

All Saints Catholic College
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Key Stage 4 Options

2020-2021

Guidance for students



All Saints Catholic College, Birch Lane, Dukinfield, SK165AP

www.allsaintscatholiccollege.com

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Key Stage 4 Options 2019-2020: Guidance for students

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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 A	3
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Option Subjects

The options available for pupils to choose from are listed below;

- GCSE Spanish
- GCSE French
- GCSE Geography
- GCSE History
- NCFE Graphics
- WJEC Hospitality and Catering
- Cambridge National Sport
- BTEC Performing arts
- BTEC Music
- GCSE Art
- GCSE Triple Science
- Cambridge Creative iMedia
- GCSE Statistics

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 practical's. 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 4 grade at GCSE), a Merit (currently equivalent to a 6 grade) or a Distinction (currently equivalent to a 7 grades at GCSE).

NCFE- Northern Advisory Council for Further Education

NCFE 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 practical's. Students study core and specialist units. All coursework units are assessed and graded by teachers. There is one examination unit which is externally marked and pupils need to achieve a pass on all questions to receive a pass overall. An overall grade for the qualification is awarded to students who successfully complete all units and pass the exam.

The grades are a Pass (currently equivalent to a 4 grade at GCSE), a Merit (currently equivalent to a 6 grade) or a Distinction (currently equivalent to a 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, NCFE and BTEC subjects.

The information in this booklet, on pages 5-26, 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 13-26. 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 13th February 2020.

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 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 work-books 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. Ration, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Aims of the course

The main aim 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 God's 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

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>

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 Spanish 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 con-

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 people's 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 other's 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>

Cambridge National Sport

Introduction and course overview

Over the past few decades, sport has embraced sport science disciplines wholeheartedly. Sport has developed not only on natural talent but also considering every minute detail of an athlete's training programme, rest time, environment and psychology to pursue excellence. The Cambridge Nationals in Sport Science offers learners the opportunity to study key areas of sports science including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles, and technology in sport and sports performance.

Aims of the course

These qualifications have been designed with practical and engaging ways of teaching in mind and enable learners to:

- Develop a range of skills and knowledge through involvement in sport and physical activity in different contexts and roles;
- Develop their ability to apply theoretical knowledge to practical situations;
- Gain a better understanding of the complexity of different areas of sport and the sports industry;
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

Method of assessment

OCR Sport Science follows the Cambridge Nationals syllabus where students study for 3 years and they are assessed in a combination of the following units:

RO41: Reducing the risk of sports injuries - Students to learn about the different categories of sporting injuries and apply these to exam questions.

RO42: Applying the Principles of Training - Students focus on fitness components, fitness testing, training methods and principles of training to improve weaknesses.

RO43: The Body's Response to Physical Activity - Students to build upon knowledge gained in Principles of Training unit to explain the short and long-term effects of exercise.

RO46: Technology in Sport - Students look at the positive and negative aspects of modern technology with regard to how this has enhanced sports performance, gameplay and spectatorship.

Written coursework that is internally assessed contributes to 75% of the course and an externally assessed written exam contributes to the remaining 25%.

Useful resources and further information

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

Level 2 BTEC Performing Arts

Introduction and course overview

The BTEC performing arts course is comprised of three units;

Exploring the Performing Arts – This unit allows you to explore the Performing Arts by studying different people involved in the industry, such as Actors, Dancers, Directors, Choreographers, Writers etc. In this unit you will examine a wide variety of existing works across Drama, Dance & Musical theatre, of which you will then rehearse & perform a short excerpt from a piece of your choice, to show what you have learnt about the piece's original performer/composer/writer. This is a core unit which is internally assessed by your teacher.

Developing skills & techniques in the Performing Arts – In this unit you will learn how to develop your performing skills & techniques in one or more of the following disciplines: acting, dance or musical theatre. You will take part in workshops that will develop your skills & techniques, working towards a final performance of an existing work(s). This is a core unit which is assessed by your teacher.

Performing to a brief – In this unit you will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief (topic/theme/scenario). Your group workshop can be made up of solo and/or group performances, and you can perform existing works or pieces of your own. This is an externally-assessed unit, which will be completed in May/June of Year 10.

In all units, you will have the freedom to choose which discipline(s) you would like to study: Acting, Dance or Musical theatre. You can study more than one, & can move between disciplines at any time.

Aims of the course

BTEC Performing Arts is about studying performance (acting, dancing or musical theatre) to create a variety of different small-scale in-class 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 your own pieces/performers to study that are of a specific interest to you, and choose your own discipline to specialise in, whether that be singing, acting, dancing, or looking specifically at musical theatre and stage shows.

There is no need to have previously taken part in any music, drama or performing arts, just confidence and the willingness to perform in front of other people.

There is no written exam for Performing Arts.

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. Unit 3 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-tech-awards/performing-arts.html>

Level 2 BTEC Music

Introduction and course overview

The course is split into four units:

The music industry – This unit allows you to gain a good understanding of the scope of the music industry, looking at a variety of technical, production and administrative roles. This is a core unit which is externally assessed in the form of a multiple-choice exam.

Managing a music product – This unit allows you to plan, deliver and promote a live concert, CD or other musical product, by either performing in some way or taking on a technical role. This is a mandatory unit which is assessed by your teacher.

Then you pick 2 units of your choice from the following list, which are all assessed by your teacher;

- **Introducing live sound** – This unit looks at the skills required to be a live sound engineer, learning how to mix sounds together for live events and recordings.
- **Introducing music composition** – In this unit you will develop a portfolio of your own ideas, demonstrating a range of different musical ideas for different scenarios such as a TV advert or a scene from a film.
- **Introducing music performance** – This unit allows you to develop and demonstrate your ability as a performer, on either an instrument of your choice or through singing. Should you choose to study this unit, school would provide instrumental lessons once a week by an external specialist teacher to help you develop the specific techniques needed for this unit.
- **Introducing music recording** – In this unit you will learn how to use music technology to record and mix live sounds together to create a final product.

Aims of the course

BTEC Music is about making, researching and producing music. It covers performing, composing, recording and music production.

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

involve performing

involve researching the different jobs within the Music industry

involve composing or arranging music

gives you the opportunity to play and record music with others in e.g. rock groups, bands, orchestras or local choirs, and produce concerts, gigs and CDs.

You will be able to pick units that are of a specific interest to you, whether that be performing on an instrument or singing, writing and recording your own work, making a music product such as a CD or DVD, or looking into different jobs that are in the Music industry (not just the obvious ones). **There is no need to play an instrument in order to study BTEC music, just a general interest and passion for Music in general.**

Method of assessment

There is one multiple-choice exam in BTEC music (which can be sat twice within each year) – the rest of 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 an exam, with a given time period in which to complete it (twice a year), and this is then marked by an external examiner. The other three units are completed during lesson time and marked by your class teacher.

Useful resources and further information

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music.html>

NCFE Level 2 Technical Award in 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: Introduction to graphic design.
- Unit 02: Graphic design practice.
- Unit 03: Responding to a graphic design brief.
- Unit 04: Graphic design portfolio.

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 transferrable functional skills: reading, literacy, writing, numeracy, analysing, Interpreting, ICT, developing and communicating information

Method of assessment

Students will be awarded a NCFE level 2 Technical award in 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: Introduction to graphic design. **Internally and externally assessed portfolio of evidence**
- Unit 02: Graphic design practice. **Internally and externally assessed portfolio of evidence**
- Unit 03: Responding to a graphic design brief. **Internally and externally assessed assignment**
- Unit 04: Graphic design portfolio. **Internally assessed portfolio of evidence**
- **10 hour external assessment (worth 50%)**

Useful resources and further information

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-2-technical-award-in-graphic-design-4569>

WJEC Level 1/2 Award in Hospitality and Catering

Introduction and course overview

This course is made up of **two** units:

Unit 1: The Hospitality and Catering Industry

In this unit you will learn to: understand about the environment in which hospitality and catering providers operate; understand how hospitality and catering establishments operate; understand how health and safety provision meets health and safety requirements; know how food can cause ill health; and be able to propose a hospitality and catering provision to meet specific requirements.

Unit 2: Hospitality and Catering in Action

In this unit you will learn to: understand the importance of nutrition when planning menus; understand menu planning; and cook a variety of dishes.

Aims of the course

By studying this course you will be able to:

- **Demonstrate** effective and **safe** cooking skills by planning, preparing and cooking a variety of food ingredients 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 drink
- **Understand** the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- **Demonstrate** knowledge and understanding of functional and nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing, cooking and serving food
- **Understand** and explore the Hospitality and Catering industry, the job roles and the different types of equipment used to support the industry

Method of assessment

The assessment of the WJEC Level 1/2 Award in Hospitality and Catering consists of two types of assessment:

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

External exam

Duration: 90 minutes

Number of marks: 90

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

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

Students studying the course will be awarded if they are successful a L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Useful resources and further information

Successful completion of this qualification could lead to a number of possibilities. There are many local colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and level 1 to 3 courses. You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and child care.

Introduction and course overview

How do they predict the weather?

Can you predict the future?

Statistics is the study of making good guesses using Mathematics.

Making well-reasoned predictions about the future, as well as making justified assumptions about why something has happened, are some of the key rationales in the study of statistics.

GCSE statistics will involve studying probabilities, displaying and analysing data in real life situations.

Aims of the course

The aims and objectives of this qualification are to develop an awareness of Mathematics beyond the classroom enabling students to experience and practise calculations using real-world data, and learning how to accurately interpret the results.

The course encourages fluency and understanding through:

- The use of statistical techniques using real-world data
- Identifying trends
- Application of statistical techniques and apply to other subjects
- Critically evaluating data and calculations encountered in everyday life
- Understand how technology informs decision making
- Understand ways that data can be presented using graphs
- Applying appropriate mathematical and statistical formulae

Statistics are widely used in medicine, Business, Science, teaching, Geography and politics and so having a deep understanding of how to handle and interpret statistics will be advantageous.

Method of assessment

The Edexcel GCSE Statistics examination will consist of two exams of equal importance. Both papers are 1½ hours and both focus on the same content and assessment objectives. Calculators may be used in both examinations. This GCSE Statistics qualification does not include any Controlled Assessment.

Statistics is also a subject that has both Foundation and Higher tiered exam papers. As with the mathematics GCSE, both tiers allow students to access a 'new style' Grade 5.

Useful resources and further information

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

Level 2 Cambridge National in Creative iMedia

Introduction and course overview

Creative iMedia is a digital media focused course, covering digital aspects of film, TV web development, gaming and animation. The course provides knowledge in a number of key areas in this field from pre-production skills to digital animation and has a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. Pupils will complete two compulsory units and two optional units.

Unit 1 -Pre-production Skills—Compulsory unit no 1

This unit will enable learners to understand pre-production skills used in the creative & digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. This is worth 25% and is examined via a formal written examination.

Unit 2 - Creating Digital Graphics—Compulsory unit no 2

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This is worth 25% and is assessed through an exam board set assignment completed in class time and conditions.

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

There are a wide range of options to choose from including creating digital comic strips, webpage design and digital animation.

Aims of the course

- to strengthen knowledge and understanding of how to use computer systems effectively.
- to develop exciting 21st century digital media skills.
- to become experts in a range of digital software
- enhance employability when they leave education, contributing to their personal development and future economic well-being.

Method of assessment

Unit 1 (25%) - 75 minute 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

<http://www.ocr.org.uk/Images/115888-specification.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 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 workbooks 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.