



# St Mary's CE High School

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**Key Stage 4 Option/Progression Booklet**

**Spring 2019**

## Key Stage 4 Progression/Option Evening

The information in this booklet is critical in supporting students to make informed decisions as they progress into Key Stage 4 at St Mary's.

Subject teachers have prepared the information in this booklet to help guide students and parents / carers to the subjects which will best suit the interests and abilities of each student. Students and parents / carers will have opportunities to talk further with subject teachers both in lessons and at the Options Evening as well as having formal and informal discussions with Mr Flores, Mr Tilbury, Mrs Watts and subject teachers.

### Core Subjects

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Every student will have to study the CORE subjects which include Maths, English, Science and Religious Studies as well as the Business and Computing option chosen last year.

### Option Choices

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Students will then have a number of option choices. These include subjects that have been taught in Key Stage 3 and an additional option such as Computer Science.

It is really important that students look carefully at the expectations and demands of each subject and then considers their personal strengths and weaknesses, areas of interest and future careers and aspirations. In Years 7-9, students will have experienced the demands of many option subjects and this will have prepared them for GCSE whether in essay writing, creative arts, developing a scientific hypothesis or ICT skills. Therefore, it is important that students read the Curriculum booklet that compliments this information as it breaks down the topics taught within each subject, identifies the assessment criteria and extended learning expectations as well as provide information on how students can get the most out of their GCSE subjects.

### Pathways

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The options process is set up in three different Pathways. Each student has been told the pathway that is best suited to them, according to the information we have gathered during Key Stage 3. This will ensure that students keep their aspirations and expectations high.

**Blue Pathway:** Students on this pathway are able to secure the EBACC qualification by choosing one of either French or Spanish and one from either Geography or History. Students that meet the stringent entry requirements can select Computer Science and make a further choice of one subject from the range of GCSE/BTEC/Level 2 subjects.

**Yellow Pathway:** Students choose one from Geography, History, French or Spanish and a choice of two subjects from the range of GCSE/BTEC subjects/ Level 2 subjects. Students on the yellow pathway are also able to secure the EBACC qualification by choosing either French or Spanish and either Geography or History if they so wish.

**Green Pathway:** Students choose one from Geography, History, French or Spanish and then initially choose two subjects from the range of GCSE/BTEC /Level 2 subjects.

Students on the green pathway will have a personalised timetable and will confirm their options choices with Mrs Vickers or Mrs Johnston from the Inclusion team.

## The Options Process

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<b>Autumn Term 2018</b>	PSHCE lessons, assembly and tutorial activities as part of Careers, Education & Guidance programme
<b>Autumn 2018</b>	Careers Fayre – Students meet with employers and organisations to discuss career choices
<b>Thursday 14<sup>th</sup> March 2019</b>	Year 9 Options Evening – <ul style="list-style-type: none"> <li>▪ Presentation to explain options process</li> <li>▪ Opportunity to meet with subject staff to discuss Key Stage 4 courses</li> <li>▪ Key Stage 4 Course Information distributed</li> </ul>
<b>Wk Bg 18<sup>th</sup> March 2019</b>	Data 2 will be published on the SLG
<b>Thursday 28<sup>th</sup> March 2019</b>	Parent/Carer Consultation Evening
<b>Friday 29<sup>th</sup> March 2019</b>	Deadline for options preferences and submission of forms <a href="#">online</a>
<b>Week commencing 7<sup>th</sup> May</b>	Examinations in Science and Maths to inform GCSE setting
<b>Spring/Summer Term 2019</b>	Options interviews with identified students to support decision making process
<b>Wk Bg 20<sup>th</sup> May 2019</b>	Students and Parents / Carers informed regarding final option choices
<b>Monday 3<sup>rd</sup> June 2019</b>	Students begin Key Stage 4 study

### Advice and Support

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**Options evening:** Thursday 14<sup>th</sup> March 2019 – for students and parents / carers

**Subject Teachers** can talk to you about their subjects and advise if this is right for you

**Mr Flores and your tutors** can advise you on the best choices for your personality

**Connexions staff** can help you with the best subjects for specific careers choices

**Mrs Vickers** can give you information and advice about college courses if you are on the Green pathway

Members of the leadership team and **Mrs Vickers** will also be available to support and advise students with choices.

### Final Option Choices

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Every effort will be made to ensure that every student gets their preferred option choices. Sometimes this is not possible so it is important to consider reserve option choices.

Where preferred choices cannot be provided students and parents/carers will be consulted and advised about changes.

## Subject

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# CORE SUBJECTS

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## GCSE Maths

**Exam Board / Edexcel (1MA1)**

### **Course Description / Content**

Each group will study these six content areas at the appropriate ability, and will build upon the mathematics that students have studied at Key Stage 3.

The six areas of content studied are:

- |   |                          |
|---|--------------------------|
| 1. Number                               | 4. Geometry and measures |
| 2. Algebra                              | 5. Probability           |
| 3. Ratio proportion and rates of change | 6. Statistics            |

### **Assessment**

<b>Exam Requirements</b>				
<b>Tiered / Non Tiered:</b>	Tiered – Foundation & Higher (all exams to be taken at the same tier)			
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>	
Paper 1 – Non-calculator	90mins	80 marks (33⅓%)	Number Geometry & measures Algebra Ratio proportion & rates of change Statistics Probability	
Paper 2 - Calculator	90mins	80 marks (33⅓%)		
Paper 3 - Calculator	90mins	80 marks (33⅓%)		
<b>Coursework / Controlled Assessment Requirements</b>				
There is no coursework – grade is based on 100% final examination				

**To be Successful in this subject students will need to develop and practice the following skills:**

- Solving problems and puzzles
- Mental maths
- Communicating ideas / reasoning
- Logical thinking
- Resilient

### **Progression Routes & Career Opportunities**

Statistician	Engineer	Accountant	Scientist
Computer Programmer	Architect	Economist	

### **Further Information (e.g. fieldwork requirements; specialist equipment)**

Students are taught in ability groups, initially based on their end of KS3 result.

### **Equipment**

Students are expected to **own** and **bring** to **every** lesson and examination the following equipment;

- Maths set (ruler, pencil, compass and protractor)
- Scientific calculator (**not** for a non-calculator exam)

### **Recommended Books and Study Guides**

- GCSE Collins Framework Mathematics (Higher or Foundation Tier)
- CGP GCSE Maths (Higher or Foundation tier, dependent on students level of entry)

**Please See:** Mrs Johnston, Mr Harvey and Mr Burnell

**Website:** <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## GCSE English Language

**Exam Board / AQA (8700)**

### **Course Description / Content**

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The aims and learning outcomes of the course for students are to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, 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.

In addition, students must be able to listen to and understand spoken language, and use spoken Standard English effectively.

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
1. Explorations in Creative Reading and Writing	105mins	50%	Section A: Literature fiction text Section B: Descriptive or narrative writing
2. Writers' Viewpoints and Perspectives	105mins	50%	Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint
<b>Coursework / Controlled Assessment Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Timing</b>
Spoken language endorsement	N/A	N/A	Speaking and Listening will be reported on as part of the qualification, but it will not form part of the final mark

### **To be Successful in this subject students will need to develop and practice the following:**

Reading fiction and non-fiction texts

Making comparisons between texts

Summarising information

Proof reading written work

Communicating ideas using standard English

### **Progression Routes & Career Opportunities**

Journalism  
Teaching

Broadcasting  
Public Relations

Media and Advertising  
Publishing

Writer  
Receptionist

**Please See:** Ms Cunningham

**Website:** [www.aqa.org.uk/8700](http://www.aqa.org.uk/8700)

## GCSE English Literature

**Exam Board / AQA (8702)**

### **Course Description / Content**

This course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

### Aims and learning outcomes

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their 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 their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
1. Shakespeare and the 19 <sup>th</sup> Century novel	105mins	40%	Section A: Shakespeare: Students will answer one question on their play of choice Section B: 19 <sup>th</sup> Century novel: Students will answer one question on their novel of choice.
2. Modern texts and Poetry	135mins	60%	Section A: Modern Texts Section B: Poetry Section C: Unseen poetry

### **To be successful in this subject students will need to develop and practice the following:**

Supporting a point of view

Understanding social historical context

Evaluating language

Making comparisons and links between texts

Using standard English

### **Progression Routes & Career Opportunities**

Journalism

Broadcasting

Media and Advertising

Writer

Teaching

Public Relations

Publishing

Receptionist

**Please See:** Ms Cunningham

**Website:** [www.aqa.org.uk/8702](http://www.aqa.org.uk/8702)

## GCSE Combined Science

**Exam Board / OCR (J260)**

### **Course Description / Content**

OCR 21<sup>st</sup> Century Combined Science B:

- Provides opportunities to link Science to issues relevant to students as citizens, and to the cultural aspects of science that are of value and interest to all.
- Develops understanding of concepts and models that scientists use to explain natural phenomena.
- Plays to the strengths of students – It recognises the diversity of interests and future intentions of the students who take a science qualification at GCSE.
- Will enhance students' ability to plan and carry out practical investigations and their understanding of the role of experimental work.

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Tiered – Foundation & Higher		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
J260/01 (F) - Biology J260/05 (H) -Biology	1hr 45 mins	26.4%	B1:- You and your Genes B2:- Keeping healthy B3: -Living together – food and ecosystems B4: -Using food and controlling growth B5: -The human body – staying alive B6: -Life on Earth – past, present and future BCP7: Ideas about Science
J260/02 (F) - Chemistry J260/06 (H) - Chemistry	1hr 45 mins	26.4%	C1 – Air and water C2 – Chemical patterns C3 – Chemicals of the natural environment chapter C4: - Material choices C5: - Chemical analysis C6: - Making useful chemicals BCP7 Ideas about Science
J260/03 (F)- Physics J260/07 (H)- Physics	1hr 45 mins	26.4%	P1: – Radiation and waves P2: – Sustainable energy P3: – Electric circuits P4: - Explaining motion P5: - Radioactive materials P6: - Matter – models and explanations BCP7: Ideas about Science
J260/04 (F) - Combined Science J260/08 (H) - Combined Science	1hr 45 mins	20.8%	All of above content and BCP7: Ideas about Science BCP8: Practical Skills
<b>Coursework / Controlled Assessment Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Content</b>
Practical Science	N/A	Assessment of practical in question papers 15%	The new GCSEs will require students to carry out a minimum of sixteen practical activities over the two years that it is studied

**To be successful in this subject students can support their learning through:**

Being curious about the world around them and enjoying a practical and investigative approach to learning. Students will need to be able to plan a course of experiments, record observations and evaluate their findings and methods.

**Progression Routes & Career Opportunities**

By the end of Year 11, students will have completed two GCSE's in Science. Most colleges and sixth forms require a minimum of 2 B grades to study Sciences at GCE A level or a Level 3 equivalent course. The career sectors that welcome qualifications in science are growing at an exponential rate from developments in medicine, engineering and chemical engineering .

**Other Information**

Students will be expected to have a scientific calculator and a full maths equipment set and bring them to every lesson and examination

**Further Information**

**Please See:** Mr M McDougall / Mr T Constantinides

**Website:** <http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-combined-science-b-j260-from-2016/>

## GCSE Religious Studies

**Exam Board / AQA A**

### The aims and objectives of this qualification

GCSE Religious Studies is an in-depth study of Christianity, Islam and four contemporary ethical themes. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. A number of ethical topics covered during the course enables students to understand issues surrounding social justice; for example crime, punishment, worldwide poverty and charity work. GCSE RS builds students character by providing them with regular opportunities to explore, debate and discuss religious and ethical issues which are encountered within our local community and the wider world.

### **Course Description / Content**

Component 1: The study of Christianity and Islam

Component 2: four themes within religion, philosophical and ethics in the modern world through the religions of Christianity and Islam (see themes below)

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
1. The study of religions: beliefs, teachings and practices (Christianity and Judaism)	1 hr 45 mins	50%	<p>Beliefs and teachings &amp; Practices</p> <ul style="list-style-type: none"> <li>• <b>Religion 1: Christianity</b> <ul style="list-style-type: none"> <li>○ Key beliefs</li> <li>○ Jesus Christ and salvation</li> <li>○ worship and festivals</li> <li>○ The role of the church in the local and worldwide community</li> </ul> </li> <li>• <b>Religion 2: Islam</b> <ul style="list-style-type: none"> <li>○ Key beliefs</li> <li>○ The Quran</li> <li>○ Prayer and worship</li> <li>○ Festivals and the community</li> </ul> </li> </ul>
2. Thematic Studies	1 hr 45 mins	50%	<p>Four themes to be studied:</p> <ul style="list-style-type: none"> <li>• Theme A: Relationships and Families</li> <li>• Theme B: Religion and Life</li> <li>• Theme D: Religion, peace and conflict</li> <li>• Theme F: Religion, human rights and social justice</li> <li>• </li> </ul>

Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
None - Not applicable	n/a	n/a	n/a

Two written exams on each of the above 2 units. All exams will be taken at the end of Year 11.

**To be Successful in this subject students will need to develop and practice the following:**

- Describing, explaining and analysing sources
- Use evidence and reasoned argument to express and evaluate different religious beliefs, teachings and practices
- Debating moral and ethical issues within the contemporary world
- Explaining the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- Recognising how differences in belief lead to differences of religious response
- Communicate their ideas using key vocabulary

**Progression Routes & Career Opportunities**

Philosophy and Ethics opens a variety of doors and will aid students into further study at A Level and beyond. The skill-set developed can help students to move into a large number of possible professions such as:

Law	Journalism	Police Service	Social Work
Education	Civil service	International relations	Charity Work
Engineering	Public Relations		

**Please See: Miss Sandiford, Mr Seymour; Mr Prenderville**

**Website: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>**

**CORE SUBJECT**

## **BTEC Award in Enterprise**

**Exam board: Pearson**

**Students have already opted for Business Studies and will resume their studies into Year 10 and 11.**

With the new BTEC Tech Award in Enterprise, students can explore what it means to set up and run a business enterprise, as well as develop key skills and discover potential careers.

**Course Description / Content**

As the BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, students will:

- delve deeper into how the sector works
- appreciate the importance of business planning and understanding the market
- analyse and evaluate the skills they develop

<b>Practical Assignments</b>		
<b>Tiered / Non Tiered:</b>		
Non Tiered		
<b>Externally Assessed Unit</b>		
<b>Unit Title</b>	<b>Weighting</b>	<b>Content</b>
1. Exploring Business (External)	25%	Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.
2. Promotion and Finance for Enterprise (External Synoptic)	50%	External assessment set and marked by Pearson, completed under supervised conditions. • The assessment must be completed in 2 hours. • 60 marks
<b>Internal Assessments</b>		
<b>Area Of Study</b>	<b>Weighting</b>	<b>Content</b>
3. Planning for running an enterprise (Internal)	25%	Learners will select an idea for an enterprise to plan and pitch. They will work as a small group to run a micro-enterprise activity and will develop their skills in operating and reviewing the success of the enterprise.

**To be Successful in this subject students will need to develop and practice the following:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Learning about new developments</li> <li>▪ An interest in the world of business</li> <li>▪ Good at meeting deadlines</li> <li>▪ Organised</li> <li>▪ Self-motivated</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentation and report writing</li> <li>▪ Project management</li> <li>▪ Problem solving</li> <li>▪ Logical thinking</li> </ul> |
|---|--|

**Progression Routes & Career Opportunities**

Level 2 Business provides a solid foundation for progress to Level 3 Business Studies and a career in business professions. Possible careers include:

 Teaching  
 Marketing  
 Human Resources

 Accountancy  
 General Management  
 Market Research

 Commercial Banking  
 Advertising  
 Investment Banking

**Further Information**
**Please See: Miss Lyttle; Mrs Johnston, Mr Khan**
**Website: <http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/Spec-BTEC-L1-2-TechAwd-Enterprise.pdf>**

**CORE SUBJECT**

## Level 2 BTEC Tech Award in DIGITAL INFORMATION TECHNOLOGY

**Exam Board / Specification**

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

**Course Description / Content**

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- development of key skills that prove learners' aptitude in using IT tools and techniques such as using spreadsheets to analyse and model data, and gathering and combining digital assets to create an interactive product
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as different IT systems and technologies and how they are used by organisations and associated individuals
- product development process that underpins effective ways of developing IT products and solutions
- attitudes and ways of working that are important in the IT sector such as managing ethical and security issues, and developing solutions to meet audience requirements.

**Assessment**

External Assessment			
Tiered / Non Tiered:	Level 1 and Level 2		
Unit Title	Time	Weighting	Content
Component 1 (Internally Assessed)	75mins	40%	Learners will study the use of information technology (IT) systems by both organisations and individuals, and the implications these uses have for organisations, users and wider society.
Internal Assessments			
Area Of Study	Length	Weighting	Content
Component 2 (Internally Assessed)	36 GLH	30%	Developing a Spreadsheet Solution to model data
Component 3 (External Synoptic)	36GLH	30%	Creating an Interactive Product

**To Be Successful In This Subject Students Will Need To Be Good At And Enjoy**

- Standard programming techniques
- Identifying successes and any limitations
- Being an independent learner
- Organising your own time
- Meeting deadlines
- Learning about new technologies

**Progression Routes & Career Opportunities**

Teaching	Programming	Network engineer
Game Design	IT consultant	Systems analyst
Computer Systems developer	Multimedia programmer	Web Design

**Further Information (e.g. fieldwork requirements; specialist equipment)**

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

**Further Information**

Please See: Mrs Johnston; Miss Lytle

Website: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/Spec-BTEC-L1-2TECHAWD-DIT.pdf>

# EBACC & OPTION SUBJECTS

## **GCSE French & Spanish**

**Exam Board / AQA (French 8658/Spanish 8698)**

### **Course Description / Content**

Students study all of the following themes on which the assessments are based :

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Tiered – Foundation & Higher		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
1. Listening	35mins (F) 45mins (H)	25%	Understanding and responding to different types of spoken language
3. Reading	45mins (F) 60mins (H)	25%	Understanding and responding to different types of written language
4. Writing	60mins (F) 75mins (H)	25%	Communicating effectively in writing for a variety of purposes
<b>Coursework / Controlled Assessment Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Timing</b>
2. Speaking	7-9mins (F) 10-12mins (H)	25%	Communicating and interacting effectively in speech for a variety of purposes

### **To be Successful in this subject students will need to develop and practice the following:**

- Working independently
- Seeing patterns in language/language and words
- Listening
- Literacy
- Problem solving
- Communicating and speaking out loud
- Team work
- Research skills

### **Progression Routes & Career Opportunities**

Language skills are highly valued by many employers and particularly in business and companies with offices in other countries. A qualification in a modern foreign language may also support entry and study at university. Languages can be studied alongside a range of different subjects e.g. French and Law, Spanish and Journalism

Students may only choose the language that they are currently studying in Year 9

Please see: Mr Pugsley or a Languages teacher

Websites: [www.aqa.org.uk/subjects/languages/gcse/french-8658](http://www.aqa.org.uk/subjects/languages/gcse/french-8658)

[www.aqa.org.uk/subjects/languages/gcse/spanish-8698](http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698)

# GCSE Geography

Exam Board / OCR B

**OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will enable learners to build on their Key Stage 3 knowledge and skills to:**

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

## Course Description / Content

### Our Natural World

- Topic 1: Global Hazards
- Topic 2: Changing Climate
- Topic 3: Distinctive Landscapes
- Topic 4: Sustaining Ecosystems

### People and Society

- Topic 5: Urban Futures
- Topic 6: Dynamic Development
- Topic 7: UK in the 21<sup>st</sup> Century
- Topic 8: Resource Reliance

### Fieldwork and Geographical Exploration

- Fieldwork
- Geographical Exploration

## Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
Paper 1-Our Natural World	1 hour 15 minutes	35%	Global Hazards. Changing Climate. Distinctive Landscapes. Sustaining Ecosystems. Fieldwork. Geographical Skills
Paper 2- People and Society	1 hour 15 minutes	35%	Urban Futures. Dynamic Development. UK in the 21 <sup>st</sup> Century. Resource Reliance. Fieldwork. Geographical Skills
Paper 3- Geographical exploration	1 hour 30 minutes	30%	Geographical exploration.

**To be Successful in this subject students will need to develop and practice the following:**

- Forming opinions and understanding the opinions of others
- Debating issues and current affairs
- Analysing sources
- Discussing key issues relevant to the world of today
- Learning about the world in which we live
- Understanding how we can secure the future of our planet
- Investigation the links between human, economic and environmental topics
- Learning through fieldwork

**Progression Routes & Career Opportunities**

Geography subjects bridge the gap between the arts and sciences. It includes elements of History, Biology, English, Business Studies, Geography, Law, RE, Citizenship and ICT - keeping your longer-term options open. Geography can lead to any number of careers including: accountancy; journalism; hotel and leisure management; the police; veterinary science; law; archaeology; pilot; ICT and banking and many more!

**Further Information (*e.g. fieldwork requirements; specialist equipment*)**

Field work is a compulsory element of GCSE Geography. It is highly likely that this will be completed during a compulsory fieldtrip undertaken in Summer term of Y10 and Autumn Term of Year 11. Students will then complete a human and physical investigation which will be examined externally within an examination. The cost of this is heavily subsidised by the School and a parental contribution of approximately £40 is requested. Students should not be deterred from opting for Geography if concerned about the cost of the trip. St Field work will be examined in all three GSCE written papers, so students are unlikely to pass the exam if they do not take part in the field trip.

**Please See:** Miss Douglas / Mr Warner / Mrs Grindley / Miss Brooksbank

**Website:** <http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/>

## GCSE History

**Exam Board / Edexcel**

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

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

### **Assessment and Course Content**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
Paper 1 – Thematic and historic environment	1hr 15	30%	Crime and Punishment in Britain, c1000-present day Whitechapel, C1870-1900: crime, policing and the inner city
Paper 2 – Period study and British depth study	1hr 45	40%	<b>British depth study:</b> Anglo Saxon and Norman England c1066-88 <b>Period study:</b> Superpower Relations and the Cold War 1941-1991
Paper 3 – Modern depth study	1hr 20	30%	Weimar and Nazi Germany, 1918-39

**To be Successful in this subject students will need to develop and practice the following:**

- Forming opinions and understanding the opinions of others
- Debating issues and current affairs
- Analysing source
- Discussing key issues relevant to the world of today
- Independent research
- Reading
- Forming arguments

### **Progression Routes & Career Opportunities**

By studying History at GCSE level you study further at A level and then to degree level. History is a facilitating subject and can lead into a number of careers such as:

Law

Publishing

Politics

Journalism

Teaching

Police

Civil Service

Media

Accountancy

**Please See:** Mrs Davies / Mr Flores / Mrs Watts / Miss Noseworthy

**Website:** [http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867\\_GCSE2016\\_L12\\_History\\_Web.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf)

## GCSE Computer Science

**Exam Board / OCR Computer Science (9-1) (J276 from 2016)**

### **Course Description / Content**

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming, which many students find absorbing.

Computer Science develops skills relevant to the modern, changing world of computing, it’s designed to boost computing skills essential for the 21<sup>st</sup> century.

\*Please note that students can only chose Computer Science as an option, if they have opted to study ICT in Year 9 and only students that meet the stringent entry requirements can select Computer Science

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
1. Computer Systems	1 hr 30 minutes Written paper	50% 80 marks	<p>This unit covers the body of knowledge about computer systems:</p> <p>This unit covers:</p> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>
2. Computational Thinking, algorithms and programming	1 hr 30 minutes Written paper( no calculators Allowed)	50% 80 marks	<p>This unit of work covers Algorithms*</p> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>
<b>Coursework / Controlled Assessment Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Content</b>
Programming project	20 hours	For GCSE (9-1) Computer Science (J276), the Programming Project does not count towards the overall grade although candidates must still complete the Programming Project	<ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>
Non –Exam Assessment (NEA)			

**To be Successful in this subject students will need to develop and practice the following:**

- Standard programming techniques
  - programming
- Identifying successes and any limitations
- Being an independent learner
- Organising your own timing
- Meeting deadlines
- Learning about new technologies

**Progression Routes & Career Opportunities**

Computing GCSE provides a solid foundation for progression to Computer Science related courses, including AS-level ICT, and a career in Computer Science professions. Students who complete the GCSE in Computer Science can progress on to Level 3 ICT.

**Further Information (*e.g. fieldwork requirements; specialist equipment*)**

Please note that due to the heavy coursework element of this subject, intervention classes will run after school to help support students.

Careers include:

Software developer  
Software architect  
Software engineer  
Computer programmer  
Application architecture and development consultant.

Please note that this option is subject to entry requirements\*

Please See: Mrs Johnston; Miss Lytle

Website: <http://ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>

# OPTION SUBJECTS

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## Art and Design

**Edexcel Level 2 Art and Design (2AD01)**

### **Course Description/Content**

Studying Edexcel BTEC in Art and Design will focus on developing student creativity, technical skill and process and understanding cultural and social knowledge required to create and interpret art and design. With this pupils can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Students will experiment with a wide range of 2D, 3D and digital media and processes, being able to draw from primary and secondary sources. Finally they will gain skills within research and annotation to be able to respond to their own work and that of other artist's. The course will engage, empower, and encourage students to reach their highest potential in the area of art.

### **Assessment**

<b>120 Guided Learning Hour Qualification</b>	
<b>Unit 1 (GLH 30) 25% Internally set</b>	<b>Introduction to Specialist Pathways in Art and Design</b>
<b>Unit 2 (GLH 30) 25% Externally set</b>	<b>Creative Project in Art and Design</b>
<b>Unit 3 (GLH 30) 25% Internally Set</b>	<b>Communicating Ideas in 2D</b>
<b>Unit 4 (GLH 30) 25% Internally set</b>	<b>Communicating Ideas in 3D</b>
<b>Each Unit contains learning aims and covers assessment criteria</b>	

### **Assessment Objectives:**

AO1 Develop – The development of ideas from a range of sources.

AO2 Refine – The process of reflection strengthening work and experimenting with a range of techniques/materials.

AO3 Record – Presentation of work and documentation of portfolio.

AO4 Produce –The production of outcomes and presentation of work with evaluative elements.

### **To be Successful in this subject students will need to develop and practice the following:**

- Drawing and Painting
- Exploring new materials
- Researching
- Independent study
- Being open to new ideas
- Questioning ideas and opinions

### **Progression Routes & Career Opportunities**

Graphic Artist	Fine Artist	Photographer	Designer
Illustrator	Architecture	Journalist	Fashion
Teacher/Educator	Print/Web Designer	Set Designer	Psychologist
Journalism	Editor	Events Management	Animator
Textile Designer	Interior Designer	Jewelry Designer	Art Therapist

### **Further Information (e.g. fieldwork requirements; specialist equipment)**

Due to the high percentage of coursework required in Art, it is recommended that students look carefully at the coursework component of subjects when choosing option combinations. A personal interest in creative practices is beneficial.

**Please See:** Ms Papadopoulos

**Website:** <http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Art-and-Design/2012/Specification>

**\*This specification could be subject to change\***

## GCSE Drama

**Exam Board / Edexcel GCSE Drama (1DRO)**

### **Course Description / Content**

This qualification focuses on the practical exploration of performance texts that will be studied for the examination. Students will learn how to articulate how they would perform in certain roles and direct and design for key extracts, putting practical work at the heart of this course.

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non-Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
Component 1: Devising		40% (60 marks)	<ul style="list-style-type: none"> <li>• Create and develop a devised from stimulus (free choice for centre)</li> <li>• Performance of this devised piece or design realisation for this performance.</li> <li>• Analyse and evaluate the devising process and performance.</li> <li>• Students to produce a portfolio of written work</li> <li>• Performer or designer routes available</li> </ul>
Component 2: Performance from Text		20% (48 marks)	<ul style="list-style-type: none"> <li>• Students will either perform in and/or design for two key extracts from a performance text.</li> <li>• Centre choice of performance text</li> <li>• Performer or designer routes available.</li> </ul> <p>External examiner to examine performances</p>
Component 3: Theatre Makers in Practice		40% (60 marks)	<ul style="list-style-type: none"> <li>• Practical exploration and study of one complete performance text from an actors, directors, and set, stage, sound, lighting designers perspective</li> <li>• Choice of eight performance texts</li> <li>• Live theatre evaluation – free choice of production.</li> </ul>
<b>Coursework / Controlled Assessment Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Timing</b>
Component 1: (internally assessed and externally moderated)	Handwritten or typed evidence of 1,500-2,000 words <b>OR</b> Recorded verbal evidence 8-10 minutes	60 marks in total	Summer term of year 10 or Autumn Term of Year 11
Written Portfolio:  Portfolio covering the creating and developing process and analysis and evaluation of this process	<b>OR</b> Combination of hand written evidence (750-1,000 words) AND recorded evidence (between 4-5 minutes) Groups of 3-4 students (15 minutes) Groups of 5-6 students (25 minutes)	45 marks	Autumn Term of Year 11
Performance of the DEVISED piece OR design realisation		15 marks	
Component 2: (externally assessed by visiting examiner)	Group of 3-4 students: 12 minutes  5 minutes	48 marks in total  24 Marks	
Performance from Text			

Group performance AND Duologue OR Monologue	3 minutes 100-200 words	24 Marks	
Component 3: Theatre Makers in Practice This is a written examination Section A: Bringing Texts to Life Section B: Live Theatre Evaluation	1 Hour and 30 minutes	60 marks in total	Summer Term of Year 11 written exam

**To be successful in this subject students will need to develop and practice the following:**

- Performing or directing
- Giving and receiving constructive critics
- Characterisation: experimenting with using your voice, body, gestures, movement and space
- Going to the theatre and watching other live performances
- Experimenting with different genres of drama
- Devising work according to a particular theatre genre
- Have the potential to evaluate and analyse through written work
- Recognising the dramatic potential of a text
- Group work and practical tasks
- Develop your memory skills in remembering your lines in performance
- Work with a variety of different students in the class
- Reading plays and developing your knowledge in theatre production

#### **Progression Routes & Career Opportunities**

Students who complete the GCSE in Drama can progress on to AS level Drama and Theatre Studies or BTEC Performing Arts; the GCSE develops the students historical, theoretical and practical knowledge and experiences and these provide the required prior knowledge for Level 2 and 3 Performing Arts courses.

Career opportunities:

Teaching	Acting	Directing	Script writing
Stage Management	Therapy	Make-up artistry	Journalism
Costume design	Team based jobs	Law	Theatre Technician
Social Work	Management/Team Leadership	Radio production	

#### **Further Information**

Attendance on at least one theatre trip throughout the year is compulsory.

Attendance at additional organised workshops either in school or out of school is compulsory.

**Please See:** Mrs Crawford or Mrs Mathews for further information access the website : Edexcel GCSE Drama 2016

**\*This specification could be subject to change\***

**OPTION SUBJECT**

## **BTEC Music**

**Exam Board / Pearson Edexcel BTEC First Award in Music**

**Course Description / Content**

Students will explore and learn individually and collaboratively the skills to ensure that they develop the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The BTEC Level 2 First Award is a two year course, equivalent to one GCSE, and is a foundation for students who wish to pursue a career in music. The course specifically features skills in the music industry and a chance to specialise in music performance or production. All learners will have regular opportunities to perform as part of our Phoenix Performing Arts Academy at events throughout the year.

<b>Course Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non-Tiered		
<b>Unit Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
Unit 1: The Music Industry <i>External</i>	30 hours	25%	Gain a good understanding of the scope of the music industry with a view to getting work. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.
Unit 2: Managing a Music Product <i>Internal</i>	30 hours	25%	Manage the planning, delivery and promotion of a live concert, album, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences.
Unit 4: Introducing Music Composition <i>Internal</i>	30 hours	25%	Develop a portfolio of ideas, some of which will be developed, and one of which will be completed. Discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music.
<b>Choose one of the two additional Units from:</b>			
Unit 5: Introducing Music Performance <i>Internal</i>	30 hours	25%	Having a career as a performer requires high levels of technical ability on an instrument or voice. In order to achieve high levels of technical proficiency, musicians need to be able to develop an appropriate discipline and perseverance. Musicians need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work.
Unit 6: Introducing Music Recording <i>Internal</i>	30 hours	25%	Record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. Learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully, you will mix these sounds together into a finished recording using some basic

			processing such as reverb, chorus and EQ.
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**To be successful in this subject student will need to be:**

- \* Already interested in playing an instrument or singing with some experience at performing in front of an audience
- \* Have a good independent working ethic and managing your time effectively
- \* Work well as part of a team

**Progression Routes & Career Opportunities**

The skills you will learn from this course will enable you to form part of your suite of qualifications for entry into sixth form.

**Further information**

Taking part / belonging to groups or clubs in performing arts outside of school is extremely encouraged as is having instrumental or singing lessons, all of which can be provided in school as part of the PHOENIX Academy study support provision.

**Please See:** Miss D King (Performing Arts Academy Lead) or Mr Crosby (Director of Performing Arts)

**Website:** <http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

**\*This specification could be subject to change\***

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## BTEC Performing Arts

Exam Board / Pearson Edexcel BTEC Tech Award in Performing Arts

### Course Description / Content

The BTEC Level 2 First Award is a two year course, equivalent to one GCSE, and is a foundation for students who wish to pursue a career in performing arts. The course specifically features skills in performing arts business and a chance to specialise in either dance performance or musical theatre. All learners will have regular opportunities to perform as part of our Phoenix Performing Arts Academy events throughout the year.

\*Students on this course can choose to specialise in; **Dance, Acting or Musical Theatre Singing** (students study all three for component 1 only). Dancers will also have the chance to study with a specialist dance tutor!

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Component Title	Time	Weighting	Content
Component 1: Exploring the Performing Arts	36 hours	25%	<p>Examine practitioners' work and the processes used to create performance.            You will:</p> <ul style="list-style-type: none"> <li>➢ Access recorded and live examples of performance style to study practitioners' work</li> <li>➢ Complete an extended writing, blog demonstration or presentation</li> <li>➢ Explore short extracts of repertoire in workshops and classes, in <b>one or all</b> of the three performance disciplines: acting, dance or musical theatre.</li> <li>➢ Take part in practical activities from <b>one or all</b> performing arts disciplines</li> </ul>
Component 2: Developing Skills and Techniques in the Performing Arts	36 hours	25%	<p>Develop performing arts skills and techniques through the reproduction of acting, dance <b>and/or</b> musical theatre.            You will:</p> <ul style="list-style-type: none"> <li>➢ Participate in workshops and classes, developing performance skills, focusing on <b>one or more</b> of the disciplines: acting, dance or musical theatre</li> <li>➢ Explore the styles practically; practicing and refining skills and techniques, through rehearsal</li> <li>➢ Apply performance skills and techniques to a minimum of two workshop performances</li> <li>➢ Communicate existing material in two different styles within your chosen discipline</li> </ul>
Component 3: Performing to a Brief <i>(Externally Assessed)</i>	48 hours	50%	<p>Work as part of a group to create a workshop performance in response to a given brief.</p> <ul style="list-style-type: none"> <li>➢ The task is set and marked by the exam board, completed under supervised conditions.</li> <li>➢ Twelve weeks before the supervised assessment period, you will be given the set task in order to carry out the development of creative ideas and rehearsal for the workshop performance.</li> <li>➢ The set task will be completed in a three hour session.</li> <li>➢</li> </ul>

**To be successful in this subject student will need to be:**

- \* Already interested in the performing arts or singing with some experience at performing in front of an audience
- \* Have a good independent working ethic and managing your time effectively
- \* Work well as part of a team

**Progression Routes & Career Opportunities**

The skills you will learn from this course will enable you to; progress on to the Level 3 Performing Arts or A Level Drama course, audition for specialist dance or drama schools or will form part of your suite of qualifications for entry into sixth form.

**Further information**

Taking part / belonging to groups or clubs in performing arts outside of school is encouraged.

**Please See:** Miss D King (Performing Arts Academy Lead)

**Website:** <http://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

## Sports Science

**Exam Board / Specification: OCR CAMBRIDGE NATIONAL LEVEL 1/2 AWARD IN SPORT SCIENCE**

### **Course Description / Content**

Sport Science is a vocationally related qualification, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Students study 4 units over two years. Unit 1 is an externally assessed examination based unit. The remaining units are coursework based and internally assessed. This course totals 120 guided learning hours and makes the qualification equivalent to one GCSE.

Sport Science is becoming increasingly popular among students. Elite Sport has embraced sport science disciplines wholeheartedly in the past few decades. The Cambridge National in Sport Science offers learners the opportunity to study the key areas of this, including, anatomy and physiology linked to fitness, health, injury and performance: the science of training and application of training principles and psychology in sport and sports performance. This course offers a solid foundation for further study or progression into the industry. Students develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered:</b>	Non-Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Timing &amp; Content</b>
R041: Reducing the risk of sports injuries (External)	30 guided learning hours  1 hour written exam	25%	Year 10 (January exam window).  Paper consists of multiple choice, short and long answer questions. 50 marks available.  Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups. They will discover how to respond to injuries and medical conditions in a sport setting and other vital skills needed within the sport and leisure industry.
<b>Coursework Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Timing &amp; Content</b>
R042: Applying principles of training (Internal)	30 guided learning hours	25%	Year 10.  Students will learn about the principles of training and how different methods target different components of fitness. They will also learn how to conduct fitness tests, interpret the results and design and evaluate fitness programmes.
R043: The body's response to physical activity	30 guided learning hours	25%	Year 11.  Students learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity.
R045: Sports nutrition	30 guided learning hours	25%	Year 11.  Students learn about different nutrients and supplements and their importance to different activity types. They will also learn about the effects of a poor diet on performance and health and will develop and evaluate diet plans for sports performers.

**To be successful in this subject students will need to:**

- Have a good understanding of the human body and how it responds to physical activity.
- Passionate about elite sports performance and the nutritional elements involved with successful performance.
- Have an interest in sport injury rehabilitation.
- Be involved in extra-curricular sporting activities.
- Fully engage with all practical elements of the course.
- Be able to work independently and adhere to strict deadlines.

**Progression Routes & Career Opportunities**

Cambridge National qualifications are courses that enable candidates to progress either directly to employment, or to proceed to further levels of study. Employment opportunities include: Sports scientist, Physiotherapist, strength and conditioning professional, The Leisure Industry, Coaching, Teaching, Psychologist, Sports Development, Sports Administration, National Government Bodies and Public Services. The natural academic route would be to progress to a Level 3 sport course, offered here at St Mary's Sixth Form and Leadership centre.

**Jobs which this qualification can eventually lead to are;**

Teaching	Sports Coaching	Sports Journalism
Fitness Instructor	Physiotherapy	Personal Trainer
Sports Development	Sports Psychologist	Leisure Centre Manager
Nutritionist	Sport Scientist	Performance Analyst

**Please See:** Mr Hunt (PE Lead), Ms Andrews, Ms Meads, and Mr Tilbury.

**Website:**

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/>

**\*This specification could be subject to change\***

## **Level 2 Hospitality and Catering**

**Exam Board / WJEC**

### **Course Description / Content**

Students will learn about:

#### **The Hospitality and Catering Industry**

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

#### **Hospitality and Catering in Action**

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

### **Assessment**

<b>Exam Requirements</b>			
<b>Tiered / Non Tiered</b>	Non Tiered		
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
Unit 1: Written/online Paper	1 hr 30 mins	50%	The Hospitality and Catering industry
<b>Coursework / (Non-Exam Assessment)</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Content</b>
Unit 2: Hospitality and Catering in action	72hrs	50%	Coursework unit investigating food skills for the catering industry, linking to hospitality

#### **To be Successful in this subject students will need to develop and practice the following:**

- Organisation
- Following Instructions
- Working in a team
- Completing independent tasks
- Making a variety of food products
- Working with a range of equipment/utensils
- Analysing food products and adapting recipes

#### **Progression Routes & Career Opportunities**

Product development for Food companies and supermarkets

Dietician

Teaching

A Level/BTEC in a Food related subject

Food journalism

Hotel and Catering management/career in the hospitality industry

#### **Further Information**

The organisation and purchasing of ingredients is a requirement for the successful completion of Food Preparation and Nutrition.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

**Please See:** Mrs McKinney

**Website:** <http://www.eduqas.co.uk/qualifications/hospitality-and-catering/>

**\*This specification could be subject to change\***

**OPTION SUBJECT**

# GCSE Art & Design: Textile Design

**Exam Board / AQA**

**Course Description / Content**

Students will learn about:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- Installed textiles.

**Assessment**

<b>Exam Requirements</b>			
<b>Non Exam Assessments</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Content</b>
Component 1: Portfolio	36hrs	50%	Exploration of skills and design journeys, showing understanding and skill of design
Component 2: Externally set assignment	10hr exam + prep time	50%	<b>A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

**To be Successful in this subject students will need to develop and practice the following:**

- Meeting deadlines
- Completing independent tasks
- Organisation
- Making a variety of fashion and textiles products
- Designing and creating imaginative products
- Analysing existing products

**Progression Routes & Career Opportunities**

A level/BTEC in a Fashion related subject

Fashion, Textiles and Interior design

Textile Design

Fashion buying and merchandising

Product developer

**Further Information**

The organisation and purchasing of materials and components is a requirement for the successful completion of Fashion and Textiles.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

**Please See:** Mrs McKinney

**Website:** <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/introduction>

**\*This specification could be subject to change**

## Level 2 Technical Award: Engineering Design

**Exam Board / AQA**

### **Course Description / Content**

Students will learn about:

- Materials and components
- Industrial techniques
- Tools and equipment
- ICT and CAD/CAM
- Health and safety
- Social, environmental and economic issues
- Commercial Practice
- Employment Opportunities

### **Assessment**

<b>Exam Requirements</b>			
<b>Non Tiered</b>			
<b>Paper Title</b>	<b>Time</b>	<b>Weighting</b>	<b>Content</b>
Unit 3: Written exam	1hr 30mins	40%	knowledge of materials and their properties and commercial and industrial processes
<b>Coursework / Controlled Assessment Requirements</b>			
<b>Area Of Study</b>	<b>Length</b>	<b>Weighting</b>	<b>Content</b>
Unit 1: Skills demonstration	36hrs	30%	Students to explore and demonstrate practical skills
Unit 2: Extended Making Project	36hrs	30%	Project assessed against planning, making, evaluation and communication.

### **To be Successful in this subject students will need to develop and practice the following:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Creating products and exploring practical skills</li> <li>▪ Organisation</li> <li>▪ Presenting information and designs</li> <li>▪ Meeting deadlines</li> <li>▪ Completing independent tasks</li> </ul> | <ul style="list-style-type: none"> <li>▪ Using technical tools and machinery correctly</li> <li>▪ Creating products to a good level of quality</li> <li>▪ Completing independent tasks</li> <li>▪ Being creative when designing and manufacturing working products</li> </ul> |
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### **Progression Routes & Career Opportunities**

Carpenter	CAD Specialist	New Materials Researcher
Model Maker	CAM Operator	Industrial Designer
Construction worker	Furniture Designer	

### **Further Information**

The organisation and purchasing of materials is a requirement for the successful completion of Product Design.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

**Please See:** Mrs McKinney

**Website:** <http://www.aqa.org.uk/subjects/design-and-technology/level-1-2-award/materials-technology-3740>