

Information and Guidance for choosing your GCSE Options



St Joseph's Catholic High School



CURRICULUM PATHWAYS 2019-22



Unlocking Belief In All

"Leaders have radically changed how subjects are organised so that now all students have a chance to succeed."
Ofsted 2016



CURRICULUM CHOICES 2019 - 2022

March 2019

Dear Parents/Carers,

Re: GCSE Options

A significant stage in your son/daughter's education is here with their GCSE option choices – decisions that can shape the rest of their lives. We hope that we can make this process as smooth, painless and easy as possible.

The pathways process will be outlined to parents and students at the Options Evening. This will provide an opportunity to understand the curriculum pathways, the significant changes to the curriculum nationally, the rationale behind curriculum reform and the subjects that students can select within each pathway. This year students will be directed onto the most appropriate pathway to ensure both aspirational, yet achievable choices for our students. There are opportunities for students and parents to discuss the subjects with the different departments and establish what each GCSE will entail.

I would like to outline 2 pieces of advice to you that should aid the selection:

Aspirations

What does your son or daughter want to be when they are older? If they know exactly – wow, impressive! If they are unsure, it is nothing to worry about, in fact completely normal. BUT it would be good to have an idea of an area they have an interest in or/and enjoy e.g. sport, business, medicine.

Performance

There are several subjects that your son/daughter simply has to take. This will all be outlined to you this evening. There are some categories that your son/daughter needs to choose from, but there are also a few personal choices. Please do consider what they enjoy when making these choices but also how they have performed in that subject during Year 7 and 8. This may not be possible if opting for a key stage 4 only subject, but if they are choosing between Geography and History and their attainment is significantly different between the two, please give careful consideration to this.

Please do take time to read this guide with your son/daughter and discuss their choices with them. This is an exciting time for Year 8 and I look forward to seeing them plan their next steps on their educational journey. The Key Stage 4 Curriculum Choices Application Form must be completed and submitted to form tutors by Friday 5th April.

I hope that you find this process informative and wish you the best of luck with the process.

Yours sincerely,



Mr C Stapleton
Head Teacher

The Educational Context of This Year's Pathways: Pathway 1

Major changes have taken place nationally at 11-16 with the government's review of the types of courses and qualifications offered leading to a greater emphasis on GCSEs, the emergence of EBacc qualifications, Technical Awards and the new 'Progress 8' and 'Achievement 8' measures.

In 2022 when the current Year 8's take their GCSE's they will not be awarded letter grades A*-U but will instead be awarded numbered grades from 1-9 (grade 4/5 will be the equivalent to an old C grade). New GCSE's syllabi have been published and it is evident they require a far greater depth of knowledge, a greater range of skills and aptitudes than the old model GCSE's. Coursework and Controlled Assessment no longer exist, and there is a greater emphasis on extended writing, problem solving and the quality of written communication. As a school we have responded to the biggest changes in education in a generation to ensure all students can be successful at Key Stage 4 and beyond. What was once termed 'options' no longer exists, students will instead be placed on a 'pathway' based on their prior attainment which will give them the uppermost chance of realising their potential. In 2016, in-line with the most successful schools nationally we amended our curriculum to reflect the government's preferred method of delivery of these new qualifications over 3 rather than 2 years, giving students the opportunity to delve deeper and linger longer to develop higher order understanding.

There is now an increasing emphasis on 'EBacc' subjects at GCSE. For students whose prior attainment at Key Stage 2 and progress to date is 'high', it is vital they complete these subjects in order to progress towards 6th form and university. Increasingly, in order to differentiate between students with similar A 'Levels, top universities are looking at GCSE performance in specified areas. Consequently it is an expectation that all pathway 1 students at St Joseph's will complete either Geography or History and either French or Spanish. In addition to the core subjects, which for Pathway 1 will include separate sciences for most students, they will select 2 additional choices to complete their curriculum.

The new Progress 8 and Achievement 8 measures compare student's individual attainment to similar students nationally. As with the EBacc qualification they are not a qualification in their own right but reflect a suite of subjects from which the progress of individual students and of schools will be judged nationally. In 5 years' time the vast majority of university and college applicants will be expected to have achieved positive progress 8 and achievement 8 scores. With this in mind we have designed our Key Stage 4 curriculum to ensure that every student has the opportunity to succeed against these measures.

We recognise the importance of a balanced curriculum for all and are delighted to be able to offer additional subject choices for this cohort of students; they will have freedom to choose from a wide range of courses from History and Geography to Art and Music.

When making subject choices consider the following factors;

- Which subjects do they enjoy most?
- Future career ambitions, is the choice relevant?
- Balance; as they will be studying a range of academic subjects would they like to complete an option with more practical style of learning?

Please use the Pathways Fair to inform your choices. Consider your subject choice carefully to ensure students base their choices on information they find out rather than picking subjects because their friends are taking them. Please be aware that whilst the school endeavours to run all the courses contained within this options booklet and on our options form, circumstances may arise which give need to a change in the options choices. Should this happen we will contact parents directly. Finally don't worry if you can't fit everything in; some subjects can be picked up again in the sixth form or college.

Please use this booklet, the discussions available in School and the Information Advice and Guidance (IAG) pathway fair to build up your understanding of subjects available before finalising your pathway. Enjoy the evening and we look forward to working with you to ensure your child realises their potential.



Robert Redwood
Deputy Headteacher

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CORE SUBJECTS

ENGLISH LANGUAGE

Level	GCSE English Language
Exam Board	AQA
Website	www.aqa.org.uk

The GCSE English Language course aims to enable students 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 course encourages students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

In addition, the course will also enable students to listen to and understand spoken language, and use spoken Standard English effectively.

Assessments:

There are two written examinations which are externally assessed. All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing.	Paper 2: Writers' viewpoints and Perspectives
What's assessed <u>Section A: Reading</u> <ul style="list-style-type: none"> One literature fiction text <u>Section B: Writing</u> <ul style="list-style-type: none"> Descriptive or narrative writing 	What's assessed <u>Section A: Reading</u> <ul style="list-style-type: none"> One non-fiction text and one literary non-fiction text <u>Section B: Writing</u> <ul style="list-style-type: none"> Writing to present a viewpoint
Written exam: 1 hour 45 minutes 80 marks 50% of GCSE	Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Non-examination Assessment: Spoken Language
What's assessed: Presenting Responding to questions and feedback Use of Standard English
The assessments are set and marked by the teacher throughout the course.

Staff Contact

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ENGLISH LITERATURE

Level GCSE English Literature

Exam Board AQA

Website www.aqa.org.uk

The GCSE course takes a skills-based approach to the study of English literature that is consistent across the genres. It offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

Assessments:

There are two written examinations which are externally assessed. All assessments are closed book and any stimulus materials required will be provided as part of the assessment.

Paper 1: Shakespeare and the 19th – century novel	Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none">• Shakespeare• The 19th – century novel	What's assessed <ul style="list-style-type: none">• Modern texts (prose/drama)• Poetry (from chosen anthology cluster)• Unseen poetry
Written exam: 1 hour 45 minutes 64 marks 40%of GCSE	Written exam: 2 hour 15 minutes 96 marks 60%of GCSE

Staff Contact

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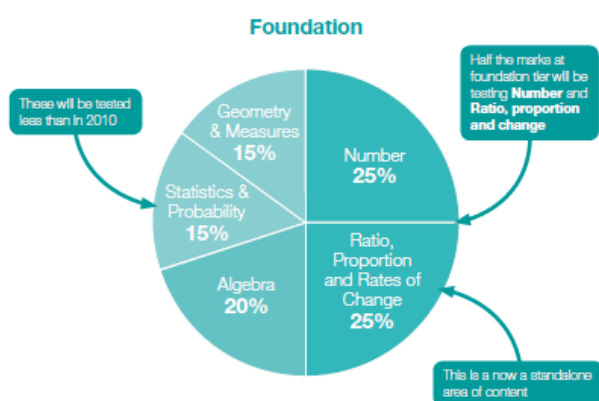
MATHEMATICS

Level	GCSE
Exam Board	Edexcel Linear Specification 1MA1
Website	www.edexcel.com

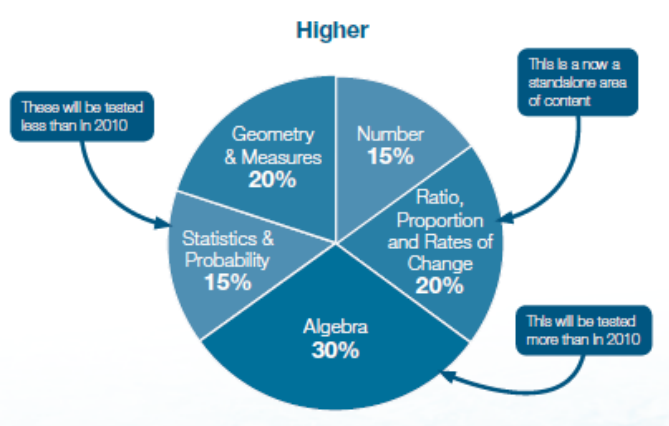
The GCSE Mathematics course is a three year course beginning in Year 9. The course builds on the knowledge and skills covered in Years 7 and 8. This course will develop knowledge, skills and understanding of mathematical methods and concepts including number, algebra, shape, measures, statistics and probability. The new syllabus emphasises fluency in mathematical techniques as well as a broader and deeper understanding of basic concepts.

All students study GCSE Maths and will follow the Edexcel Linear course. Students will be entered for the tier of paper that is most suited to their ability level (Foundation or Higher) and target grade. The examination comprises of three written papers, each worth 33.3% of the final GCSE grade (9 - 1). More content has been added to both the Foundation and Higher tier in order to stretch and challenge everyone and better prepare them for studying A level Mathematics.

Foundation tier papers will assess the different content domains in these proportions:



Higher tier papers will assess the different content domains in these proportions:



GCSE mathematics is going to change and get more demanding for everyone:

- The **volume of subject content** is increasing.
- The **demand of this content** is also increasing.
- The **total time for the examination** is increasing, from 3½ to 4½ hours.
- A **new grading structure** is being introduced, from grade 9 to 1, to replace the A* to G grading scale.
- Students will be required to memorise formulae.

Together all these changes are designed to help students emerge from GCSE Maths with a level of confidence and fluency that will provide a genuine foundation for the rest of their learning and working lives.

Post-16 Choices

GCSE Mathematics prepares students to make informed decisions about the use of technology and management of money; it is an entry requirement for many A-level subjects such as Science, Psychology and Economics. A higher grade in GCSE Maths is required for a wide variety of college courses and apprenticeships.

Staff Contact

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SCIENCE

Separate Sciences

Studying separate sciences means students will cover more content than GCSE Combined Science. Students will receive 3 GCSE grades: one for each of the science subjects. Each science will be taught in discrete disciplines by a specialist teacher.

All of the science subjects involve completing required practicals which will be examined in the GCSE exams, there is no coursework element to the course.

The examinations will include a mixture of multiple choice, questions, closed short answer questions, and open response longer answer questions.



	GCSE Biology	GCSE Chemistry	GCSE Physics
Content	<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection & response 4. Bioenergetics 5. Homeostasis & response 6. Inheritance, variation & evolution 7. Ecology 	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 	<ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics
Assessment	Two Papers each 1hr 45 mins	Two Papers each 1hr 45 mins	Two Papers each 1hr 45 mins
	Eight required practicals	Eight required practicals	Eight required practicals

Staff Contact

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RELIGIOUS STUDIES

Level	GCSE Full Course
Exam Board	AQA Specification B
Website	www.aqa.org.uk

All students study Religious Education to GCSE during Key Stage 4 for five lessons over a two week timetable culminating in two exams at the end of Key Stage 4. The course also contributes to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

The structure is not only varied and interesting, but covers a range of topics, guaranteed to provoke thoughts. It is well respected by employers as an indicator of social skills for tolerance, understanding and communication. The syllabus content is intended to provide an opportunity for the study of Christian beliefs and practise. As part of the course students will study some central features of Catholic Christian worship, sources of authority, together with the effects of Christian belief on behaviour, attitudes, social practise and lifestyles in the world we live in today, but most importantly it explores how religion influences our opinions, moral codes, values and traditions through the religions of Christianity. Along side the study of Catholic Christianity, students get the opportunity to study Judaism and explore how a different religion worships and follows key beliefs.

The course brings together the subjects in the world that we feel passionately about, in a world where a majority of people have a personal faith. It is important to know about religion and the effect that it has on individuals. Students will discover the power of religious influence and beliefs and will gain a genuine understanding of the influence it has on our lives. From knowledge comes an understanding of world events, and tolerance towards others.

Religious Education is currently changing and the government have yet to finalise the proposed specification at GCSE and A level. **At present it is likely that St. Joseph's School will choose AQA Specification B at GCSE which is outlined below, however this is subject to change.**

Exam papers (100%) taken at the end of Year 11. The examination is non-tiered, giving students access to all levels 9-1.

Year 10 - Catholic Christianity

This unit requires students to study the meaning and importance of Christian worship, community, celebration and living the life of a Christian. There are six sections covering:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church
- Eschatology

Year 11 - Roman Catholic Christianity & Judaism

This unit requires students to study the relationship between Roman Catholic Christianity and life in the UK. There are 2 sections covering: out of the following three choices.

- Family and relationships
- Peace and conflict
- Human rights and social justice

The unit is based on a study of Roman Catholic Christianity but students will be expected to be aware of the broader Christian tradition and will be 25% of the exam.

Students will also be studying Judaism, where they will study two sections which will be 25% of the exam.

- Beliefs and teachings
- Practices

Post-16 Choices

GCSE in Religious Education feeds into AS and A2 Philosophy and Ethics (with scripture), where students go on to explore, in more depth, these theories and philosophies. This course is designed for students who have a real interest in philosophy and ethics and want to develop their own thoughts and opinions on some of the ultimate questions that are out there. RE is useful in careers such as archaeology, teaching, museum work, law, journalism and even television and much more.

Staff Contact

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PHYSICAL EDUCATION - CORE

Level	Non-Examined Core Subject
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Core PE:

At Key Stage 4 students build upon the broad foundation of skills, techniques and principles learnt at Key Stage 3. At the end of Key Stage 4 we hope that students develop a lifelong love for Physical Education and sport continuing to participate beyond Year 11.

Aims

Learning and undertaking activities in physical education (PE) contributes to the achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

What we study

Throughout the key stage pupils will be given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. Greater use is made of outside facilities with option choice of prime importance. It is hoped to broaden and develop skills at this stage.

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Students will have the opportunities to work with local community sports agencies as well as take part in the Sports Leaders UK course which is nationally recognised by colleges and universities.

Staff Contact

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GCSE SUBJECTS

EBacc

MODERN FOREIGN LANGUAGES

Level	GCSE French / GCSE Spanish
Exam Board	AQA French (8658) Spanish (8698)
Website	www.aqa.org.uk

In an increasingly global market, the ability to communicate in a foreign language is a highly-prized skill in the world of work. The GCSE courses develop areas covered at KS3 in more detail at KS4. This continuation will encourage students to develop their own opinions about a range of issues.

GCSE French and Spanish help students to develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French and Spanish are spoken. These languages will enable students to take their place in a multi-lingual global society. Students will also have the opportunity to use our ICT facilities regularly to improve their listening skills.

Process

Over three years students are taught three distinct themes: **Identity and culture; local, national, international and global areas of interest; Current and future study and employment**. They are examined in four areas of listening, speaking, reading and writing.

Subject content areas: The subject will contain **5 main areas of assessment**. They will be: **Themes, Scope of Study, Grammar, Communication Strategies and Vocabulary**.

Listening 25%

A range of authentic recorded material spoken by a range of native speakers. A range of tests is used in each tier. This includes tasks such as grid completions, multiple-choice, matching questions in the target language and interpreting tasks.

Speaking 25%

Foundation tier: Students will attend one session of 7-9 minutes (and supervised preparation time of approximately 10-12 minutes). *Higher tier:* Students will attend one session of 10-12 minutes (and supervised preparation time of approximately 10-12 minutes). Students will be assessed in a role-playing situation (15 marks), photo card (15 marks) and general conversation with the teacher (30 marks).

Reading 25%

One exam paper on range of materials and answer questions in French and English. Some questions are multiple choice, grids or matching pairs. Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

Writing 25%

Students are required to write in French or Spanish: to write short sentences, a short paragraph, a translation from English into French/Spanish and a structured writing (for Foundation tier) or an independent creative writing (for Higher tier). Access to dictionaries is not permitted.

Post-16 Choices

A grade 6 is required to study either French or Spanish at A level. The 2 year A level course allows students to study the culture of the target language country in more depth and covers a range of content such as music, film, literature, art and much more.

Several leading universities now have a grade 5 pass at GCSE Languages as an entry requirement for any degree course, and other universities view achievement at GCSE in a foreign language as a good indicator of overall academic ability.

Staff Contact

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GEOGRAPHY

Level	GCSE
Exam Board	AQA specification (8035)
Website	www.aqa.org.uk

Students study Human, Physical and Environmental Geography, developing understanding of familiar topics and skills from KS3. This course aims to give students knowledge and understanding of the world and some key issues.

- **Challenge of Natural Hazards:** Different hazards, such as volcanoes, earthquakes and extreme weather
- **The Living World:** Range of place such as rainforests, ecosystems and hot deserts
- **UK Physical Landscapes:** study of our home country and its distinctive landscapes such as coasts and rivers
- **Urban Issues and Challenges:** Different features of urban development such as population growth, city planning, regeneration
- **The Changing Economic World:** Studying how to explain the gap in global wealth and why some countries are richer than others
- **The Challenge of Resource Management:** Looking at whether the UK has enough resources for future generations, if water will become more scarce or what new energy power stations will be needed.

Geography is a thinking subject and students must express their views and attitudes and represent varied and balanced viewpoints.

Geographical Fieldwork Investigation

- Students to experience fieldwork, both within the school grounds and in the local community.
- Students will learn sampling techniques, strategies for effective fieldwork, analysis and evaluative skills.

Exam Papers

Paper 1:	Living with the physical environment	1½ Hours
Paper 2:	Challenges in the human environment	1½ Hours
Paper 3:	Geographical applications	1 hour 15 minutes

Both paper 1 and 2 are worth 35% of the total GCSE and paper 3 is the remaining 30%

Spelling, punctuation & grammar is assessed across all papers.

Post-16 Choices

GCSE grade 6 to proceed onto A Level Geography. The A Level course builds upon topics studied at Key Stage 4. Career opportunities directly linked to Geography include Town Planning, Mapping, Environmental Management, Teaching and Leisure & Tourism. Colleges and employers place great value on geography as it gives students a wide range of skills such as key Mathematics concepts

Staff Contact

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HISTORY

Level	GCSE
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Exam Board	Edexcel
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Website	www.edexcel.com
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GCSE History builds on Year 8 courses and provides a solid foundation for those students who wish to pursue the subject further as well as providing an interesting and challenging course for all. The course is designed to help students make conceptual, geographical and thematic links between topics.

Course Outline

The course consists of three papers:

- Paper 1—A British Thematic Study with Historic environment (worth 30%)
- Paper 2—Period Study and British Depth Study (worth 40%)
- Paper 3—Modern Depth Study (worth 30%)

You will learn about;

- ◆ Medicine in Britain c1250 to the present, we will focus on the treatment of soldiers in the Trenches during WW1.
- ◆ Superpower Relations and the Cold War, 1945-91 and Anglo-Saxon and Norman England c1060-88.
- ◆ Weimar and Nazi Germany, 1918-39.

All elements of the course will be assessed at the end of Year 11 through three written exams.

The four elements of the course provide contrasting historical experiences for students. In all four elements, the ways in which historians work and the skills necessary to the successful examination of the past, play a central role.

What could I do next with GCSE History?

History is a subject that all students, irrespective of ability, will benefit from taking to GCSE and beyond. The course extends expertise in skills of analysis developed earlier in students' careers. The subject raises issues that are still of importance such as the effect that change has upon people. It is an enjoyable and enriching course that will appeal to all.

Success at GCSE can lead students to take the subject to A-level and beyond. The department has a strong tradition of students progressing from the school to study History in higher education. Employers have a high regard for History recognising rightly that students who have been successful in the subject have developed the ability to examine different sources of information and in drawing conclusions from them. There is no doubt that students who study History are well-prepared for employment in a wide variety of fields. On a final note, "History is the record of everything that has ever happened to anyone, anywhere. If you are not interested in History, there is something wrong with you."

Staff Contact

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GCSE OPTIONS

ART & DESIGN

Level GCSE

Exam Board AQA

Website www.aqa.org.uk

This course covers a wide range of Art and Design and is appropriate if you enjoy working with a range of Art materials. Drawing (pencil, ink & pastel), Painting, Collage, Printmaking, Computer graphics, Photography, Clay, Plaster and Wire Sculpture are some of the areas that you are likely to cover during the course.

Projects involve different themes, such as Natural Forms or Portraits, and can have a strong design focus. Research in sketchbooks and/or study sheets exploring the work of other artists, designers and crafts people as well as exploration of media and techniques form essential background to all practical work.

Process

Coursework Project — Unit 1 Portfolio of Work (60%)

A Portfolio of work produced over two years which includes more than one project. A project consists of work developed around a particular theme; it involves researching associated artists, crafts peoples and cultures, collecting images from various sources in order to develop ideas, and producing a 'final piece' or resolution to the given starting point. The task is divided into four sections, which allow candidates to develop a personal response and work with increasing independence.

1. Research and develop ideas (looking at artists and cultures)
2. Experiment and refine ideas (try out ideas, try out materials in new ways)
3. Record (drawing, painting, collage, photography etc)
4. Present (concluding ideas with a final outcome)

Exam Paper — Unit 2 Externally set assignment 40% (thematic)

Students receive an examination paper with 7 questions/starting points and select **ONE**. There is a preparatory period where work is produced with teacher support and guidance, followed by a 10 hour examination (usually over two consecutive school days), where work is produced in the Art Department under exam conditions.

Assessment: Students must cover all the Assessment Objectives in both units;

AO1 – Developing ideas through investigations informed by contextual and other sources.

AO2 – Refining ideas through experimentation and selection of appropriate resources, media, materials, techniques and processes.

AO3 – Recording ideas, observations and insights to intentions.

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Post-16 Choices

A GCSE in Art and Design is beneficial for a wide range of careers; advertising, fashion, hairdressing, architecture, graphic design, interior design, printing, packaging, landscaping, floristry, photography, teaching, book-illustration, cartooning, etc. Students can progress onto KS5 with a Grade 6 (B) or above. The Creative Industries is the largest growing area for economic development in the UK year upon year, and with employers now looking for more creative and innovative thinkers, Art , Craft & Design is an excellent choice even if you are not planning to be an artist.

Staff Contact

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BUSINESS STUDIES

Level	GCSE
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Exam Board	Edexcel
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Website	www.edexcel.com
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Business Studies is a fantastic course that is designed to engage students and motivate them to reach for the stars. Studying GCSE Business Studies will provide students with an introduction to the world of business and commerce along with essential life skills and introduce a range of potential career opportunities. The course also includes information about Economics, Politics, Legislation and the Environment. Students will be required to undertake many investigations into real world business that will help them to understand how theory fits in context to the real world.

Students following this course have been highly complimentary in terms of the teaching and the range of topics that are covered. Many found the life skills elements, such as taxation and finance, to be particularly enjoyable and personally relevant.

Course Outline

The course is divided into two themes. Theme 1 looks at the necessary skills and qualities required to establish one's own business. This is followed by Theme 2 which looks at the considerations when trying to develop the business further.

Theme 1 Investigating small business: 50%

- Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 Building a business: 50%

- Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Assessment:

Both Themes will be assessed with separate 90 minutes exam papers that will require not only knowledge but application and analytical skills.

Questions that appears in the Theme 2 paper may draw on underpinning knowledge and understanding developed through Theme 1 as appropriate.

Expectations:

We would fully expect you to keep up-to-date with current Business news by watching the News on TV or checking the daily business news on the BBC website.

Business Studies links with many other AS/A2 subjects and can lead to employment, university courses and apprenticeships. To proceed onto the A Level Business Studies course, students need to gain a grade B or above in English, grade C or above in Maths and have a real interest in Business.

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BUSINESS STUDIES - ENTERPRISE AND MARKETING

Level	CAMBRIDGE NATIONAL CERTIFICATE
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Exam Board	OCR
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Website	www.ocr.org.uk
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Who is this qualification for?

Students who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. This is a vocational qualification and will suit students who may do better in course-work elements rather than in exams.

What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Unit 1 External 1 ½ Hour Exam

The **first topic** underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

Unit 2 (25%) Coursework

In the **second topic**, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

Unit 3 (25%) Coursework

In the **third topic**, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

Which subjects will complement this course?

This qualification is complemented by a range of GCSEs such as Business, Maths and English. It also complements creative subjects such as Art and Design and can be delivered alongside other vocational courses including ICT.

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CHILD DEVELOPMENT

Level	CAMBRIDGE NATIONAL CERTIFICATE CHILD DEVELOPMENT LEVEL 2
Exam Board	OCR (J818)
Website	www.ocr.org.uk

Child Development is a course for those who would like to work with children. It is a valuable course for anyone who wants to have a family in the future or wishes to go further in the caring professions.

Unit 1 Foundation unit covering all of the underpinning principles of the course focusing on pre-birth.	Unit 2 Core unit focusing on the development of babies and young children	Unit 3 Core unit that requires observations of the development of children up until the age of 5.
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Unit 1:

Reproduction
Antenatal Care
Parental Responsibility
Birth
Postnatal Check
Child Safety

Unit 2:

Equipment needs of babies and young children
Nutrition
Hygiene

Unit 3:

Understanding development norms for young children
Observation of children in activities
Evaluation of children against age group norms

Post-16 Choices & Career Opportunities:

Students can go on to do a Level 3 course in Child Care. With further study, this course would be suited to anyone who has an interest in working with children in a range of professions. The skills and knowledge acquired will be relevant and transferable to other careers particularly those associated with children such as a nurse, child minding and teaching.

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COMPUTER SCIENCE

Level	GCSE
Exam Board	OCR (J276)
Website	www.ocr.org.uk

The devices we use to consume a wide range of media, whether it's an Android phone or an iPad, are at the heart of almost everything we do. From Facebook to the latest apps, creativity is central. We aim to provide students with the opportunity to explore how some of these systems work by creating their own software. ***“Everybody in this country should learn how to program a computer... because it teaches you how to think”.*** Steve Jobs (Apple Co-Founder)

Process

Computer Science is an intellectually challenging yet very practical and rewarding discipline. The course reflects this as it has 2 units (100%) of the knowledge and understanding that underpin Computer Science and a unit (20%), involving creating solutions to real world problems (programming) and practical investigation. These focus on creating applications, such as mobile and web apps as well as computer games.

Component 1: Computer Systems (50% of total GCSE) 1 hour and 30 minutes Written paper

This component will introduce students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2: Computational thinking, algorithms and programming (50% of total GCSE) 1 hour and 30 minutes Written paper

This component will allow students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

Programming Project

Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in Python, and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future.

Students should be offered 20 hours timetabled time to complete their Programming Project. The Programming Project does not count towards a candidate's final grade, but is a requirement of the course.

Post-16 Choices

This course provides a suitable foundation for the study of Computer Science at A Level. It also develops many of the problem solving skills needed for further study of Mathematics and the Sciences. These may include the following disciplines and more: Algorithms, Biocomputing, Chip Design, Communications, Cloud Computing, Cognitive Science, Forensics, Cybercrime, Database Engineering, E-Commerce, Encryption, Evolutionary Computing, Graphics Design, Hardware .

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DESIGN & TECHNOLOGY

Level GCSE

Exam Board AQA

Website www.aqa.org.uk

GCSE Design & Technology enables students to design and make products with creativity and originality, using a range of tools, equipment and materials. Candidates are able to improve their design and making through using traditional drawing and craft skills as well as modern industrial and CAD/CAM processes. They will use and apply this knowledge to design products to meet certain specifications.

Process

Over the course of three years, students develop a whole range of creative designing and making skills, technical knowledge and understanding and invaluable transferable skills such as design strategies, problem solving and time management. Students will be encouraged to make full use of technologies such as digital cameras and scanners in order to record the progress of their work.

Assessment

50% Designing & Making NEA (Non Examined Assessment)

50% Written 2hr examination

Designing Skills	Making Skills
<ul style="list-style-type: none"> • Creativity, flexibility, adaptability • Understand form, function & fitness for purpose • Roles of designers & product developers • Analyse & evaluate existing products • Develop & use design briefs & specifications • Consider conflicting demands: moral, cultural, economic, social values & needs • Environmental & sustainability issues • Health & Safety • Industrial processes for manufacturing in quantity • Generate design proposals • Modify, analyse & evaluate product development • Use a range of techniques, including ICT / CAD • Investigate & select materials • Devise & apply test procedures for quality control • Communicate design proposals effectively • Test & evaluate the final product • Evaluate the work of others • Work collaboratively in a team • Understand the need to protect design ideas 	<ul style="list-style-type: none"> • Select & use tools/equipment & processes • Produce quality products • Consider solutions to manufacturing problems • Health & Safety using tools/equipment • Work accurately & efficiently • Applying quality control procedures in manufacture • Knowledge of CAM—Computer-Aided Manufacture • Test, modify & evaluate quality & suitability • Understand the advantages if working as part of a team when designing and making products

Post-16 Choices

Students can further their study of GCSE Design & Technology on the A Level Product Design course.

There are many STEM careers where the understanding of Design & Technology would be useful. Examples include: Automotive Design, Advertising, Animation, Architecture, Carpentry, Construction, Games Design, Electronics, Engineering, Fashion, Furniture Design Illustration, Marketing, Product Design and Robotics.

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DRAMA

Level	GCSE
Exam Board	OCR
Website	www.ocr.org.uk

Students study a number of different elements of drama at GCSE and use a wide range of challenging themes and issues to help with provoking drama performances. Students also explore a number of plays as performers, directors and member of an audience and work with others to devise and perform their own original dramas.

The elements of drama studied are:

Presenting and Performing Texts – Learners will apply their presentation and performance skills through realising two key extracts from one centre chosen text. To study two extracts from one text, as a minimum, learners must: read the whole text, and practically explore two sections from one text. Each extract, when performed, must have a performance time exceeding 10 minutes. Learners will explore the context of the whole text considering how the social, cultural and historical aspects of the text might have an impact on their realisation. Written aspect is description of research on the text and their artistic intention for the performance.

Devising Drama – Learners develop skills through exploration & development of the devising process using stimulus material to communicate meaning; application of theatrical skills to realise artistic intentions; analysis and evaluation of own work. Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work. Learners will explore a stimulus provided by OCR on the stimulus paper.

Performance and Response– Learners will explore practically and in depth both a whole performance text and the development of drama and performance. This unit has two sections: the study of a performance text and the development of drama and performance in Section A and a review of a live theatre performance in Section B.

Assessment Objectives

AO1—Create and develop ideas to communicate meaning for theatrical performance.

AO2—Apply theatrical skills to realise artistic intentions in live performance.

AO3—Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4—Analyse and evaluate their own work and the work of others.

Forms of assessment

- Devising Drama—non exam assessment (internally assessed) and consists of a portfolio and performance. (30%)
- Presenting and performing texts—non exam assessment and consists of a performance showcase for a visiting examiner. (30%)
- Drama: Performance and Response—examined component. Section A consists of a short answer question relating to the study of a text. Section B is an extended response analysing and evaluating a live drama performance. (40%)

Post-16 Choices

This course is an excellent preparation for further study in the Performing Arts and study of BTEC Level 3 Diploma.

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FOOD PREPARATION AND NUTRITION

Level	GCSE
Exam Board	EDUQAS

Website www.eduqas.co.uk

This course equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This course is heavily science-based and should not be chosen by students who are looking to cook only. Learners who choose this course should be confident with the sciences (particularly Chemistry and Biology) and be willing to experiment with different cooking techniques and flavours. The course is largely graded on comprehensive written theory intermixed with practical elements and by studying this course students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Assessments

Paper 1: Food Preparation & Nutrition (50%) - Written Exam: 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from the five core topics, relating to preparation and nutrition.

Non-exam assessment (NEA)

Task 1: Food Investigation (15%)

Report of 1500– 2000 words, including photographic evidence of the practical investigation into an ingredient & its functional properties

Task 2: Food Preparation Assessment (35%)

Portfolio including photographic evidence of final menu of three dishes

Post-16 Choices

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

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ICT

Level	Level 1/2 Cambridge National Certificate in Creative iMedia (120 GLH) code J817
Exam Board	OCR
Website	https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/

Process

This qualification will assess the application of creative media skills through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media.

This qualification consists of two mandatory units and two optional units.

Mandatory Units (60 GHL)

R081: Pre-production skills 60 marks 1 hour 15 mins 30 GHL Written paper, OCR set and marked

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques

R082: Creating digital graphics 60 marks Approx. 10 hours 30 GHL Centre-assessed tasks, OCR moderated

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

Optional Units (60 GHL)

R083: Creating 2D and 3D digital characters

Students develop their understanding of the basics of character modelling, both 2D and 3D, for the digital media sector, including the software used to create them, and they plan and create a digital character against a specific brief.

R085: Creating a multipage website

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

R086: Creating a digital animation

Students are introduced to the basics of digital animation for the creative and digital media sector. They follow a client brief to plan and create a digital animation using appropriate animation, and then review the final product.

R092: Developing digital games

Students create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware and peripherals.

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

Post-16 Choices

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study. It will support students in a range of subject areas such as A Levels in Media or Geography, or Cambridge Technicals in IT or Further Education. It will also support progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

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MUSIC

Level	GCSE
Exam Board	Edexcel (1MU0)

Website www.edexcel.com

Music is an excellent choice for students who wish to extend their knowledge of performance, composition and history of music. All styles of music from Baroque, Stage and Screen, Vocal and Fusion Music are studied during this three year course. Music is considered by many as a useful indicator of intelligence, sensitivity and discipline.

Music is an excellent qualification to have as it shows motivation, dedication to rehearsals and practice as well as demonstrating organisation, teamwork, independent study and the confidence to perform or speak in public.

Process

Students study three core units of music.

- **Composing:** Free Composition (15%) Exam Brief Composition (15%)
- **Performing:** Solo Performance (15%) Group Performance (15%)
- **Appraising:** Listening and Appraising Exam (40%)

Students must **compose** two pieces of original music. One of these pieces will be in a style of their own choice and the other set to a brief that will be assigned by the exam board at the start of Year 11. Students are expected to use their knowledge of music to create, structure and develop their ideas.

Students must produce **two performances** where they have to perform both as a soloist and as a member of an ensemble for examination. This can be completed using any instrument of their choice and can be different instruments per performance. They will be marked on their fluency and accuracy, as well as their technical proficiency with their instrument.

Listening and Appraising skills are developed to enable students to respond to a wide variety of musical styles from around the world; both past and present. Students cover eight set works that they have to study and will be set questions based on their understanding the style, instrumentation and techniques. There will also questions set to an 'unfamiliar' piece taken from the same areas of study as the set works, as well as a dictation question which requires students to complete a short melody or rhythm given to them in the exam.

Students are expected to regularly take part in extra-curricular activities in order to develop and improve their performance skills.

Exam Papers

- Unit 1 Performing - (30%)
- Unit 2 Composing - (30%)
- Unit 3 Appraising Exam - (40%)

Post-16 Choices Students need to gain a 6 grade or above in GCSE Music to continue to study Music A Level.

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PHYSICAL EDUCATION

Level	GCSE
Exam Board	OCR J587
Website	www.ocr.org.uk

The course is aimed at those who wish to explore Physical Education and the theory surrounding it to an in depth level. Students will be assessed practically, through a controlled assessment and in two formal written exam papers.

The GCSE Physical Education course requires students to have a genuine interest in physical education and sport as well as be committed to putting guiding learning time in outside of the classroom. They must have a very strong sporting ability in a range of activities as they need to be assessed in three sports.

Students will need to understand and effectively apply theory knowledge to real life sporting situations and it is highly recommended that those wishing to take the subject have a sound concept of Anatomy and Physiology aspects of Science. The exam and controlled assessments involve extended answers and therefore students need to be able to clearly express their knowledge through writing.

The content of the course is designed to enable students to enjoy and understand the benefits of living a healthy lifestyle: to provide a route to further study in further education awards such as 'A' Levels or BTEC Level 3 P.E., and to higher education in P.E. as well as to related career opportunities.

We highly recommend each candidate is an integral part of a school sports team and participates in two or three different physical activities/sports out of school hours.

Practical & Controlled Assessment (40%)

Students must offer three practical performances; one of which must be in an individual sport, one in a team sport and the third may be either individual or team based. There is a set list of sports set by the exam board detailing those sports that will be accepted for practical assessment. It is important that students check these sports with the PE Department before selecting to opt for Physical Education.

Students are given 8 hours to complete research surrounding one of the practical performances chosen. They then produce the coursework under 'Controlled Assessment conditions.'

Exam (60%) (2 exam papers—1 hour in length each)

Knowledge and understanding for the active participant

PAPER 1 — covers the following topics; anatomy and physiology, biomechanics, and ways in which to produce the most effective training plans.

PAPER 2— covers the following topics; deviance in sport, psychology of sport, patterns and trends in participation in sport and the effect of the media and sponsorship in sport.

Post-16 Choices

Completing the GCSE P.E. at a 5 or above will allow the students to progress to the Level 3 BTEC Extended Certificate in Sport. Completing GCSE P.E. to a grade 6 or above will allow students the opportunity to progress on towards A Level P.E.

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SPORT (BTEC)

Level BTEC

Exam Board Pearson

Website <https://qualifications.pearson.com/en/home.html>

What does the qualification cover?

The course is aimed at those who wish to engage to the world of sport. It incorporates important aspects of the sporting industry: such as fitness testing and training for sport and exercise; the psychology of sport; practical sports performance; and sports leadership. It enables young people to develop and apply their knowledge in a range of sports, while also developing a range of relevant practical, communication and technical skills.

The BTEC course requires students to have a genuine interest in physical education and sport as well as be committed to putting guiding learning time in outside of the classroom. **Students will not be assessed practically and they do not need to be playing sport at a high level.**

Students will need to understand and effectively apply theory knowledge to real life sporting situations. It is highly recommended that those wishing to take the subject have a sound concept of Anatomy and Physiology aspects of Science. The exam and controlled assessments involve extended answers and therefore students need to be able to clearly express their knowledge through writing.

The content of the course is designed to enable students to enjoy and understand the benefits of living a healthy lifestyle and physical activity. This course will provide students with a route to study Sport in further education awards such as BTEC Level 3 Sport.

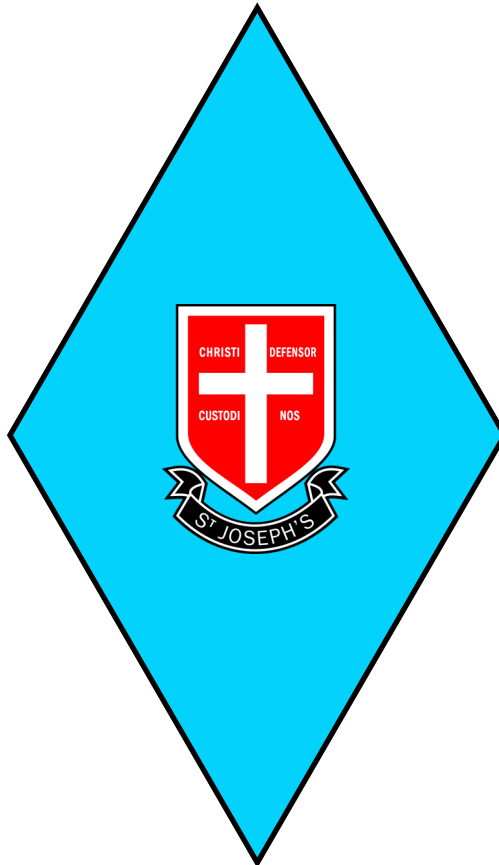
We recommend each candidate is an integral part of a school sports team and/or participates in different physical activities/sports out of school hours.

How will I be assessed?

Unit	Topics	Assessment Method
1. Fitness for Sport and Exercise	Components of fitness, training methods, fitness testing	Exam (1hr15mins)
2. Practical Performance in Sport	Rules, regulations and scoring systems through practical sport	Coursework
3. Applying the principles of personal training	Fitness programme and anatomy	Coursework
6. Leading sport activities	Attributes of leadership and leading an activity	Coursework

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UNLOCKING BELIEF IN ALL