

All Saints Catholic College
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Key Stage 4 Options

2016-2017

Guidance for students



All Saints Catholic College, Birch Lane, Dukinfield, SK165AP

www.allsaintscatholiccollege.com

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Contents

Options Choice Form	Page	1
Definition of Term	Page	2
Choosing your Options - Guidance for Students	Page	3

Core Subjects

GCSE English Language	Page	5
GCSE English Literature	Page	6
GCSE Combined Science	Pages	7- 8
GCSE Mathematics	Page	9
GCSE Religious Education	Page	10
Core Physical Education	Page	11

Option Subjects

GCSE Art	Page	13
GCSE French	Page	14
GCSE Spanish	Page	15
GCSE Geography	Page	16
GCSE History	Page	17
GCSE PE	Page	18
BTEC PE	Page	19
GCSE Computer Science	Page	20
BTEC Performing arts (Drama & Music)	Page	21
BTEC Graphic Products	Page	22
BTEC Food and cookery	Page	23
GCSE Information technology	Page	24
BTEC Textiles	Page	25
GCSE Triple Science	Page	26-27

Core Subjects

All pupils will study the following core subjects;

Subject	Curriculum hours per week
GCSE English Language	4
GCSE English Literature	4
GCSE Combined Science	4
GCSE Mathematics	4
GCSE Religious Education	3
Core Physical Education	1

Option Subjects

All pupils have been allocated a specific pathway based on their prior attainment and current working grades (A, B and C).

Pathway A: Must select French with either History or Geography and one other option from either block.

Pathway B: Must select one subject from option Block 1 and two further options from either of the option blocks.

Pathway C: Must select one from option Block 1 and two from option Block 2.

Block 1

Subjects	Pathway
GCSE Computing	AB
GCSE French	ABC
GCSE Spanish	ABC
GCSE Geography	ABC
GCSE History	ABC
GCSE Triple Science	A

Block 2

Subjects	Pathway
GCSE Art	ABC
GCSE PE	ABC
BTEC PE	ABC
GCSE Drama	ABC
BTEC Performing arts	ABC
BTEC Graphics	ABC
BTEC Food and cookery	ABC
GCSE Information technology	ABC
BTEC Textiles	ABC

Definitions of Terms

Core Subjects - Compulsory courses that are studied by all students at Key Stage 4.

GCSE - General Certificate of Secondary Education

GCSEs are graded 1-9. In some subjects, students are entered for one of two GCSE tiers: Foundation or Higher. In most subjects the Foundation tier has a grade range of 5– 1 and the Higher Tier of 9 - 4.

Assessment of GCSE is usually by an examination and controlled assessments. The proportion of controlled assessment is higher in some creative and practical subjects.

BTEC - Business and Technology Education Council

BTEC courses develop a broad range of skills in work related areas. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Students study core and specialist units. All units are assessed and graded by teachers. An overall grade for the qualification is awarded to students who successfully complete all units.

The grades are a Pass (currently equivalent to a 5 grade at GCSE), a Merit (currently equivalent to a 6 grade) or a Distinction (currently equivalent to an 7 grades at GCSE).



Choosing your Options - Guidance for Students

In Key Stage 4, at All Saints Catholic College students follow the core subjects of English Language and Literature, Mathematics, Science and Religious Education. Pupils will complete 1 lesson of Core PE each week, and can also opt to study PE as a GCSE.

Statutory elements of the Spiritual, Moral, Social and Cultural curriculum will also be part of our core. E-safety and aspects of Information Technology will be covered in the tutor programme and across all subject areas.

In addition to the core subjects, students will make **three** choices from a range of GCSE/BTEC subjects.

The information in this booklet, on pages 5-27, gives more detailed information on both the **core** and **option** subjects in Key Stage 4.

The information in this booklet is correct at the time of going to print and we are committed to the structure and courses described. We try our hardest to make sure that every student can follow the courses they choose.

However, if after analysing students' choices we find that some courses are not viable due to small numbers we may have to offer students an alternative. If this happens both students and parents will be informed.

Making the right choice

It is important that students choose subjects that they enjoy and can commit to for three years of study.

For each choice carefully consider, **in this order**:

- How good is he/she at the subject?
- What might he/she be studying at college / Sixth Form?
- Which subjects does he/she most enjoy?

Common mistakes

Students must **not** choose a course just because they like the teacher. That teacher may not be teaching the course next year. It is far more important for students to like the subject they will be studying.

Students must **not** follow their friends' choices. They may not have the same interests or needs, and may not be in the same classes next year anyway.

Please study the course descriptions of the **option subjects** on pages 13-27. These provide more detailed information about options and how they are assessed. If you have any questions please speak to the Head of Subject or the Form Tutor during options evening on 16th February 2017.

Core Subjects

GCSE English Language

Introduction and course overview

Pupils will gain one GCSE in English Language graded 1 – 9. The course is designed to teach pupils a range of transferable skills such as reading and writing.

Pupils will study the following units:

Explorations in Creative Reading and Writing.

Writers' Viewpoints and Perspectives.

A non-assessed speaking and listening unit that will provide pupils with the necessary skills to present information and respond to questions.

Aims of the course

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.

Use grammar correctly, punctuate and spell accurately.

Method of assessment

Two exams to be taken at the end of the course.

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

Section B: Writing to Describe or Narrate

1 hour 45 minutes 80 marks 50% of overall GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading

Section B: Writing from a Viewpoint

1 hour 45 minutes 80 marks 50% of overall GCSE

Useful resources and further information

There is no longer a coursework or controlled assessment option so the course is 100% exam.

The English Language course requires independent study and we recommend that pupils read a wide range of fiction and non-fiction texts to develop their reading skills.

AQA Course Specification: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

BBC Bitesize English Language: <http://www.bbc.co.uk/education/subjects/zr9d7ty>

GCSE English Literature

Introduction and course overview

Pupils will study a wide variety of texts including plays, novels and poetry. The course will cover a Shakespeare play, a modern play, a 19th century novel and a collection of anthology poetry.

Pupils will learn to appreciate the depth and power of the English Literary heritage and understand the context of each text.

Aims of the course

Read a wide range of classic literature fluently and with good understanding.

Read in depth, critically and evaluative so they can discuss and explain their understanding and ideas.

Develop the habit of reading widely and often.

Write accurately, effectively and analytically about their reading using Standard English.

Acquire and use a wide vocabulary, including grammatical terminology and linguistic terms.

Method of assessment

Two exams at the end of the course.

Paper 1: Shakespeare and the 19th Century Novel

1 hour 45 minutes

64 marks 40% of overall GCSE

Paper 2: Modern Texts and Poetry

2 hours 15 minutes

96 marks 60% of overall GCSE

Useful resources and further information

Pupils will study: Macbeth, A Christmas Carol and An Inspector Calls (these will be confirmed once the pupils begin the course).

AQA Course specification: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

BBC Bitesize English Literature: <http://www.bbc.co.uk/education/subjects/zckw2hv>

GCSE Combined Science

Introduction and course overview

The Edexcel combined science GCSE qualification awards 2 GCSE grades which will be graded between grade 1 and 9. Grade 1 being the lowest grade and grade 9 being the highest. Each student will spend 4 hours a week in science studying this qualification over 3 years.

Throughout the three years the qualification will be taught and assessed as a series of topics and progress will be monitored over the three years and assessed using the grade 1 to 9 criteria.

Aims of the course

To provide all pupils with the foundation knowledge for understanding the our world.

Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application

Method of assessment

There are 6 exams for combined science, two for each science specialism.

The exams are 1 hour and 30 minutes in length and are out of 60 marks, these will all be taken at the end of year 11. Each exam has a foundation and higher tier and the same tier must be taken for all exams.

The foundation tier covers grades 1 to 5 and the higher tier covers grades 4-9.

Core practical skills will be assessed in the exams totalling 15% of all marks along with key mathematics skills which totals 20% of the examination marks. For Foundation tier, the mathematics will be at the level of KS3 maths. For Higher tier, the mathematics will be at the level of Foundation tier maths. The exams will contain a mixture of multiple choice and long answer questions.

Core practical investigations

There are a set 18 core practical investigations for combined science that must be completed as they will be examined in the terminal exams.

Example: Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations.

Each pupil will be given a core practical lab book in which they record their observations and results, make conclusions and answer key examination style questions to prepare them for the typical questions they will be asked in the terminal exams.

GCSE Combined Science (continued)

Useful resources and further information

The Edexcel GCSE science specifications are well supported by revision guides and workbooks which help all students revise and prepare for the terminal GCSE examinations.

The specification can be found using the link below:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

In May of year 10 each student will sit externally set examinations which will be marked by Edexcel examiners and mirror the conditions of those at GCSE. In September of year 11 all students will receive their results which show where they are within the national cohort, they will not receive a grade but a percentile score which tells them where they are when compared with all students in the country studying this course.

GCSE Mathematics

Introduction and course overview

The purpose of the GCSE Mathematics qualification is to;

- Provide a strong foundation for further academic and vocational study
- Enable progression into employment
- Provide students with the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further education.

Over the three years students will study and be assessed on the following content;

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

Aims of the course

The main aims of GCSE Mathematics is to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Method of assessment

There are two tiers available, Foundation and Higher.

The GCSE Mathematics course is linear in nature and thus all exams will be sat at the end of year 11.

Paper	Type	Duration	Marks	% of course
1	Non-calculator	1 hr 30 mins	80	33.33
2	Calculator	1 hr 30 mins	80	33.33
3	Calculator	1 hr 30 mins	80	33.33

Useful resources and further information

<http://qualification.pearson.com/qualifications/edexcel-gcse/mathematics-2015.html>

<http://corbettmaths.com/>

<http://mathsapp.pixl.org.uk/>

GCSE Religious Education

Introduction and course overview

The course students will be studying at GCSE is Edexcel Catholic Christianity Specification A. There are three areas of study that will be covered from Year 9 through to Year 11. The three areas of study are Catholic Christianity, Study of Judaism and Philosophy and Ethics. Within Catholic Christianity students will study the following topics: Beliefs and Teachings; Practices; Sources of Wisdom and Authority and Forms of Expression and Ways of Life. Students are taught about the Beliefs and Teachings of Judaism and their practices. This allows students the opportunity to explore the different values and beliefs of a different religion; developing respect and understanding for others within society. Students are taught in depth about Philosophical ideas about the Existence of God and the various arguments to support and deny Gods existence. Students have the opportunity to explore the different philosophical and ethical responses to moral issues that are present in our world today.

Aims of the course

This course helps develop a holistic understanding of religion. The new specification explores religion and practice in the 21st century and encourages students to reflect on and engage with fundamental questions. It also develops transferable skills for progression. Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study.

Method of assessment

Every pupil will sit three exams for Religious Studies. One lasts for 1hr 45minutes and the other two last for 50minutes each.

Catholic Christianity (1hr 45 minutes worth 50% of final mark)

Judaism (50 minutes worth 25% of final mark)

Philosophy and Ethics (50 minutes worth 25% of final mark)

There are a range of question styles that will be used in the papers and it is important that pupils are comfortable answering each of the styles.

There is no coursework element to the Religious Studies course.

Useful resources and further information

Edexcel Specification A Catholic Christianity:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-a-2016.html>

Revision guides have not been published for this specification as yet.

Core Physical Education

Introduction and course overview

Core PE is a compulsory part of the school curriculum. All pupils will participate in at least one hour of PE every week. In this lesson pupils will be allowed to choose from a number of options.

Aims of the course

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Method of assessment

Students should be able to demonstrate a development in their technique and show an improved performance in competitive sports or other physical activities.

Students should be able to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

Useful resources and further information

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf

Option Subjects

**From the options on pages 13-27, students
must choose 3 options**

GCSE Art and Design (AQA)

Introduction and course overview

This subject is offered as a GCSE course in Art , Craft & Design. The course encourages a broad approach, which can allow pupils to develop an exploration in a variety of areas, (Fine Art, Textiles, Graphics, Three Dimensional Design and Photography)

The course is made up of two units of work:

Component 1: Portfolio of Work (60%)

Pupils must produce and submit for assessment a selection of work representative of their course of study. The course can be adapted to suit your skills and preferences.

This must contain work from at least two projects done in year 9 and 10 and up to February in year 11

The work from each project will be marked as a whole

Component 2: Externally set Task (40%)

Question papers containing a selection of starting points are set by the examination board and issued to candidates

Pupils are given a preliminary period of time to research and plan for the production of either a single response to their chosen starting point, or a series of responses

Pupils then produce their personal response during a 10 hour supervised examination

Aims of the course

The overall aim of the course is to encourage an adventurous and enquiring approach to art and design which is informed and developed through study of both historical and contemporary art practice. In turn this should enable students to embrace and explore a range of ideas in their work of both a personal and an objective/analytical nature and, in so doing, harness a meaningful appreciation of visual culture

Method of assessment

Both of the units are marked by the College and moderated by the Examination Board. Assessment is based on four Assessment Objectives which are designed to measure pupils' progress in terms of their development of Knowledge and Understanding. All four are equally weighted and are as follows:

1. Research & Develop 2. Experiment & Refine 3. Recording Ideas and Observations 4. Final piece making connections with artists & showing understanding

All projects will show these because the teacher will provide guidance throughout.

Useful resources and further information

Most of our students progress on to A 'level courses This course provides access to a significant number of career options which are available from the Art department on request.

No matter where pupils' career aspirations lie, Art remains a subject from which all pupils can derive an enriching, life-long experience. The Art department welcomes anyone who enjoys the subject and wants to learn, irrespective of ability.

For specification details please visit AQA website Art and Design

GCSE French

Introduction and course overview

A language is an essential skill. The job market gets more competitive every day. Can you afford not to have skills in a second language? In GCSE French you will learn to use four main aspects of essential skills in communication in French (and, indeed, in any language): Listening, Speaking, Reading and Writing.

During the course you will cover the following topic areas:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Aims of the course

This course will encourage students to develop their ability and ambition to communicate with native speakers both written and verbally. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries.

Students will be encouraged to:

- Develop the ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken

Method of assessment

In your French GCSE all four areas of Listening, Speaking, Reading and Writing will be assessed:

The candidates will be tested in the four main skills; listening, speaking, reading and writing. The four skills are tested at the end of the course by examination. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

Unit 1 Listening: 40% of the total mark which is assessed by an end of course examination

Unit 2 Reading: 20% of the total mark which is assessed by an end of course examination

Unit 3 Speaking: 30% of the total mark which is assessed by two externally marked tasks

Unit 4 Writing: 30% of the total mark which is assessed by two externally marked tasks

Useful resources and further information

A GCSE in French is extremely useful for a variety of jobs, not just teaching or translating; for example, tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future - a GCSE in languages may be just what you need!

AQA GCSE French specification: <http://www.aqa.org.uk/subjects/languages/gcse/french-4655>

GCSE Spanish

Introduction and course overview

A language is an essential skill. The job market gets more competitive every day. Can you afford not to have skills in a second language? In GCSE Spanish you will learn to use four main aspects of essential skills in communication in Spanish (and, indeed, in any language): Listening, Speaking, Reading and Writing.

During the course you will cover the following topic areas:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Aims of the course

This course will encourage students to develop their ability and ambition to communicate with native speakers both written and verbally. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries.

Students will be encouraged to:

- Develop the ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken

Method of assessment

In your Spanish GCSE all four areas of Listening, Speaking, Reading and Writing will be assessed:

The candidates will be tested in the four main skills; listening, speaking, reading and writing. The four skills are tested at the end of the course by examination. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

Unit 1 Listening: 40% of the total mark which is assessed by an end of course examination

Unit 2 Reading: 20% of the total mark which is assessed by an end of course examination

Unit 3 Speaking: 30% of the total mark which is assessed by two externally marked tasks

Unit 4 Writing: 30% of the total mark which is assessed by two externally marked tasks

Useful resources and further information

A GCSE in Spanish is extremely useful for a variety of jobs, not just teaching or translating; for example, tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future - a GCSE in languages may be just what you need!

AQA GCSE French specification: <http://www.aqa.org.uk/subjects/languages/gcse/spanish-4655>

GCSE Geography

Introduction and course overview

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values

Aims of the course

This specification should encourage students 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 an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship 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 Geographic 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).

Method of assessment

The course is linear in nature and all pupils will be assessed by means of three terminal exams. These are;

Paper 1: Living with the physical environment - 1 hour 30 minutes with a total of 88 marks and contributes to 35% of the total course.

Paper 2: Challenges in the human environment 1 hour 30 minutes with a total of 88 marks and contributes to 35% of the total course.

Paper 3: Geographical applications - 1 hour 15 minutes with a total of 76 marks and contributes to 30% of the total course.

Useful resources and further information

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

https://www.cgpbooks.co.uk/Parent/books_gcse_geography?range=new

GCSE History

Introduction and course overview

History at GCSE. This is a three year course. We follow AQA and have four modules to teach during Y9 and Y10. These four modules all get revised in Y11. There are two written exams at the end of Y11. The course in Y9 studies an aspect of world history and includes a depth study of one major power, Germany. In Y10 we look at British history and look at things over a much longer period. It is a serious well regarded GCSE and involves a lot of reading and writing. If you like the drama of peoples lives and troubles, then you will enjoy this.

Aims of the course

The course is designed to make you read study and think. You have to be able to discuss and listen to others arguments. We have a lot to get through, you will be busy. You learn how to think more clearly and how to write your responses out in detail. Your exam papers need you to be able to concentrate for an hour and a half. Some are based on sources and you need to be able to think clearly under pressure.

Method of assessment

The four modules are,

1. Conflict and tension.1894-1918. This covers the build up to World War One and the war itself in some detail.
2. Germany 1890-1945. This looks at Germany over the period of the two world wars and the effects on democracy and the rise of Adolf Hitler. It is called Democracy and Dictatorship. These two modules make up one exam paper.
3. The third module is Britain: Power and the people. This looks at the roots and the development of our modern democracy starting back in Medieval times and going right up to the 1980's.
4. The Fourth is Elizabethan England 1568-1603. This looks at one period in detail and tries to understand the problems that Elizabeth had to deal with.

These modules will be assessed by means of two terminal exams at the end of year 11.

Paper 1: Understanding the modern world contributes to 50% of the total course and has a maximum of 84 marks.

Paper 2: Shaping the nation contributes to 50% of the total course and has a maximum of 84 marks.

Useful resources and further information

You can learn much more by visiting the AQA site:

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>

GCSE PE

Introduction and course overview

GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of roles and activities in which to participate in physical activity.

Students will learn how to analyse and evaluate performance and suggest effective plans for improvement.

Aims of the course

On successful completion of this course, you may wish to study either A Level Physical Education or the BTEC Level 3 Diploma in Sport in college

The A Level course will further develop your knowledge of physiology, biomechanics, sports history and sports psychology.

Possible university and career pathways:

- Physiotherapy
- Science courses (biology/chemistry based courses)
- Physical Education Teacher
- Sports Coach
- Sports Science
- Sports Development

Method of assessment

The Non-Examined Assessment (NEA) is worth 40% comprising of practical performance and performance analysis, both of which will be internally assessed and externally moderated:

- Practicals are now 30% of the NEA and candidates must be assessed in three activities - one team activity, one individual activity and a free choice from the list published by the DfE.
- Performance analysis is worth 10% of the NEA.
- A written examination is worth 60% of the qualification

Useful resources and further information

<http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-4890>

BTEC PE

Introduction and course overview

Following a BTEC course is an exciting way to study. It gives you the opportunity to develop the knowledge, skills and understanding that you will need in the world of work and university. BTEC courses put you more in charge of your own learning and allow extensive opportunities to develop the ability to work with independence. There are no written exams but instead you will complete assignments throughout the 3 years. Each assignment will have a deadline, so you will need to be organised and have a mature attitude towards independent learning.

Aims of the course

On successful completion of this course, you may wish to study BTEC Level 3 course in sport in college This is the equivalent to A' Levels and will further develop and extend knowledge from previous units. Students will also have the opportunity to take on and study new topics within units. On successful completion of the BTEC Level 3 Subsidiary Diploma in Sport, students are then eligible to apply to university, employers to continue their studies or vocations.

Possible university and career pathways:

- Physiotherapy
- Physical Education Teacher
- Sports Coach
- Sports Science
- Sports Development

Method of assessment

This course is assessed through coursework so there is NO STANDARD WRITTEN EXAMINATIONS. However there is 1 unit which is externally assessed by an online test. Within assignments, tasks will be completed to Level 1 Pass , Level 2 Pass, MERIT or DISTINCTION level. Each individual assignment must be completed to at least a pass level in order to pass the whole unit. All assignment tasks are coursework and contribute to the completion of the course.

Overall L2 PASS = Grade 5

Overall MERIT = Grade 6-7

Overall DISTINCTION = Grade 7-8

All work at DISTINCTION * = Grade 9

Useful resources and further information

<http://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

GCSE Computing

Introduction and course overview

Computer Science GCSE is a unique curriculum which includes exciting advances, such as development of mobile apps and web technologies, as well as learning computing theory and essential programming skills. This qualification values computational thinking, helping learners to develop the skills to solve problems and design systems. It is relevant to the modern and changing world of computer science. These innovative skills will be significant for GCSE pupils to address the demands of the IT industry and other employers

Aims of the course

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society

Method of assessment

The assessment consists of two written examinations and an externally moderated non-exam assessment.

The two written exams will be taken at the end of Year 11 and contribute towards 80% of the total GCSE. In the non-exam assessment students will spend 20 hours completing an assignment set by the exam board. This is worth 20% of the final mark.

Useful resources and further information

These skills will be the best preparation for learners who want to go on to study Computer Science at A Level and beyond. Equally, you will be taught the skills and gain a recognised qualification that will help you if you move onto employment after Year 11. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

For further information visit the website

www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-4512

Level 2 BTEC Performing Arts

Introduction and course overview

The BTEC performing arts course is comprised of three units;

Individual showcase – This unit allows you to demonstrate a specific skill you are good at, and would potentially like to do as a career once you leave school. In this unit you will write a letter of application for a job that requires your chosen skill, and then prepare an audition in the form of a performance or a presentation to explain why you have the desired skills for that job. This is a core unit which is externally assessed in the form of a controlled assessment.

Preparation, Performance and Production – In this unit you will learn how to develop a performance piece as a member of a fictional performance company, where you will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. Your performance company can include both performers (actors, dancers or musicians), and a production team (sound or lighting technicians, costume, set, makeup, prop or mask designers) This is a mandatory unit which is assessed by your teacher.

Then you pick a unit of your choice from the following list, which all assessed by your teacher;-

Acting skills – This unit looks at the skills required to be a professional actor, whether it be on stage or screen.

Dancing skills – This unit looks at the skills required to be a professional and versatile dancer, able to perform in a variety of different styles.

Musical theatre skills – This unit looks at the specific skills required to be a professional musical theatre performer, combining acting, singing and dancing skills into one.

Music performance skills – This unit looks at the skills required to be a professional musician, whether it be as part of an orchestra, choir, theatre company or rock band.

Aims of the course

BTEC Performing Arts is about studying performance (acting, singing and dancing all combined together) and technical aspects (lighting, sound, costumes and props) to create a variety of different productions throughout the three year course.

You will enjoy this course if you want to study a subject that can;

Involve performing (singing, acting or dancing)

Involve researching the different jobs within the Performing arts industry

Involve costume and scenery design, or sound and lighting engineers.

Produce concerts, dance events and Musical theatre productions.

You will be able to pick units that are of a specific interest to you, whether that be singing, acting or dancing, looking specifically at Musical theatre and stage shows, or working behind the scenes on technical and design aspects.

Method of assessment

There is no written exam in BTEC Performing Arts – all the work is coursework-based, with evidence being provided in a variety of formats, such as presentations, diary logs, recordings (audio and visual), performances, and traditional written methods. The mandatory unit is completed as a controlled assessment, with a given time period in which to complete it, and this is then marked by an external examiner. The other two units are completed during lesson time and marked by your class teacher.

Useful resources and further information

<https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html>

NCFE Level 2 in Creative Studies: Graphic Design

Introduction and course overview

This is a practical based design course which is made up of 4 units. These are as follows:

- Unit 01: Understand graphic processes, materials, and techniques.
- Unit 02: Research sources of ideas in a graphic design context.
- Unit 03: Develop ideas and graphic solutions.
- Unit 04: Plan, produce and present final graphic design work.

This course may be suited to you if you enjoyed Technology in years 7 and 8. It will also allow you to progress onto a variety of creative courses including A-Levels and NCFE Level 3 courses.

Aims of the course

- To enable progression to a range of study and employment opportunities
- To develop a broad and comprehensive understanding of Graphic Design
- Provide academic and study skills that will support progression within Graphic Design and more broadly.
- To help students develop a portfolio of work
- To use materials, tools and equipment competently and safely
- To develop a range of transferable functional skills: reading, literacy, writing, numeracy, analysing, Interpreting, ICT, developing and communicating information

Method of assessment

Students will be awarded an NCFE level 2 in Creative Studies: Graphic Design. Students studying the course will be awarded if they are successful a pass, merit, or distinction. This course is however equivalent to a GCSE. The course will be assessed as follows:

- Unit 01: Understand graphic processes, materials, and techniques. **Internally assessed portfolio of evidence**
- Unit 02: Research sources of ideas in a graphic design context. **Internally assessed portfolio of evidence**
- Unit 03: Develop ideas and graphic solutions. **Externally assessed assignment**
- Unit 04: Plan, produce and present final graphic design work. **Internally assessed portfolio of evidence**

Useful resources and further information

<https://www.ncfe.org.uk/media/829489/l2-graphic-design-qualification-specification-issue-5.pdf>

NCFE Food and Cookery Level 2 (GCSE equivalent)

Introduction and course overview

This qualification is designed for learners with a passion for food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. This vocational qualification fulfils entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE in the Key Stage 4 performance tables.

Aims of the course

The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose

Method of assessment

The assessment of the NCFE Level 2 certificate in Food and Cookery consists of 2 types of assessment:

- Internal assessment—portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE.
- External assessment—external assessment paper. This will be graded by NCFE.

The qualification consists of:

- Unit 1 (25%) - Preparing to cook (Internally assessed portfolio of evidence)
- Unit 2 (25%) - Understanding food (Internally assessed portfolio of evidence)
- Unit 3 (25%) - Exploring balanced diets (Externally set and marked assessment paper)
- Unit 4 (25%) - Plan and produce dishes in response to a brief (Internally assessed portfolio of evidence)

Students studying the course will be awarded if they are successful a pass, merit, or distinction.

Useful resources and further information

NCFE Food and Cookery is a suitable qualification for those who want a broad background in this area or for those who wish to progress further. The course will also provide opportunities to develop transferable skills such as planning, research skills, communication, problem solving skills and health and safety.

GCSE Information Technology

Introduction and course overview

This course is a practical, hands on approach that will equip learners with sound ICT skills for everyday use. It will provide learners with opportunities to develop in context other desirable, transferable skills such as planning, research and working with others. Students will take and pass four units..

Unit R001 – Understanding Computer Systems (25% of total Marks):

In this unit you will study the computer system on which application software is used. This can be from using personal computers to smartphones. You will acquire the knowledge and understanding of how to use computers effectively in a variety of different contexts including home, school and the workplace.

Unit 2 – Using ICT to create business solutions (25% of the final Marks):

Learners will use a wide range of applications that are commonly used in the workplace, business and in further and higher education. You will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts

Unit 3 and 4 – Optional Units (50% of final mark)

There are a range of options to choose from Business information systems, Creative, Technical or Learner-initiated project

Aims of the course

- to strengthen knowledge and understanding of how to use computer systems effectively.
- develop knowledge and understanding of computer systems used both at home and at school and to explore how these same technologies are used by business organisations.
- become expert users of 'office' applications software to edit and format/create content to meet specified business purposes.
- increase own personal data security and the security data of others. Learners will be more informed users of computers making them more effective participators in business and social life.
- Enhance employability when they leave education, contributing to their personal development and future economic well-being.

Method of assessment

Unit 1 (25%) - 1 Hour written Paper set and marked by the exam board

Units 2, 3, 4 (75%) – Practical task on the computer set by the exam board

Useful resources and further information

www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/

Level 2 Technical Award—Visual Communication

Introduction and course overview

This is a hands on, practical course that helps students to develop knowledge, skills and experience that could open the door to a career in the visual communication industry. It is equivalent to one GCSE and learners can progress to A levels in Design and Technology, other creative subjects or BTEC level 3 Diploma in Graphic and Interactive Design.

This course specifically develops a wide range of practical making skills incorporating drawing and sketching in 2D and 3D, using digital software, application of colour theory and image capture and manipulation.

This course is for students who enjoyed design and technology—graphics in year 7 and 8 who wish to use their creative and technical skills further.

Aims of the course

This course enables learners to demonstrate their practical skills and experience in a similar way to those developing promotional materials in industry. Learners will make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. Learners will have the opportunity to use traditional skills and modern technologies, including digital.

This course will allow learners to study traditional and digital communication techniques, materials, components, processes and technologies. They will also develop their decision-making skills through independent learning and team working.

The subject aims to develop the knowledge, understanding and skills required to use a variety of materials in an imaginative way, in the context of marketing and promotion.

Method of assessment

Unit 1: Skills Demonstration

Learners undertake a number of mini-projects that will allow them to be assessed against 12 core practical skills.

- 30% of the overall qualification, internally assessed, 72 marks

Unit 2: Extended Making Project

Learners carry out an extended making project that showcases the skills they have developed in unit 1 and the knowledge learnt in unit 3

- 30% of overall qualification, internally assessed, 72 marks

Unit 3: Fundamentals of Visual Communication

Learners will be assessed on their knowledge and understanding of a range of visual communication skills on a multiple choice examination.

Useful resources and further information

<http://filestore.aqa.org.uk/resources/visual-communication/specifications/AQA-3755-SP-2017.PDF>

GCSE Triple Science

Introduction and course overview

The Edexcel separate science GCSE qualification awards 3 GCSE grades one in Biology, one in Chemistry and one in Physics. All of these GCSE's will be graded between grade 1 and 9. Grade 1 being the lowest grade and grade 9 being the highest.

Each student will spend 5 hours a week in science studying this qualification over 3 years.

Throughout the three years the qualification will be taught and assessed as a series of topics and progress will be monitored over the three years and assessed using the grade 1 to 9 criteria.

Aims of the course

To provide all pupils with the foundation knowledge for understanding the our world.

Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application

Method of assessment

There are 6 exams for the separate sciences, two for each science specialism.

The exams are 1 hour and 45 minutes in length and are out of 100 marks, these will all be taken at the end of year 11.

Each exam has a foundation and higher tier and the same tier must be taken for all exams. The foundation tier covers grades 1 to 5 and the higher tier covers grades 4-9

Core practical skills will be assessed in the exams totalling 15% of all marks along with key mathematics skills. There are different weightings for maths within the exams: Biology 10%, Chemistry 20%, Physics 30%.

For Foundation tier, the mathematics will be at the level of KS3 maths.

For Higher tier, the mathematics will be at the level of Foundation tier maths.

The exams will contain a mixture of multiple choice and long answer questions

GCSE Triple Science (continued)

Core practical investigations

There are a set of core practical's for separate science that must be completed as they will be examined in the terminal exams.

For separate science there are 24 core practical's.

Example: Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations.

Each pupil will be given a core practical lab book in which they record their observations and results, make conclusions and answer key examination style questions to prepare them for the typical questions they will be asked in the terminal exams.

Useful resources and further information

The Edexcel GCSE science specifications are well supported by revision guides and work-books which help all students revise and prepare for the terminal GCSE examinations.

The specifications can be found using the link below:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1>

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-2>

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-3>

In May of year 10 each student will sit externally set examinations which will be marked by Edexcel examiners and mirror the conditions of those at GCSE. In September of year 11 all students will receive their results which show where they are within the national cohort, they will not receive a grade but a percentile score which tells them where they are when compared with all students in the country studying this course.