Non-examination Assessment:

##### Spoken Language (0% weighting at GCSE)

Presenting, responding to questions and feedback, use of Standard English. Students will be graded as pass, merit or distinction for this unit only.

### How will English link to other subjects?

During your GCSE in English Language you will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. You will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This GCSE will ensure that you can read fluently and write effectively. You will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

### What will I study?

GCSE English Literature will encourage and enable you to develop knowledge and skills in reading, writing and critical thinking.

Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature will help encourage you to read widely for pleasure, and as a preparation for studying literature at a higher level.

It will also encourage and enable you to:

read a wide range of classic literature fluently and with good understanding, and make connections across your reading

read in depth, critically and evaluatively, so that you are able to discuss and explain your understanding and ideas

develop the habit of reading widely and often appreciate the depth and power of the English literary heritage

write accurately, effectively and analytically about your reading, using Standard English

acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms you need to criticise and analyse what you read.

This GCSE specification in English Literature requires you to study the following areas:

1. Shakespeare
2. The 19th Century novel
3. Modern texts (post 1914 fiction and drama)
4. Poetry (written between 1789 and the present day)
5. Unseen poetry

**You will also be encouraged to develop the following skills:**

#### **Reading comprehension and reading critically**

- literal and inferential comprehension critical reading
- evaluation of a writer's choice of vocabulary, grammatical and structural features
- exploring the cultural capital of a text.
- comparing texts.

#### **Writing**

- producing clear and coherent texts, accurate Standard English: accurate spelling, punctuation and grammar.



## How will I be assessed?

### Paper 1: 40% of total

#### Shakespeare and the 19th-century novel.

Written examination – 1¾ hours

##### Section A: Shakespeare.

Extract based question with reference to the play as a whole.

##### Section B: The 19th-century novel.

Extract based question with reference to the novel as a whole.

### Paper 2: 60% of total

#### Modern texts and poetry.

Written examination – 2¼ hours

##### Section A: Modern Texts.

You will answer one essay question from a choice of two on drama or prose.

##### Section B: Poetry.

One comparative question on one named poem and one from the AQA anthology.

##### Section C: Unseen poetry.

One question on an unseen poem and one comparative question.

## How will English Literature link to other subjects?

You will develop analytical skills which will be used in other subject such as science, history, geography and RE.

You will develop an appreciation and understanding of the literature of different cultures which has links with geography, history, RE and citizenship.

Much of the work you will do in groups will help you develop transferable skills which you will be able to access in many of your subjects.



**Careers:** You could pursue a career in Law, Journalism, Publishing, Marketing or Business.



## What will I study?

GCSE Mathematics is one of the fundamental building blocks of the national curriculum which has an impact way beyond the classroom. There are six main subject areas in this subject, namely:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

The Department will endeavour to help students to develop their ability to think, to break down a problem into smaller, more manageable parts and to develop logical thinking skills.

The importance of Mathematics lies in its ability to provide a means of communication, which is powerful, concise and unambiguous.

## How will I be assessed?

We will follow the AQA, GCSE linear course, which was first assessed in the summer of 2017. Students will be entered for either Foundation tier or Higher tier. The final assessment for this course comprises three written papers as detailed below:

### Foundation Tier: Grades 1 to 5

**Paper 1:** 33⅓ % of the total

Non-calculator paper

The paper lasts 1 hour 30 minutes – 80 marks.

**Paper 2:** 33⅓ % of the total

Calculator paper

The paper lasts 1 hour 30 minutes – 80 marks.

**Paper 3:** 33⅓ % of the total

Calculator paper

The paper lasts 1 hour 30 minutes – 80 marks.

### Higher Tier: Grades 4 to 9

**Paper 4:** 33⅓ % of the total

Calculator paper

The paper lasts 1 hour 30 minutes – 80 marks.

**Paper 5:** 33⅓ % of the total

Non-calculator paper

The paper lasts 1 hour 30 minutes – 80 marks.

**Paper 6:** 33⅓ % of the total

Calculator paper

The paper lasts 1 hour 30 minutes – 80 marks.

Two thirds of the written assessment for each tier of entry is calculator based, therefore it is crucial that all students have a good scientific calculator for their Mathematics lessons.

## Which other subjects compliment Mathematics and what courses could it progress to?

A good knowledge of Mathematics is fundamental to the study of the Physical Sciences, Engineering, Medicine, Biological Sciences, Geography, Economics, Business and Management Studies.

A good mathematical background will open up many career opportunities and pathways.



### What will I study?

B1: Cell level systems

B2: Scaling up

B3: Organism level systems

B4: Community level systems

B5: Interaction between systems

B6: Global Challenges

### How will I be assessed?

#### Grades and Tiers

- The scheme of assessment will consist of 2 tiers: Foundation tier and Higher tier. Foundation tier assesses grades 5 to 1 and Higher tier assesses grades 9 to 4. An allowed grade 3 may be awarded on the higher tier option for students who are a small number of marks below the grade 3/4 boundary.
- Students will be entered for either the Foundation tier or the Higher tier.

### Examinations

Students will complete two examination papers at the end of Year 11.

All six papers will have the following format:

- **Section A:** multiple choice -15 marks
- **Section B:** structured questions including extended response - 75 marks
- 1hr 45mins - 90 marks - 50% weighting
- Foundation and Higher tiered options

The content assessed:

Paper 1: Biology Topics 1-3

Paper 2: Biology Topics 4-6 with assumed knowledge of Topics 1-3

### Practical requirements

The new GCSEs will require students to carry out a minimum of eight practical activities for each single Science.

The practical activities can be completed at any point during the two-year GCSE course at the discretion of the centre and will be embedded throughout the teaching topics to encourage practical activities in the classroom.

The development of practical skills is a fundamental and integral aspect of the study of any scientific subject which will help students throughout their course in preparation for the written examinations.

### Which other subjects compliment Biology and what courses could it progress to?

Chemistry, Physics, Mathematics, PE, and English all compliment Biology.

Biology can help you to progress onto any post 16 course leading to careers in Engineering, Medicine, Research and Business Careers.

*Students will follow either the Separate Science or Combined Science pathway at GCSE.*

*Students are guided into the most appropriate pathway by the school after all of the assessments have been completed in Year 9.*





### What will I study?

- C1: Particles
- C2: Elements, compounds and mixtures
- C3: Chemical reactions
- C4: Predicting and identifying reactions and products
- C5: Monitoring and controlling chemical reactions
- C6: Global challenges

### How will I be assessed?

#### Grades and Tiers.

- The scheme of assessment will consist of 2 tiers: Foundation tier and Higher tier. Foundation tier assesses grades 5 to 1 and Higher tier assesses grades 9 to 4. An allowed grade 3 may be awarded on the higher tier option for students who are a small number of marks below the grade 3/4 boundary.
- Students will be entered for either the Foundation tier or the Higher tier.



### Examinations

Students will complete two examination papers at the end of Year 11

All six papers will have the following format:

- **Section A:** multiple choice -15 marks
- **Section B:** structured questions including extended response - 75 marks
- 1hr 45mins - 90 marks - 50% weighting
- Foundation and higher tiered options

The content assessed:

Paper 1: Chemistry Topics 1-3

Paper 2: Chemistry Topics 4-6 with assumed knowledge of Topics 1-3

### Practical requirements

Students are required to carry out a minimum of eight formal practical activities for each single Science.

These practical activities are embedded throughout the teaching topics and form a fundamental and integral part of their chemistry studies.

### Which other subjects compliment Chemistry and what courses could it progress to?

Mathematics, Physics, Biology and Electronics all compliment Chemistry.

Chemistry can help you progress onto any post 16 course leading to careers in Engineering, Research and Business careers.



### What will I study?

- P1: Matter
- P2: Forces
- P3: Electricity
- P4: Magnetism and magnetic fields
- P5: Waves
- P6: Radioactive decay – waves and particles
- P7: Energy
- P8: Global Challenges

### How will I be assessed?

#### Grades and Tiers

- The scheme of assessment will consist of 2 tiers: Foundation tier and Higher tier. Foundation tier assesses grades 5 to 1 and Higher tier assesses grades 9 to 4. An allowed grade 3 may be awarded on the higher tier option for students who are a small number of marks below the grade 3/4 boundary.
- Students will be entered for either the Foundation tier or the Higher tier.

#### Examinations

Students will complete two examination papers at the end of Year 11

All six papers will have the following format:

- **Section A:** multiple choice - 15 marks
- **Section B:** structured questions including extended response - 75 marks
- 1hr 45mins - 90 marks - 50% weighting
- Foundation and higher tiered options

The content assessed:

Paper 1: Physics Topics 1- 4

Paper 2: Physics Topics 5 - 8 with assumed knowledge of Topics 1- 4

#### Practical requirements

The new GCSEs will require students to carry out a minimum of eight practical activities for each single Science.

The practical activities can be completed at any point during the two-year GCSE course at the discretion of the centre and will be embedded throughout the teaching topics to encourage practical activities in the classroom.

The development of practical skills is a fundamental and integral aspect of the study of any scientific subject which will help students throughout their course in preparation for the written examinations.

### Which other subjects compliment Physics and what courses could it progress to?

Chemistry, Mathematics and Electronics all compliment Physics.

Physics can help you to progress onto any post 16 course leading to careers in Engineering, Research and Business careers.

GCSE

# COMBINED SCIENCE



## What will I study?

Biology Content	Chemistry Content	Physics Content
B1: Cell level systems	C1: Particles	P1: Matter
B2: Scaling up	C2: Elements, compounds and mixtures	P2: Forces
B3: Organism level systems	C3: Chemical reactions	P3: Electricity and Magnetism
B4: Community level systems	C4: Predicting and identifying reactions and products	P4: Waves and Radioactivity
B5: Interaction between systems	C5: Monitoring and controlling chemical reactions	P5: Energy
B6: Global Challenges	C6: Global Challenges	P6: Global Challenges



COMPULSORY SUBJECT

## How will I be assessed?

### Grades and Tiers

- The scheme of assessment will consist of 2 tiers: Foundation tier and Higher tier. Foundation tier assesses grades 5 to 1 and Higher tier assesses grades 9 to 4. An allowed grade 3 may be awarded on the Higher tier option for students who are a small number of marks below the grade 3/4 boundary.
- Students will be entered for either the Foundation tier or the Higher tier.

### Examinations

Students will complete six examination papers at the end of Year 11

All six papers will have the following format:

- **Section A:** multiple choice - 10 marks
- **Section B:** structured questions including extended response - 50 marks
- 1hr 10mins - 60 marks
- Foundation and higher tiered options

The content assessed:

Paper 1: Biology Topics 1-3

Paper 2: Biology Topics 4-6  
with assumed knowledge of Topics 1-3

Paper 3: Chemistry Topics 1-3

Paper 4: Chemistry Topics 4-6  
with assumed knowledge of Topics 1-3

Paper 5: Physics Topics 1-3

Paper 6: Physics Topics 4-6  
with assumed knowledge of Topics 1-3

### Practical requirements

The new GCSEs will require students to carry out a minimum of sixteen practical activities for the Combined Science course.

The practical activities can be completed at any point during the two-year GCSE course at the discretion of the centre and will be embedded throughout the teaching topics to encourage practical activities in the classroom.

The development of practical skills is a fundamental and integral aspect of the study of any scientific subject which will help students throughout their course in preparation for the written examinations.

### Which other subjects compliment Science and what courses could it progress to?

Mathematics, English, Electronics and Geography all compliment Science.

Science can help you progress onto any post 16 course leading to a wide range of science/engineering careers.

*Students will follow either the Separate Science or Combined Science pathway at GCSE.*

*Students are guided into the most appropriate pathway by the school after all of the assessments have been completed in Year 9.*

## What will I study?

You will study at least two religions, one of which must be Christianity. The new exam syllabi have been composed 'to reflect the demands of a truly modern and evolving religious studies environment. These new qualifications will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter'.

The course content is summarised below. A more detailed description can be found through the specification link above.

### Area of Study 1: Religion and Ethics

This area is composed of four strands and will be studied from a Christian perspective only:

- Belief in God
- Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

### Area of Study 2: Religion, Peace and Conflict

This area is composed of four strands and will be studied from a Sikh perspective only:

- Belief in God
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

## How will I be assessed?

This course is 100% examination.

There are two papers lasting 1 hour and 45 minutes each. These consist of:

**Paper 1:** 50% of total

Religion and Ethics from a Christian Perspective

**Paper 2:** 50% of total

Religion, Peace and Conflict from a Sikh Perspective

There is no coursework. This course commences in Year 10 and is completed at the end of Year 11. The examinations are in the Summer Term of Year 11. The course will suit students of all abilities.

## Which other subjects compliment Religious Studies and what courses could it progress to?

GCSE Religious Studies will develop skills which employers, colleges and universities will find attractive. The following employees have said:

Police: *'it shows that a person has some understanding of the beliefs/values of others'*

Doctor, Consultant: *'when you work in a hospital, or a GP practice, you come across quite a lot of people from varying backgrounds. Doing RS prepared me for this. It taught me understanding and compassion for others.'*

Management: *'I'm not particularly religious; it was something I took because it did give me a broad spectrum, and I work with a lot of different kinds of people'*

Religious Studies is useful to study because it goes well with other curriculum subjects. For example many aspects of historical decisions have been influenced by religion. Both History and RS develop your ability to understand the world you live in. RS gives you the opportunity to look at various ethical issues and the environment/world around you; both elements are found in Geography.

After GCSE you can progress to A Level Religious Studies.

### What will I study?

Students will be taught the necessary skills to enable you to communicate in a Spanish-speaking country whilst simultaneously gaining an insight into the culture of the same communities. They will learn to use the language actively in role-play situations and to express their opinions. They will understand authentic Spanish with listening and reading activities. Grammar and vocabulary will be learned as part of each language theme. Pupils will acquire the skills, language and attitudes needed for study, work and leisure in your adult life.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people in countries/communities where Spanish is spoken.

#### Theme 1: Identity and culture

Topic 1: Me, my family and friends  
 Topic 2: Technology in everyday life  
 Topic 3: Free-time activities

#### Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region  
 Topic 2: Social issues  
 Topic 3: Global issues  
 Topic 4: Travel and tourism

#### Theme 3: Current and future study and employment

Topic 1: My studies  
 Topic 2: Life at school/college  
 Topic 3: Education post-16  
 Topic 4: Jobs, career choices and ambitions

### How will I be assessed?

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

*Students must take all four question papers at the same tier.*

Assessment is by final examination at the end of Year 11.

**Listening:** 35 mins (F) 45 mins (H)  
 25% of GCSE

**Speaking:** 7-9 mins (F) 10-12 mins (H)  
 25% of GCSE

**Reading:** 45 mins (F) 60 mins (H)  
 25% of GCSE

**Writing:** 60 mins (F) 75 mins (H)  
 25% of GCSE

### Why study GCSE Spanish?

Spanish is one of the most widely spoken languages in the world, and therefore, Spanish would be a useful complement to other subjects for future career opportunities since many employers seek linguists. Spanish combines well with many other subjects at university and offers many transferable skills.



## What will I study?

The course highlights the critical importance of geography for understanding the world and for stimulating an interest in places.

It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

The course is designed to inspire and motivate the students and covers modern and engaging topics and debates.

Pupils will gain an understanding of physical processes that produce diverse and dynamic landscapes whilst exploring the difference between people, places and cultures.

Students will focus on:

### Living with the physical environment:

The dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. This includes tectonic, geomorphological, biological and meteorological processes and features in different environments.

### Challenges in the human environment:

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

### Geographical applications:

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding

and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Students will develop essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation, individually and as part of a team.

## How will I be assessed?

The course will be assessed by three written exams:

### Paper 1:

**Living with the physical environment**  
35% of total.

### Paper 2:

**Challenges in the human environment**  
35% of total.

### Paper 3:

**Geographical applications**  
30% of total.

The course commences in Year 10

## Which other subjects compliment Geography and what courses could it progress to?

Geography links to most other subjects and skills developed are transferrable.

Geography GCSE will help you progress to A-Level and Degree level at Universities.

Many careers are open to students who follow Geography such as: transport and tourism, town and country planning, surveying, exploration, civil engineering, the armed forces, estate management and surveying.



## What will I study?

You will have the opportunity to study:

### Paper 1:

#### **Section A: AB Germany, 1890–1945: Democracy and dictatorship**

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

#### **Section B: BB Conflict and tension: The inter-war years, 1918–1939**

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

### Paper 2:

#### **Section A: AA Britain: Health and the people: c1000 to the present day**

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and

consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

#### **Section B: BA Norman England, c1066–c1100**

This British depth study allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. This section includes an in depth historic environment study.

## How will I be assessed?

The course will be assessed by 2 written exams: Each paper is 50% of total GCSE and is 2 hours.

## Which other subjects compliment History and what courses could it progress to?

History is useful, and sometimes necessary, for a lot of careers, including: journalism, law, police, accountancy, town planning, civil service, management, architecture, TV researcher, tourism, computer analyst and teaching.

The analysis skills involved in History complement Geography and English Lit and RE GCSE. After GCSE you can progress to A Level History and A Level Politics.

### What will I study?

By studying Art, Craft and Design you will learn the technical and creative skills required to explore personal, historical, local and global themes through artistic processes. You will learn through a variety of experiences using tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

#### You will work in the following specialist areas:

**Fine art:** for example; drawing, painting, illustration, sculpture, lens-/light-based media, photography and the moving image, printmaking and mixed media.

**Three-dimensional design:** for example; architectural design, sculpture, interior design, environmental/landscape/garden design, exhibition design.

To support your studies, you will research and investigate sources relating to your project, investigate artists and designers and take your own photographs as part of developing your ideas.

You will have the opportunity to view some of the most famous artworks through gallery visits and residential trips such as the Louvre, and Musee d'Orsay in Paris. There will be a trip to support development of first-hand observational work too, visiting Chester zoo for their Jungle VIP project.

### How will I be assessed?

There are 2 components to the GCSE:

#### Component 1: The coursework portfolio is equivalent to 60% of the grade.

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from

initial engagement to the realisation of intentions and a selection of further work undertaken during your course of study. There will be a focus on developing drawing and presentation skills, through workshops, and teacher led projects to help understand how to develop a project theme with your own ideas and responding to the work of artists.

#### Component 2: The externally set assignment is equivalent to 40% of the grade.

You will respond to your chosen starting point from an externally set assignment paper relating to your subject title, evidencing coverage of all four assessment objectives.

There will be a preparatory period followed by 10 hours supervised time.

### Why study Art and what courses could it progress to?

The creative thought processes and the need to problem solve are useful skills to develop for use in further education and in the workplace. We are a successful department, ranking well above national average for results. The art department have high expectations of all learners and tailor studies to individuals.

Students who study this course go on to further study at A level art and design, three-dimensional design: architecture, photography, textiles and fine art.

### Career opportunities

This qualification is suitable for candidates wishing to pursue careers in Design, fashion design, Architecture, Interior design, Urban Design & town planning, gaming design, illustration and many other creative subject areas. career industries.



# ART, CRAFT & DESIGN PHOTOGRAPHY

AQA Exam Board  
**Ms E McEwan**  
**5 lessons per fortnight**

<https://www.aqa.org.uk/subjects/art-and-design>

Link

## What will I study?

By studying photography, you will learn the technical and creative skills required to explore personal, historical, local and global themes through artistic processes. You will learn through a variety of experiences using tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

You will work in the following specialist areas:

- portraiture
- studio photography
- experimental imagery
- documentary photography
- photo-journalism
- moving image: film, video and animation

To support your studies, you will research and investigate sources relating to your project, investigate artists and designers, and explore physical and digital editing processes to develop your ideas.

You will have the opportunity to view some of the most famous artworks through gallery visits and residential trips such as the Louvre, and Musee d'Orsay in Paris. There will be a trip to support development of first-hand photographic work too, visiting Chester zoo for their Alive project

## How will I be assessed?

There are 2 components to the GCSE:

**Component 1: The coursework portfolio is equivalent to 60% of the grade.**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during your course of study.

There will be a focus on developing their photography and presentation skills, through workshops, and teacher led projects to help understand how to develop a project theme with your own ideas and responding to the work of photographers and animators.

**Component 2: The externally set assignment is equivalent to 40% of the grade.**

You will respond to your chosen starting point from an externally set assignment paper relating to your subject title, evidencing coverage of all four assessment objectives.

There will be a preparatory period followed by 10 hours supervised time.

## Why study Photography and what courses could it progress to?

The creative thought processes and the need to problem solve are useful skills to develop for use in further education and in the workplace. We are a successful department, ranking well above national average for results. The art department have high expectations of all learners and tailor studies to individuals.

Students who study this course go on to further study at A level Photography, Three-dimensional design: architecture, film studies, art and design.

## Career opportunities

This qualification is suitable for candidates wishing to pursue careers in photography, fashion photographer, Architecture, Interior design, Urban Design & town planning, gaming design, documentary photography and many other creative subject areas.

### Career link:

<https://discovercreative.careers/video-programme>

## What will I learn from taking a Business Course?

If you are interested in the world of work and would like to develop some of the skills needed for the workplace, then this may be the course for you.

### A Business Studies course will enable students to:

Learn about the business environment through topics such as how small businesses start-up, investigating how small businesses work and how to build a successful business.

You will develop knowledge of entrepreneurship and how to spot a business opportunity.

You will also investigate the marketing, operational, financial and human resource decisions that businesses face.

Within the course you will have the opportunity to develop a range of skills which are required for the workplace and exam technique which will assist you with the exams. You will also have the opportunity to take a range of trips. In the past Business students have travelled to Alton Towers, Barcelona, Paris and London to name a few.

## How will I be assessed?

The course is assessed through two external examinations.

### Theme 1 - Investigating a Small Business:

Exam 50% of total.

1 hour and 30 minutes

### Theme 2 - Building a Business:

Exam 50% of total.

1 hour and 30 minutes

Both papers will consist of a range of multiple choice, calculations, short answer and extended writing questions.

## Which other subjects compliment Business and what courses could it progress to?

*Maths:* business finance, business statistics.

*English:* marketing of products and services.

*Design Technology:* new product development, marketing.

*Food Technology:* consumer laws, marketing mix.

*Geography:* business location, changing production and employment patterns, international aspects of business.

*Computing:* automation, impact of technology.

*Art:* having a product or promotional campaign.

Having studied Business, you will be able to progress to A Level Business, CTEC Business and A Level Economics. You will also be able to go onto a range of Further Education courses. Equally, learners will be able to enter employment in careers such as Accountancy and Finance, Administration, Customer Service, Marketing, Banking, Retail, Business Management or running your own business.

### Career link:

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/business-consulting-and-management>

## What will I study?

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research and practical work. This course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'.

The course will encourage you to: -

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply Mathematical skills relevant to Computer Science.
- Develop valuable thinking and programming skills that are extremely attractive in the modern workplace.

*To gain benefit from this course it is essential that you have a good knowledge of Mathematics and should have achieved at least a grade 4 at Key Stage 3.*

## How will I be assessed?

### Three Assessment Objectives:

**AO1:** Demonstrate understanding of the key concepts and principles of computer science. Worth 30% of qualification.

**AO2:** Apply knowledge and understanding of key concepts and principles of computer science. Worth 40% of qualification.

**AO3:** Analyse problems in computational terms to make reasoned judgements and to design, program, evaluate and refine solutions. Worth 30% of qualification.

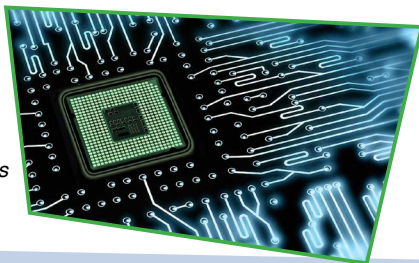
### Two external papers:

**Paper 1 - Computer systems**

**Paper 2 - Computational thinking, algorithms and programming.**

## Which other subjects compliment Computing and what courses could it progress to?

Mathematical and scientific subjects including electronics. This subject can lead to A level Computing, BTEC Computing or the world of work. This qualification will also lead to the development of independent thinking, time management and personalised learning.



### What will I study?

GCSE Design technology is an exciting and creative course for those who enjoy the challenge of designing and making using a range of materials. In Year 10 you will study a number of mini projects in order to develop and refine your designing and making skills. You will start building your knowledge for the written paper which will be sat in Year 11. In Year 11 you will concentrate on an extended controlled assessment project, this will involve the development of a design folio and a manufactured product.

### How will I be assessed?

The qualification will be graded on a nine-point scale: 1 to 9 where 9 is the best grade.

The assessment is weighted equally, 50% is given to the NEA component and 50% to the exam assessed component.

#### **Written Exam: 50% of total** 100 marks

This is an externally assessed written paper and will be taken towards the end of Year 11.

There are 3 sections to the paper:

#### **Section A: Core technical principles**

20 marks

This will be a mixture of multiple choice and short answer questions on areas such as new and emerging technologies, modern and smart materials, materials and their working properties and using a systems approach to designing.

#### **Section B: Specialist technical principles**

30 marks

This section will be composed of several short answer questions and one extended response question. It will test knowledge of areas such as forces and stresses, scales of production, social, environmental footprint and specialist manufacture techniques.

### **Section C: Designing and making principles** 50 marks.

This section will be composed of short answer and extended response questions. It will feature a 12 mark design question, test knowledge and understanding in areas including investigation, design strategies, tolerance, material management and economic challenge.

#### **Non exam assessment: 50% of total**

100 marks

In June Year 10 you will start work on your controlled assessment brief. This is an extended design and make activity where you will develop a product from the initial concept right the way through to manufacture and evaluation.

The ability to work independently and use assessment criteria for guidance is essential.

### **Which other subjects compliment DT Materials and what courses could it progress to?**

- At post 16 students can progress to study an A Level in Product Design.  
Students may also choose to study level 3 Engineering.
- Design Technology, Maths and Physics are a good foundation for a career in Engineering.
- Mathematics - calculating dimensions, use of scale/proportion/data.
- Science - gaining an understanding for materials and existing technologies.
- ICT - use of digital imaging and presenting software and hardware applications.
- Art - understanding of aesthetics and application of sketching/ideation.

Design Technology could lead to creative careers in the design industry such as industrial, furniture, interior, graphic or computer aided design, teaching and many other areas.

## What will I study?

GCSE Design Technology Textiles is an exciting and creative course for those who enjoy the challenge of designing and making using fabrics and textile techniques. In Year 10 you will study a number of mini practical projects in order to gain necessary designing and making skills. You will also start building your subject knowledge for the written paper which will be sat in Year 11 when you will concentrate on an extended controlled assessment project, this will involve the development of a design folio and a manufactured textile product or fashion item.

## How will I be assessed?

The qualification will be graded on a nine-point scale: 1 to 9 where 9 is the best grade.

The assessment is weighted equally, 50% is given to the NEA component (coursework) and 50% to the exam assessed component.

### Component 1: Written paper, 100 marks

This is an externally assessed written paper and will be taken towards the end of Year 11. It is worth 50% of the overall qualification.

### Section A: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended open-response questions. There will be 10 marks of calculation questions in Section A.

### Section B: Textile material category

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended open-response questions. There will be 5 marks of calculation questions in Section B.

## Component 2: Non exam assessed task

100 marks

In June Year 10 you will start work on your controlled assessment brief. This is an extended design and make activity where you will develop a design portfolio and a textiles/fashion product from the initial concept right the way through to manufacture and evaluation. The ability to work independently and use assessment criteria for guidance is essential.

## Which other subjects compliment DT Textiles and what courses could it progress to?

Art & Design - The course helps to develop designing skills and creativity

Business Studies - Aspects of manufacturing, marketing, costing etc

ICT - Use of charts/graphs, word processing, using ICT to digitally assist with designing and making.

Mathematics - Measuring and calculating costs and quantities

Following this, students can go onto further their textile knowledge at post sixteen, with the option of studying Art and Design Textiles at A level. The coverage of essential textile skills will provide an excellent foundation for this.

Studying textiles can lead to a range of career opportunities in design and fashion such as clothing design, interiors, fashion, merchandising and buying, teaching and many more.

**Career link:** <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/textile-design>



## What will I study?

Three Units of study:

### Component 1: Devising Theatre

- You will work in groups to create and develop a devised piece of drama from a given stimuli.
- You will produce a portfolio analysing and evaluating the creation, development and performance.

### Component 2: Performing from Text

- This unit introduces you to the content and context of plays written for the theatre. You will interpret and explore two key extracts from a chosen text and perform these to a visiting examiner. Performances will be between 5 and 14 minutes in length.
- You must work collaboratively as members of a performance group taking the role of either a performer or designer (lighting, sound, set or costume/makeup).
- You will also write 150 words explaining your artistic intention for the performance.

### Component 3: Interpreting Theatre

- This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

## How will I be assessed?

### Component 1: 40% of total

- You will be internally assessed and externally moderated.
- You will be internally assessed on your portfolio of supporting evidence. The portfolio must be no longer than 900 words.
- The assessment is worth 60 marks.

**Career link:** <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/drama>

## OPTIONAL SUBJECT

### Component 2: 20% of total

- You will be externally assessed by a visiting examiner.
- The assessment is worth 60 marks.
- You will also write 150 words explaining the intention for each performance.

### Component 3: 40% of total

- You will take a written examination lasting 1 hour and 30 minutes.
- You will be assessed in year 11 May/June.
- The assessment is worth 60 marks.

## Why should I take Drama and how does it link to other subjects?

Drama is a practical subject and requires you to be quite confident and able to listen to direction in order to make the most of your skills.

The course promotes the development of skills needed to work with others, problem solve and communicate, which will prepare you to deal with a range of different situations and people.

The course is about the understanding and the practical undertaking of performance.

This subject will develop your personality and give you the opportunity to develop confidence in a structured environment.

You will develop a personal interest in why Drama matters and be inspired, moved and changed by studying broad, satisfying and worthwhile topics.

Studying Drama will encourage you to become actively engaged in the process of dramatic study in order to develop as effective and independent learners.

Empathy skills and the study of a play will help to enhance the work done in English Literature.

Studying drama can open up careers such as: Actor, Performing/Community Arts, Broadcasting and Filming, Teaching, Media Researcher, Theatre Technician, Manager, or Dramatherapist.

## What will I study?

Three Units of Study:

### Unit 1: Key Developments in US Film

- A comparison of two mainstream films
- An exploration of one US Independent film

### Unit 2: Global Film: Narrative, Representation and Film Style

- Analysis of one global English Language Film
- Analysis of one global non-English Language Film
- Analysis of one contemporary UK Film

### Unit 3: Production

Students must work to produce their own film extract (2- 2 ½ minutes long), OR produce a screenplay.

Both options are based on appreciation of genre (knowledge gained through the study of Unit 1 & 2).

Students must create an evaluative analysis of their production (750 to 850 words) in comparison to other professionally produced films or screenplays.

## How will I be assessed?

### Unit 1: 35% of total

The unit will consist of four sections in a 1 hour and 30 minute written exam.

### Unit 2: 35% of total

The unit will consist of three sections in a 1 hour and 30 minute written exam.

### Unit 3: 30% of total

Cousework: the unit will consist of the production of a film sequence OR screenplay, followed by an evaluative analysis of student's own work.

## Why should I take Film Studies and how does it link to other subjects?

The UK film industry is now worth over £15 billion annually to the economy, and is projected to grow further due to the popularity of online platforms like Netflix, Apple TV and Amazon Prime who are investing heavily in UK film production.

As part of our curriculum enrichment, we run film screenings within school as well as external visits to various cinemas in the West Midlands, so students have the chance to see films exhibited on the big screen.

As well as developing a lifetime love of cinema, the course will equip learners with a variety of transferable skills such as: developing a variety of creative ideas, project management, gaining practical knowledge of sophisticated technology and expanding their analytical ability.

Students who take Film Studies often go on to study A-level Film Studies or Media Studies, and study further at University on a Film & Television Production course before working in the Media Industry. Our Academy has strong links with educational charities IntoFilm and the BFI (British Film Institute) – organisations which offer experience of film production, and help establish networking links with other young creatives who are keen for a career in Film or TV.

Students find the study of Film to be a thoroughly enriching experience which greatly increases their Cultural Capital, and helps prepare them for life beyond the classroom.

### Careers link:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/film-studies>

# HOSPITALITY & CATERING

WJEC Exam Board  
**Mrs L Benton / Mr M Buck**  
**5 lessons per fortnight**

[https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments)

Link

## What will I study?

'WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.' (WJEC).

During the course you will gain an insight into the hospitality industry. The course will require you to study two mandatory units. These cover the fundamental knowledge and understanding of hospitality principles.

There will be opportunities to develop team working skills, practical and planning skills relevant to industry.

Year 9 will provide a foundation for study in Year 10, the majority of this will be based on skills building, food preparation and knowledge of the Hospitality industry.

## How will I be assessed?

### Unit 1:

This is an externally assessed unit, the paper is worth 80 marks and is 1 hour 20 minutes in duration.

There are 4 learning objectives:

- 1: Hospitality and catering provision
- 2: How hospitality and catering providers operate
- 3: Health and safety in hospitality and catering
- 4: Food safety in hospitality and catering

### Unit 2:

The purpose of this unit is for learners to safely plan, prepare, cook and present nutritional dishes. This unit is assessed through the

development of a coursework assignment and practical work.

There are 4 learning objectives

1. The importance of nutrition
2. Menu planning
3. The skills and techniques of preparation, cooking and presentation of dishes
4. Evaluating cooking skills

## Which other subjects compliment Hospitality and Catering and what courses could it progress to?

- Maths: weighing/measuring, costing, portion control
- Science: particularly Biology and Chemistry
- ICT: use of spreadsheets, word processing, nutritional analysis, CAD, charts/graphs
- Business Studies: manufacturing, marketing and budgeting
- Geography: food miles, carbon foot print, foods from around the world
- Btec Health and Social Care: food safety and healthy eating

Post 16: There is an opportunity for progression on to BTEC Hospitality Level 3 course.

There are many careers available in the Hospitality sector, these are not simply restricted to food preparation and nutrition. Careers in the hotel industry, restaurant management, food science, event management and many more areas are open to you.

### Careers link:

<https://www.prospects.ac.uk/job-profiles/catering-manager>



## What will I study?

### Performance (Solo & Ensemble) Students will:

- practise a variety of solo and ensemble pieces that develop their performing skills
- perform and record a range of pieces of music for their instrument/voice/technology
- learn to perform accurately and fluently with technical control
- learn to perform musically and with appropriate expression and interpretation
- interact successfully with other musicians and/or parts

### Composition (Individual & to a Brief)

#### Students will:

- develop their understanding of rhythm, melody, harmony, structure and compositional devices
- understand how to extend and manipulate musical ideas and devices in order to develop a composition
- compose a range of pieces that demonstrate their understanding of music, audience, resources and occasion

### Listening & Appraising

This component will assess learners' knowledge and understanding of the following areas:

Students understanding of the music elements and ability to aurally identify features with a range of music will be developed.

This development will focus on 4 areas of study:

- Development of the Concerto, from the Baroque period through to the Romantic period
- Traditional rhythmic roots from four geographical regions of the world.
- Film music.
- Pop music: Rock 'n' Roll of the 1950s and 1960s, Rock Anthems of the 1970s and 1980s, Pop Ballads of the 1970s, 1980s and 1990s and Solo Artists from the 1990s to the present day.

## How will I be assessed?

- **Integrated Portfolio** 30% of total  
*Teacher assessed & externally moderated*  
One performance - 15%  
One composition - 15%
- **Practical Portfolio** - 30% of total  
*Teacher assessed & externally moderated*  
One ensemble performance - 15%  
One composition - 15%  
examination board set brief
- **Listening and Appraising** - 40% of total  
*Externally marked*  
Written exam paper (1:30 minutes)

## Why should I take GCSE Music and how is it linked to other subjects?

Music develops the transferrable and highly desirable skills of teamwork, dedication, leadership, motivation and commitment.

There is considerable evidence linking the development of musical skills to enhanced progress in other areas of learning.

The development of these skills is of benefit to students in all areas of their school life.

Success in music builds confidence and, whatever their eventual professions, students develop skills that can provide students with enjoyment for the rest of their lives.

Many students who pursue music in school find that the practical nature of the subject provides a variety and balance to their overall diet of subjects.

### Careers link:

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/creative-arts-and-design/careers-in-music>

## What will I study?

### Theory content includes:

- The understanding of how the heart, lungs, skeleton and muscles work and what can be done to improve them, whilst also understanding the effects that exercise has upon our body.
- International sporting events, the media, sponsorship, science, technology and ICT in sport.
- Sports psychology – mental preparation for sport and theories of skill acquisition.
- Making informed choices about getting involved in healthy, active lifestyles. Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle.
- Socio-cultural factors that impact on achieving sustained involvement in physical activity.
- Movement analysis and the understanding of lever systems and other biomechanical principles.
- Engagement patterns in sport - understanding of participation trends in sport and strategies to promote participation levels.
- Prevention of injury in sport - identifying potential hazards and minimising such risks by using appropriate equipment, clothing, technique and use of an effective warm up and cool down.

### Practical content includes:

Students will participate and be assessed in a range of individual and team activities. The level of performance in their best three activities will contribute to the final grade. It is highly recommended that students have a good foundation of sporting ability and ultimately are strong performers in 3 sport activities (a combination of team and individual sports is required). Students on this pathway must be committed to participating in at least one sporting activity at a club outside of school and two others in school.

## How will I be assessed?

### Theory (60%)

Two written examination papers sat in May of Y11.

**Paper one:** Physical factors affecting performance levels in sport (30%)

**Paper two:** Socio-cultural issues and sports psychology. (30%)

The questions are a mixture of multiple choice, short answer and extended answer questions.

### Practical Performance (30%)

Candidates are assessed as a player/performer in a range of practical activities from the Government's GCSE PE approved activity list:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/944828/GCSE\\_PE\\_activity\\_list\\_revised\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/944828/GCSE_PE_activity_list_revised_2020.pdf)

These assessments are made internally throughout the course and are moderated externally in the Spring term of Year 11. The three highest scoring activities for each student will contribute towards their final grade.

It is compulsory that at least one activity is an individual sport and one is a team sport. The third activity can be either an individual or team sport. If students wish to be assessed in an activity that we do not participate in at school then video evidence can be submitted to PE staff for assessment.

### Coursework (10%)

Analysing and Evaluating performance in sport. Students complete a written Analysis and Improvement task on one of their three practical activities, drawing upon the practical and theoretical knowledge, understanding and skills.

## What will I study?

### Theory

Theory units:

- Contemporary issues in sport
- Performance and Leadership in sports activities
- Increasing awareness of Outdoor and Adventurous Activities

### Contemporary issues in sport

- Barriers affecting participation in sport.
- Initiatives to increase participation in sport.
- Values in sport.
- Olympic values.
- Sport etiquette.
- Performance enhancing drugs.
- National Governing Bodies.
- Major sporting events.
- The use of technology in sport.

### Performance and Leadership in sport activities.

- Practical performance.
- Performance analysis.
- Developing an action plan.
- Risk assessment.
- Coaching plans.
- Coaching delivery.
- Practical

### Increase awareness of outdoor activity.

- Different provision of outdoor activities.
- Safety aspects of outdoor activities.
- Plan and participate in outdoor activities.

### Practical

This course does include assessments of practical sporting performance. Therefore, it is most suited to those students who have an interest in furthering their knowledge and understanding of sports and who also perform at a good level in practical sporting activities. There will be two sports that you are assessed in that are both worth 14 marks. There is an expectation that you will either be partaking in sport outside of school or during extra curricular activities.

### How will I be assessed?

- 1 x 1 hour written paper OCR set and marked
- Remaining units assessed through centre-assessed tasks (coursework) moderated by OCR.

### Which other subjects complement Physical Education and Sport Studies and what courses could they progress to?

Modules are closely associated with Biology, Chemistry, Physical and Food Technology. Students will also use their Maths skills when analysing data. It is highly suited to those students who wish to progress onto A-level Physical Education or Level 3 CTEC Sport and Physical Activity.



### Who is this qualification for?

The Level 1/Level 2 Cambridge National in Health and Social Care is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the health and social care sector. You may be interested in this if you want to use what you learn in practical, real-life situations, such as:

- Recommending support for individuals.
- Creating and delivering a creative activity.
- Creating and delivering a health promotion campaign. This will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:
  - Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
  - Researching topic areas and recording research sources, then using them to interpret findings and present evidence.

### What will I study?

OCR National in Health and Social care which covers three unit in which 2 units (R032 – exam and R033) are mandatory and 1 unit is optional (R034 or R035).

#### **Unit R032 – Mandatory exam unit consists of: Principles of care in health and social care settings.**

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

### Topics include:

**Topic Area 1** The rights of service users in health and social care settings

**Topic Area 2** Person-centred values

**Topic Area 3** Effective communication in health and social care settings

**Topic Area 4** Protecting service users and service providers in health and social care settings

#### **R033: Supporting individuals through life events**

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

### Topics include:

**Topic Area 1** Life stages

**Topic Area 2** Impacts of life events

**Topic Area 3** Sources of support

#### **R035: Health promotion campaigns**

This unit is assessed by a Set Assignment. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

### Topics include:

**Topic Area 1** Current public health issues and the impact on society

**Topic Area 2** Factors influencing health

**Topic Area 3** Plan and create a health promotion campaign

**Topic Area 4** Deliver and evaluate a health promotion campaign



## What will I study?

### Component 1:

#### Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

### Component 2:

#### Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

### Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

## How will I be Assessed?

### Component 1

The internally assessed assignment for this component consists of two tasks.

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

The assignment will take approximately 12 supervised hours to complete.

### Component 2

The internally assessed assignment for this component consists of three tasks.

- In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.
- In response to Task 2, learners will show-case performance or production designs for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after. The assignment will take approximately 15 supervised hours to complete

### Component 3:

In this externally assessed assignment, learners will be given a brief and stimulus and will have 12 weeks to create performance material as either a performer or a designer.

In groups of 3-7 performers + designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

There will also be written elements to document the process and outcome which will be completed at intervals during the process under exam conditions (3 hours).

## Careers:

Studying performing arts can lead to careers such as: Performer/choreographer, Performing and Community Arts, Music Producer, Teaching, Media Researcher, Theatre Technician, Manager, Administrator, Dramatherapist.

# **NCFE VCERT LEVEL 1/2 TECHNICAL AWARD ENGINEERING**

NCFE VCERT Level 1/ Level 2 Certificate  
**Mr M Buck / Mr D Maullin**  
**5 lessons per fortnight**

<https://www.ncfe.org.uk/media/zl3p1y-j2/603-7006-3-qualification-specification-version-1-2-1.pdf>

Link

## What will I study?

During the course you will gain an insight into the engineering profession. The course is designed to give you a rounded experience of engineering and provides the foundation for progression into many different engineering fields, such as mechanical, electrical and aerospace.

If you enjoy practical work and using hand tools as well as modern approaches such as computer aided engineering techniques then this course could be for you. This course is about working to set standards, exploring the world of engineering and using a range of materials, processes and strategies to solve problems. During the course you will develop your analytical, practical and problem solving skills, you will need to pass all units to attain the award. There are 2 units:

### Unit 1: Examined assessment (Written paper) (40%).

This is an externally assessed examination. In this unit you will develop knowledge and understanding of how different engineering disciplines have shaped the world we live in.

You will gain an understanding of how science, technology and maths are applied to engineering solutions and how to read and interpret engineering drawings.

You will have the opportunity to explore the properties and characteristics of materials in relation to why specific materials are selected for engineering applications. You will develop understanding of the use of tools and equipment within the engineering industry.

### Unit 2: Skills and Techniques in Engineering (60%)

This is an internally assessed practical and coursework assignment where you will research an engineering problem set by the exam board before planning, developing and building a solution. In this unit you will produce hand drafted and Computer-Aided Design (CAD) engineering drawings. You will produce a production plan for the manufacture of an engineered product which will demonstrate the application of skills and techniques to prepare, mark-out, modify, join and finish materials.

### How will I be assessed?

The NCFE combined level 1&2 award is equivalent to a single award GCSE. The two units are mandatory totalling 120 guided learning hours.

Level 1 pass, merit and distinction (lower) and level 2 pass, merit and distinction (higher). Distinction and Distinction\* grades at level 2 are equivalent to GCSE 7-9 grades.

### Which other subjects complement Engineering and what courses could it progress to?

Engineering compliments many other subjects such as Maths, Physics, Chemistry, Electronics and Computer Science. There are opportunities to study BTEC Engineering in St Peter's Sixth Form and many degree courses across the country.

There are many exciting careers in Engineering in sectors such as telecoms, mechanics, electronics, civil, structural, chemical, materials and aerospace.

**Career link:** <https://www.theengineer.co.uk/content/the-student-engineer/careers-in-engineering-a-beginner-s-guide>

# **St Peter's Collegiate Academy**

Part of Three Spires Trust



Compton Road West  
Wolverhampton  
WV3 9DU

T. 01902 558600  
[info@stpetersacademy.org.uk](mailto:info@stpetersacademy.org.uk)