

# Options Choices for Key Stage 4



PRIESTNALL  
SCHOOL

**2024 - 2026**

# The Options Process - Information and guidance

Firstly, you get this booklet: **Please read it!**



Secondly, the Options information will go live on SharePoint/the Priestnall website on **Wednesday 28<sup>th</sup> February**. You will also be able to book onto the Option Information Seminars to find out about the various options subjects and courses.



**After May half-term**, we will confirm your choices.



**Some** students may be invited to discuss their choices with a member of staff.



The Options Team at school will review your choices.



**Wednesday 13<sup>th</sup> March: KS4 Information Day**

You will be able to take part in four Options Information Seminars after school on a Wednesday. These will provide more information about the subjects and courses.



Using MCAS, you will indicate your 3 main choices (plus one reserve). More information will follow about this.

# The Options Process- Timeline - Key dates for your diary

**Thursday February 22<sup>nd</sup> 2024**

Year 9 Parents Evening

**Monday 26<sup>th</sup> February 2024**

Options assembly for Year 9 Students

**Wednesday 28th February 2024**

Options booklet delivered in form time, info on website going live. Option Information Seminars booking opens

**Wednesday 6<sup>th</sup> March 2024**

Options Information Seminars booking closes

**Wednesday 13<sup>th</sup> March 2024**

Options seminars 2:30–4:05pm. Options choices go live on MCAS

**Friday 22<sup>nd</sup> March 2024**

Options choices on MCAS close

**After May half-term holiday**

Option choices confirmed

# Key Stage 4 at Priestnall School – The Curriculum

## Part 1: Core Curriculum

There is a curriculum that is essential learning for all students and is **compulsory** as per below:

- English Language and Literature
- Mathematics
- Science
- Physical Education
- Personal Development

- Depending on numbers, in some cases, subjects may be withdrawn from our offer after students have made their choices.
- Some combinations of subjects are not allowed. This usually where the content and assessment procedures are too similar.

\*In some cases, there may need to be a further meeting with a Head of Department in order to assess suitability for a course\*

## Part 2: Further Options Subjects

You will have **THREE** Options subjects to add to your core curriculum. **Important conditions and considerations:**

- Students must indicate **three** preferences via MCAS.
- Students must choose one option from Pool A and two from Pool B, plus a reserve.
- We will endeavour to create a timetable that allows students to study their preferred subjects. This will not be possible in all cases.

## The English Baccalaureate (EBacc)

This is a combination of subjects which offer an important range of knowledge and skills and keep options open to young people. It is **recommended** that most students follow this curriculum:

- English Language and Literature
- Mathematics
- Science

### **Plus...**

- History or Geography
- A Language
- Computer Science

# Making your choices

In the days following the launch of the Year 9 Options booklet, you should spend some time exploring the subject information you feel relevant to you: there are links to the exam board subject sites for each subject. You should also sign up for the Options Information Seminars which will take place on **March 13<sup>th</sup>**. Booking for these will be via an MS Forms link which will be e-mailed home.

It is important that you discuss your thoughts with your parents/carers and come to a decision about which subjects will make up your **three** preferences, plus **one** reserve.

**Mr Clarey has overall responsibility for the Options process.**

Please direct any enquiries via the school e-mail address: [enquiries@priestnallschool.org.uk](mailto:enquiries@priestnallschool.org.uk). Please mark your email "Options".

Important points to remember:

- We will endeavour to create a timetable that allows students to study their preferred subjects. This may not be possible in all cases.
- You must select **four** preferences; **three** options plus **one** reserve. We will endeavour to create a timetable that allows you to study three of your choices.
- When an insufficient number of students select a subject, the course may be withdrawn. We will contact you about this as soon as this becomes a possibility. We will withdraw a course when we are satisfied that we have exhausted what we see as the alternative curriculum options.

# Which subjects can I choose from?

## Pool A

Select **one**:

- Geography
- History
- Separate Sciences (Biology/Chemistry/ Physics GCSEs)
- French (as second language)
- Spanish (as second language)

## Pool B

Select **two** (plus **one** as a reserve)

All options are GCSEs unless otherwise noted:

- Art and Design
- Art: Graphic Communication
- Art: Textile Design
- Business
- Computer Science
- Creative Media Production (BTEC)
- Dance
- Drama
- Engineering Design (C.Nat)
- Engineering Manufacture (C.Nat) (not with Engineering Design)
- Enterprise (BTEC)
- Film Studies
- Food Preparation and Nutrition
- French

- Geography
- Health and Social Care (BTEC) (Not with Sociology)
- History
- Hospitality and Catering (Tech Award)
- Music
- Physical Education
- Religious Studies
- Separate Sciences (Biology/Chemistry/ Physics GCSEs)
- Sociology (not with HandSC)
- Spanish
- Sport Studies (BTEC)

Your choices will be reviewed by a member of the Options team and, where necessary, they may contact you to discuss this in more detail. When your choices have been agreed, you will be informed via the MCAS Parent App after May half-term and your choices will be entered into the database in Option blocks to create your Year 10 timetable.

# Option Choices - Qualification Types

## GCSE and Technical Qualifications

We offer a wide range of GCSE subjects and, in nearly all cases, you will have to sit a number of final examinations. How much each element counts towards the final qualification depends on the subject. Please read the course details to find out. GCSEs are graded 9–1 (9 being the highest).

It is our aim to have each and every one of you achieve the best grades possible in a balanced range of subjects.

To succeed in GCSEs you will need to:

- Be able to perform well in examinations
- Be able to revise from your exercise books
- Be able to recall information and use it effectively to solve problems
- Be well organised

When considering your GCSE courses, you must listen carefully to your teachers' advice. Some subjects require particular skills, for example PE GCSE requires not only a good level of practical ability in a number of activity areas, but also a solid grounding in Science to be able to cope with well with the Theory exam paper. History and Geography require good literacy skills whilst Media, Engineering Design and Graphic Communications use a lot of IT.

In all courses, you will be expected to work very hard and be responsible for all the work in your books and folders, which will have to be maintained very carefully so that you can revise for examinations

## **BTEC and equivalent courses**

Our BTEC, Cambridge National and Tech Award courses are also offered at **Level 2**. This means that they are the equivalent of one GCSE qualification. BTECs and equivalents are graded distinction\*, distinction, merit, or pass.

These courses differ from GCSE courses in that they do not have as many examinations. Assessment is largely based on set-assignments (Non-Examined Assessments, NEAs) which are released at specific 'windows' during Years 10 and 11. However, these courses do still have a final external examination element.

All the work done in these courses takes place in what we call a 'vocational context'. That means that you are expected to put yourself in the place of a person who is actually working in a job in the type of industry your work is connected to. For example, in Sport as a Fitness Centre Assistant.

To succeed in these courses the most important thing is to ensure that all lessons are attended and that you keep up to date with your work, especially whilst completing the NEAs. Each course usually involves doing a number of separate units of work and if you are absent from school a lot you will therefore find it hard to keep up. These qualifications are awarded at Level 1 or Level 2 and some of you will work towards a Pass level whilst others will push on to Merit and even Distinction.

**IMPORTANT:** Please note that all course outlines are correct at the time of going to press, but all course content is subject to alteration by individual exam boards and final approval by Ofqual



# Options Information Seminars

Several of the subjects available as option choices will be new to you: you will not have studied them previously.

In order to ensure that appropriate and informed choices are made, there will be seminars held by the departments/teachers who run these courses. These will explain about the course, both in terms of content and also what type of study and assessment is required for success.

For unfamiliar courses, such as BTEC Creative Media Production, Engineering Design/Manufacture or Health and Social Care, attendance at the seminars will be vital to add to your own knowledge and also to indicate to school that you are taking your choices seriously.

There will be **four** Options Information Seminars for you to sign up for. These will take place from 2:30pm on a Wednesday and each be 20 minutes long. The seminars will be held in the room(s) where that subject is taught and so 5 minutes travel time is planned to get between the rooms.

Signing up for these seminars will be via a MS Form. The link will be sent via MCAS to your parents/carers. You do not have to attend this event, but if you do, you will need to choose **four** seminars to attend: you cannot just choose one, two or three.

Remember, it is our priority to help you make informed and thought out choices for your future. The more information and the more opportunities to ask questions of the teachers who deliver the course you have, the better your choices are likely to be.

# Thinking about the future

You should be aware that your Options choices may have a direct impact on your future choices; for example what you are able to choose if you go to a Sixth Form college.

## What if my aim is to go to a ‘top’ university?

These universities have made it clear that they will be looking for high grade A-Level passes in some of what they consider to be the most challenging subjects. These subjects include:

- Maths and Further Maths
- English Literature
- Physics, Chemistry, Biology
- History
- Geography
- French and Spanish
- Economics
- Computing

If you think you might want to go on to do A-Levels in any of these subjects, then you should think very carefully about taking some of them at GCSE. Maths, English and Science are compulsory and will be well supported by EBacc subjects.

## What if I want to do A-Levels but not in these subjects?

That is fine. There are hundreds of universities and thousands of degree courses to choose from, and if the traditional academic subjects listed above are not what you are interested in then you can go on to do A-Levels and degrees in a wide variety of subjects. A balanced base of strong GCSEs leaves your options open to choose a range of A-Levels.

# Thinking about the future (continued)

## **What if I want to do vocational courses?**

Then you can; this will still allow you to go on to university in the future if that is what you want. BTEC at Level 2 can lead on to Level 3 qualifications and T- levels and then on to university degrees and equivalent. There are also a host of other vocational qualifications related to specific employment sectors. It is about what is right for you.

## **What if I don't want to do any more qualifications after leaving school at 16?**

All students are required to participate in a form of training or education until the age of 18. The most common route into employment for 16-year-olds is through apprenticeships, and you will need at least **five** good GCSE grades including Maths and English to access most of them.

For all the above possible routes it is essential that you do as well as you possibly can at KS4, because you will then have a wider range of choices of what you might do when you are 16.

**Mrs Slack is the post-16/careers advisor at Priestnall and will be very happy to discuss what opportunities there are when you leave Priestnall.**

## What should you think about when making your choices?

We advise you to think of the following:

- Does it help me in my future choices?
- Am I interested in the subject and will I enjoy it?
- Will the type of assessment suit me?
- Will I be able to succeed in it?

It is very important that you are able to **achieve** in your chosen course. We want you to leave school with a set of results that provide the widest choice and range of opportunities Post-16 and beyond.

Next, consider the **assessment requirements** of your choices – are you better at class and coursework or examinations? Which suit your strengths?

Finally, do not do subjects that are too **similar in nature**: look for a balanced range of subjects at this point. Post-16 is the time for specialism.

If at any stage, you are unsure about what choices to make, please speak to a member of staff who will listen to your thoughts about your choices and give you some advice.

## What should you not think about?

Whether your **friends** are choosing them. These choices must be based on what is best for **you**.

What **former students** have done – courses and teachers change very quickly!

Whether choosing a course means that you have to follow that pathway to **employment**. For example, a BTEC in Creative Media Production does not mean that you have to follow a career in Media. A good grade in a BTEC says that you have managed your workload, have shown skill and judgement and that you are capable of organising your work to meet deadlines to reach a certain standard.

**Gender stereotypes**. For example, you may think that only boys do Engineering or girls take Health and Social Care. That is certainly not the case and there are many opportunities for both men and women in all sorts of employment across the different sectors.

**Complimentary courses**. You don't need to choose courses that complement or seem to go well together.

Lastly, you will not be allowed to choose subjects that are **virtually the same, for example** PE GCSE and BTEC Sport .

## **What happens when there is a small number of students choosing a subject?**

We will consider the implications of very small classes for the school. Too many small classes are not viable in terms of resources or available rooms. If we decide not to run a course, then we will speak with you and ask you to make another choice. You will be given plenty of time to think about this and talk to your parents/carers and subject teachers.

## **What happens when too many students choose a subject?**

This very rarely happens, but if it does then we will consult closely with subject leaders to ensure that the right decisions are made. Decisions will never be made without speaking directly with students and parents/carers.

## **A note about Languages**

A GCSE in French or Spanish contributes towards the English Baccalaureate. Together with Geography or History, this provides a very solid and academic background for further study at sixth forms and colleges. However, no one will have to choose a language.

If you are particularly strong in languages, and would like to pursue this further after school, it may be possible to choose both French and Spanish – though this should be discussed carefully with the head of Languages or the Trust Director.

# A note about Science

As a core subject, everyone will study Combined Science over the next two years and this will result in an award of two GCSEs.

However, some of you may wish to study each of the three separate sciences – Biology, Chemistry and Physics – in greater depth and sit a GCSE in each, resulting in the award of three GCSEs. **If you do this, it will take up one of your Options.**

If you are interested in taking the Separate Sciences, then you must think very carefully about the choice.

If you have a love of Science, a good track record of success in assessments and a possible wish to study Science at A-Level, then it may well be a good choice for you.

We are very keen to ensure that all students choose subjects that are right for them and will result in their best opportunities for success. Entry to the Separate Sciences course may be limited and you could be asked to discuss your choice with the Science Department, whose job it is to make sure that you have made an appropriate choice.

**PLEASE NOTE:** You do **not** need to have taken the Separate Sciences to gain access to A-Level courses in the Laurus Trust or other sixth forms, but it is an advantage.

## What next?

Please spend some time engaging with all of the options information and speak to the relevant teachers at school if needed. Mrs Slack, our Post-16/Careers advisor will also be a useful person to speak to about futures.

# **CORE SUBJECTS**

**These subjects form part of the core offer and are not part of the options process**

# GCSE ENGLISH LANGUAGE and ENGLISH LITERATURE (CORE)

## Examination Board and Syllabus:

AQA English Language 8700

AQA English Literature 8702

## Form of Assessment – GCSE English Language

Module	Method of Assessment	Content
English Language Paper 1	Examination 1 hr 45 min	Unseen fiction text and creative writing.
English Language Paper 2	Examination 1 hr 45 min	Comparison of unseen non-fiction texts and transactional writing.

## Form of Assessment – GCSE English Literature

Module	Method of Assessment	Content
English Literature Paper 1	Examination 1 hr 45 min	Shakespeare and the 19th Century Novel
English Literature Paper 2	Examination 2 hr 15 min	Modern prose/ drama and poetry.

## Further Information

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

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



# **GCSE MATHEMATICS (CORE)**

## **Examination Board and Syllabus**

OCR Specification GCSE Mathematics (J560) is used.

## **Form of Assessment**

No coursework requirement

Foundation grades 1 - 5 Higher Level Grade 4- 9

The class teacher will decide on the most appropriate tier of entry for your child.

Students will sit three examinations to achieve a GCSE in Mathematics, one non-calculator paper and two calculator papers. Each paper is equally weighted And last 1 hour 30 minutes and will have a range of questions.

All examinations must be taken at the same tier and will take place at the end of Year 11.

## **Course Content**

Students will be assessed on 3 key areas of Mathematics:

- Using and applying standard techniques
- Reasoning, interpreting and communicating mathematically
- Solving non-routine problems in mathematical and non-mathematical contexts

## **Skills and qualities required for success**

- Rational thinking
- Appreciation of different methods and approaches
- Ability to solve problems in familiar and unfamiliar contexts
- Ability to make links, find connections and generalise

## **Futures**

All careers involve problem solving and data analysis is also becoming much more prominent. More specifically, Maths careers could include: Computer Game Development, Actuary, Economist, Architecture, Engineering, Fighter Pilot and Roller Coaster Designer. These are just some of the exciting and rewarding careers you could have if you go onto studying Mathematics at college and university, See [www.mathscareers.org.uk](http://www.mathscareers.org.uk) for further information about opportunities Maths can offer.

## **Further Information:**

<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>

# **GCSE COMBINED SCIENCE (CORE)**

## **Examination Board and Syllabus**

Pearson Edexcel GCSE (9-1) Combined Science

## **Form of Assessment**

Foundation tier: grades 1 - 5      Higher tier: Grades 4 - 9

Students will sit six examinations (worth 100% of the total grade)

2 x Biology 2 x Chemistry 2 x Physics

1 hour 10-minute written papers: all taken at the end of Year 11

In Years 10 and 11, students follow the GCSE Combined Science course of the Edexcel programme of study which is worth two GCSEs. This course is examined at the end of Year 11 and is based on six external examinations worth 100% of the course. Practical skills are assessed in the written examination and are worth 15% of the total marks.

This course is an inspiring blend of science (Biology, Chemistry and Physics) with an emphasis on practical work and the relevance of science in our everyday lives.

Students will undertake 18 core practicals, based on the apparatus and techniques listed in the DfE criteria. The core practicals are designed to enhance students' investigative skills and are assessed through the written examination.

This course will enable students to transition to A-level Science subjects. In addition, Edexcel GCSE Combined Science prepares students for a range of apprenticeships, as well as employment opportunities.

## **Further Information**

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

## **PHYSICAL EDUCATION (CORE)**

Every child will continue with their PE lessons throughout KS4 where we expect students to further develop their knowledge and understanding of a variety of sports and promote a healthy active lifestyle.

We aim at KS4 to encourage our students to adopt an active and healthy lifestyle. This is promoted in lessons and then through our extra-curricular provision.

Across KS4, students will take part in a wide variety of physical activities – football, rugby, netball, badminton, trampolining, table tennis, rounders, cricket, athletics, climbing and fitness.

During Year 10, students may choose to complete the Bronze Duke of Edinburgh Award and will spend time completing relevant training in preparation for the day walks and expeditions.

## **PERSONAL DEVELOPMENT (Including Core RS, PSHE, Citizenship) (CORE)**

Students continue to study Personal Development, including Citizenship, into KS4. The curriculum enables them to meet the requirements of the Relationships, Sex and Health Education Statutory Guidance (DfE) and therefore helps them to be prepared for Life after Laurus.

They also cover topics such as test anxiety and mental health, so that they are supported through their exams. Our curriculum is responsive and meets the needs of the students; we work closely with the students, pastoral team and external agencies. The Personal Development curriculum is augmented by work undertaken in form time and assemblies

Throughout the two years in Personal Development, students will alternate between Health and Wellbeing, Living in the Wider World and Relationships, this is to ensure our students learn both the knowledge and skills that they need to thrive in the 21st Century.

# OPTIONS SUBJECTS

# OVERVIEW OF SUBJECTS

- Art and Design (GCSE)
- Art: Graphic Communications (GCSE)
- Art: Textile Design (GCSE)
- Business (GCSE)
- Computer Science (GCSE)
- Creative Media Production (BTEC)
- Dance (GCSE)
- Drama (GCSE)
- Engineering Design (Cambridge National)
- Engineering Manufacture (Cambridge National)
- Enterprise (BTEC)
- Film Studies (GCSE)
- Food Preparation and Nutrition (GCSE)
- French (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Hospitality and Catering (Tech Award)
- Music (GCSE)
- Physical Education (GCSE)
- Religious Studies (GCSE)
- Separate Sciences (Biology, Chemistry, Physics GCSEs)
- Sociology (GCSE)
- Spanish (GCSE)
- Sport (BTEC)

# GCSE ART, CRAFT AND DESIGN

## Examination Board and Syllabus

AQA Art and Design (Art, Craft and Design) - 8201

## Form of Assessment

Coursework 60% - completed in class across Year 10 and 11.

Final Exam 40% - a practical submission of preparation work and Final piece(s) at the end of Year 11

GCSE Art and Design is a successful course at Priestnall school. The Art Department is very clear in its objectives: ultimately, we want our students to achieve the best grades but we also want them to develop as artists, craftspeople and designers, both in the academic sense and in their practical abilities. The GCSE course is structured to allow each individual to flourish and find a way of working that suits their strengths and interests.

Students can choose to work in a wide range of materials from drawing and painting to mixed media, digital photography and paper cutting. They are led expertly through an exciting course which teaches them a wide range of processes. When the student arrives at the externally set task they will know what their strengths and weaknesses are and will thoroughly enjoy working with independence. There are extra-curricular opportunities to enable students to extend learning and begin to develop an opinion on 'what is art?' The study of art and design enables our students to really think about the world around them and how they engage with it creatively. Students write about their findings, influences and processes as part of the reformed GCSE and this takes the form of short written annotations and creatively presented artist analysis. This is a practical subject and written content is kept to a minimum.

Our broad syllabus is inclusive of traditional and contemporary practice, as well as each of our student's ideas. Each year we are tailoring course content as we respond to contemporary ideas, issues and experiences. We support and develop links to prepare students for future studies and careers in the creative industries. We are proud of the consistently high grades our students are rewarded with for their artwork and would welcome as many new candidates as possible through this year's options process.

In an ever-changing economic and social landscape, art and design remain constant and relevant and feed directly into careers in the design industry, as well as media and culture. Creativity, which is at the core of our curriculum, continues to be one of the most desirable characteristics employers look for in an employee. Taking Art at GCSE level allows students to continue to explore this valuable side of their skillset whatever career path they choose.

## Further Information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

# GCSE ART: GRAPHIC COMMUNICATION

## Examination Board and Syllabus

AQA Art and Design (Graphic Communication) - 8203

## Form of Assessment

Component 1	Component 2
No time limit	Preparatory period followed by 10 hours of supervised time
96 marks	96 marks
60% of GCSE	40% of GCSE

Graphic Communication GCSE is a qualification that focuses on visual communication through graphic design. It involves creating and presenting design solutions using various media, such as digital and traditional methods. Students typically explore areas like typography, illustration, layout design, and digital media as part of their NEA coursework. Students learn to use Adobe creative cloud software such as Photoshop, Illustrator and Dimensions as well as online platforms such as Canva.

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

## Areas of study: Communication graphics; Design for print

### Component 1: Portfolio

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study and evidence of the student's specific role in any group work undertaken.

### Component 2: Externally-set assignment

AQA will provide a separate assignment with seven different starting points.

Students must demonstrate the ability to work with:

- Typography
- Illustration
- Digital working methods
- Pencil, pen and ink, pen and other graphic media
- Digital media

## Further Information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

# GCSE ART: TEXTILE DESIGN

## Examination Board and Syllabus

AQA Art and Design (Textile Design) - 8204

## Form of Assessment

### Component 1

No time limit

96 marks

60% of GCSE

### Component 2

Preparatory period followed by 10 hours of supervised time

96 marks

40% of GCSE

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

### Areas of study

- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles

### Skills

Students must demonstrate the ability to work with:

- threads/ fabrics
- appliqué
- stitching
- construction methods
- printing

### Component 1: Portfolio

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study and evidence of the student's specific role in any group work undertaken.

### Component 2: Externally-set assignment

AQA will provide a separate assignment with seven different starting points

## Further Information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>



# **GCSE: BUSINESS**

## **Examination Board and Syllabus**

Pearson Edexcel: GCSE (9-1) Business

## **Form of Assessment**

2 Written Examinations:

- Introduction to Small Business (1 hour and 30 minutes). 90 marks: 50% of final grade
- Building a Business (1 hour and 30 minutes). 90 marks: 50% of final grade

GCSE Business Studies is a linear course consisting of 2 units. The units are designed to encourage candidates to consider the practical application of business and economic concepts. The units provide students with the opportunity to explore the theories and concepts in the context of events in the business and economic world.

The course consists of 2 units:

### **Theme 1**

This is a compulsory unit which is externally assessed. The unit focuses on startup businesses and includes looking at: spotting a business opportunity; showing enterprise; putting a business idea into practice; making the start-up effective; understanding the economic context.

### **Theme 2**

This is a compulsory unit which is externally assessed. The unit focuses on growing businesses and includes looking at: Marketing; Meeting customer needs; Effective financial management; Effective people management: The wider world affecting business.

## **Further Information:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

# GCSE COMPUTER SCIENCE

## Examination Board and Syllabus

OCR GCSE Computer Science- J277

## Form of Assessment

The course has two assessments completed at the end of Year 11:

Form of Assessment:

Unit 01: Computer systems - External Exam (50%)

Unit 02: Computational thinking, algorithms and programming - External Exam (50%)

## Course Content

The subject content for this qualification consists of the following areas of study:

- Understanding of what algorithms are, what they are used for and how they work and the ability to interpret, amend and create algorithms.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of how computer networks, the internet and the World Wide Web work. Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Understand the need to decompose problems into sub-problems. Ability to create original algorithms or work with algorithms produced by others. Ability to design, write, test and refine robust programs using a high-level programming language.

GCSE Computer Science allows students, not only the opportunity of developing their knowledge and understanding of programming, but also the underlying principles of logic, decomposition, algorithms, data representation and communication.

## Skills and Qualities Required for Success:

- Keen interest in Computer Science.
- Keen to develop computational thinking skills and be able to apply these skills to solve real problems and produce robust programs.
- Enjoying working independently, finding out your own answers – not just being taught.
- Ability to complete work by the deadlines set.

**Futures:**

The skills and knowledge covered during this Level 2 qualification will prepare students for A Level Computing, as well as supporting students who wish to seek employment at entry or trainee level, within a wide range of different working environments.

**Additional Requirements:**

Throughout the GCSE Computer Science course, you will need to show a keen interest in keeping up-to-date with emerging technologies and to meet career challenges in the future, it is important that you are self-reliant as well as good communicators and problem solvers.

Given the content of this course a further consultation with the Head of Department may be appropriate before a student is accepted onto the course.

**Further Information:**

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

# **BTEC CREATIVE MEDIA PRODUCTION**

## **Examination Board and Syllabus**

Pearson BTEC Tech Awards: Creative media Production (2022)

### **Form of Assessment**

- Component 1 – 30% (Internally assessed assignment)
- Component 2 – 30% (Internally assessed assignment)
- Component 3 – 40% (Externally assessed task)

The GCSE Film Studies course is divided into three areas:

### **Component 1: Exploring Media Products**

You will learn about media sectors and investigate media products across the following sub-genres:

- Audio / moving image (TV programmes, films, video shorts /animations, radio broadcasts)
- Publishing (newspapers, magazines, books, e-magazines, comics)
- Interactive (websites, mobile applications, mobile games, video games, online games)

### **Component 2: Developing Media Production Skills**

- You will develop technical skills and techniques in audio / moving image, publishing and interactive media.
- You will experiment with a variety of media production skills and techniques.
- Apply the technical skills that you learn in creating your own media product.
- Reflect on your progress use of skills

### **Component 3: Create a media product in response to a brief**

This unit is in the form of a practical assessment that is set by the exam board and assessed by the exam board. You will have a set amount of time to complete the production:

- Learn how to respond to a media brief
- Plan your response to the brief
- Apply skills and techniques to a production
- Justify the process and outcome you have developed
- Reflect on your application of skills, time management and use of resources

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing your own media products, as are good teamwork skills as you will work with others when creating your own media productions.

### **Futures:**

Creative Media Production can lead onto further Media studies courses such as BTEC (Level 3) and A Level. It also complements other creative subjects. Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game designs, amongst many other roles that involve interacting with others and using new media technologies.

**Further Information:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

# GCSE DANCE

## Examination Board and Syllabus

AQA GCSE Dance 8236

## Form of Assessment

### Component 1:

- Performance and Choreography (60% of Total Grade)
- Two Set Solos (40 seconds each) - 15% of Total Grade
- Trio Performance (3-5 minutes) - 15% of Total Grade
- Group Choreography based on a stimulus set by AQA (3 minutes)- 30% of Total Grade

### Component 2:

Dance Appreciation (40% of Total Grade): written exam (1 hour 30 minutes)

The GCSE Dance course is aimed at students, who have a keen interest in dance and performance. The course focuses on developing students' technical and expressive skills in performance as well as their ability to create movement which expresses and communicates a range of different ideas and concepts.

From the start of the course, six new and vibrant professional dance works (which form the 'AQA GCSE Dance Anthology') are studied in a practical and theoretical manner to broaden students' knowledge and understanding of the diverse range of dance works being performed in the United Kingdom today.

Students will develop their performance skills through being taught a range of different dances throughout the course. They will showcase these skills by performing as a soloist and in as a trio in a formal examination at the end of Year 11. Students will also develop their knowledge and understanding of the craft of choreography through responding creatively to an externally set stimulus by AQA.

To cement all the above skills, students will develop the skills to evaluate, analyse and appreciate their own performances as well as the six professional works from the anthology, which will be examined through a written paper at the end of Year 11

### Further Information:

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

# GCSE DRAMA

## Examination Board and Syllabus

Pearson Edexcel GCSE Drama (2016): 1 DRO

## Form of Assessment

### Component 1:

Devising (40% of the qualification). Coursework: a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). Practical assessment: a devised performance (15 marks) Teacher assessed, externally moderated (NEA).

### Component 2:

Performance from Text (20% of the qualification). Students perform in two key extracts from a performance text (48 marks). Externally assessed by a visiting examiner.

### Component 3:

Theatre Makers in Practice (40% of the qualification).  
1 hour 45-minute written examination. Practical exploration and study of one complete text (45 marks) and one live theatre production (15 marks).

Term 1: Revising drama techniques and collaborating as an ensemble.  
Component 3 practical exploration of the set text and response to live theatre.

Term 2: Rehearsal for Component 1 practical assessment and preparation of portfolio.  
Component 3 preparation continues throughout the term.

Term 3: Completion of Component 1 NEA performance and coursework portfolio. Component 3 preparation written application practice.

Term 4: Preparation for the Component 2 examination.  
Component 3 written exam practice continues throughout the term.

Term 5: Component 2 examination takes place.  
Component 3 exam revision.

Term 6: Component 3 examination.

**Skills and Qualities Required for Success:**

- Good social skills and a willingness to mix with groups of people.
- Ability to write with analysis, justification and evaluative response.
- Bravery to try out new drama exercises in groups.
- Ability to articulate ideas in voice and movement skills.
- Desire to direct and encourage others to problem solve using drama strategies.
- Confidence to perform work to others and give positive feedback.
- Imagination to record drama work in written/diagrammatic form.
- Sensitivity to listen and focus attention on others.
- Ability to create imaginative drama without a given script.

**Futures**

Caring Professions; care work, teaching, law, medicine, police, social services, therapy, welfare, youth work.

Creative Industries; art administration, advertising, architecture, computer games, tourism, management, marketing, media, personnel, retail, acting, presenting.

**Additional Requirements**

Students should have demonstrated a clear interest in the subject to manage this demanding course. Students must also be prepared to write in detail about their drama work on a regular basis in preparation for their controlled assessments.

As part of this course students are expected to attend the arranged theatre visits which form part of their coursework. Therefore, there will be a small cost involved to cover the payment of tickets and transport.

There is an expectation that all GCSE Drama students are part of/support extra-curricular events within the Performing Arts faculty.

**Further Information:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>



# Cambridge Nationals ENGINEERING DESIGN

## Examination Board and Syllabus

OCR Cambridge National Engineering Design Level 1/Level 2 – J822

## Form of Assessment

Unit R038 OCR set. 70 marks. (40%): 1 hour 15 minutes written examination

Unit R039 NEA centre assessed:| OCR moderated 60 marks (30%)

Unit R040 DNEA centre assessed | OCR moderated 60 marks (30%) |

This is a highly relevant course, relating to modern Engineering Design. It provides seamless progression to Level 3 Vocational Engineering, Design and Technology at A Level, or a range of related apprenticeships in the sector. This qualification is suitable for students wanting to develop applied knowledge in engineering design and who may want to progress onto other related study, such as qualifications in Engineering or Design and Technology.

This is a technical drawing qualification where students learn how to free-hand sketch in a range of techniques and use computer aided design to model 3D objects. This subject should not be confused with practical engineering – see Engineering Manufacture- using tools and machines.

Students will study three units:

### Unit R038 Principles of Engineering Design:

- Topic Area 1: Designing processes, stages of the iterative design process, and the activities carried out within each stage of this cyclic approach.
- Topic Area 2: Design requirements, types of criteria included in an engineering design specification, how manufacturing considerations affect design
- Topic Area 3: Communicating design, types of drawing used in engineering, working drawings, using CAD drawing software
- Topic Area 4: Evaluating design ideas, methods of evaluating design ideas, modelling methods, methods of evaluating a design outcome

### Unit R039 Communicating Designs:

- Topic Area 1: Manual production of freehand drawing, sketches for a design idea.
- Topic Area 2: Manual production of engineering drawings, produce an isometric sketch for a design proposal, engineering drawings for a design idea.
- Topic Area 3: Use of computer aided design (CAD), a 3D CAD model of a design proposal to include compound 3D shapes.

### Unit R040 Design, Evaluation and Modelling:

- Topic Area 1: Product evaluation processes, Product analysis, product disassembly.
- Topic Area 2: Modelling design ideas, Methods of modelling and manufacture

## Further Information:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/>

# Cambridge Nationals ENGINEERING MANUFACTURE

## Examination Board and Syllabus

OCR Cambridge National Engineering Design Level 1/Level 2 – J822

## Form of Assessment

- Unit R014: OCR set, 70 marks (40%) written examination, 1 hour 15 minutes
- R015: NEA centre assessed, OCR moderated 60 marks (30%)
- Unit R016: NEA centre assessed, OCR moderated 60 marks (30%)

This qualification will enable you to learn about the process of engineering manufacture, and understand the different materials that can be used to manufacture products. You will develop the ability to plan the production of a one-off product using a range of hand-held pieces of equipment and machining methods. You will also learn how to program CNC equipment to manufacture.

This Engineering Manufacture is a practical technical award that is aimed at students aged 14-16 and will develop knowledge, understanding and practical skills that would be used in the engineering, manufacturing, process and control sector.

Students will study three units:

### **R014: Principles of engineering manufacture:**

This is assessed by an exam. In this unit you will learn about the different types of manufacturing processes, and the different materials that can be used within manufacturing. Topics include:

- Manufacturing processes
- Engineering materials
- Manufacturing requirements
- Developments in engineering manufacture.

### **R015: Manufacturing a one-off product:**

This is assessed by a set assignment. In this unit you will learn how to safely plan and produce a one-off product by using appropriate processes, tools and equipment. Topics include:

- Planning the production of a one-off product
- Measuring and marking out
- Safely use processes, tools and equipment to make a product.

### **R016: Manufacturing in quantity (this is assessed by a set assignment):**

In this unit you will learn how to manufacture using simple jigs and templates to support manufacturing in volume using Computer Aided Design (CAD) software and Computer Numerical Control (CNC) equipment. Topics include:

- Preparing for manufacture

- Develop programmes to operate CNC equipment
- Safely use processes and equipment to make products in quantity.

**Further Information:**

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-j823/>

# **BTEC ENTERPRISE**

## **Examination Board and Syllabus**

Pearson Tech Award in Enterprise

## **Assessment**

### **Unit 1: Exploring Enterprises – 30%. Coursework**

We investigate entrepreneurs and the concepts of starting and running a small business. The nature, purpose and reasons businesses exist. How small businesses add value, conduct market research and why they remain competitive. We investigate how small businesses deal with a changing competitive environment looking at external factors affecting business. For the coursework, students research and investigate a local successful business of their choice and present their findings

### **Unit 2: Planning and Presenting a Micro-Enterprise Activity - 30%. Coursework**

We consider promotional methods businesses use and how effectively they combine the Marketing mix. We look at aims/objectives, ownership, finance – revenue, costs, profit, cashflow and breaking-even and how small businesses obtain finance. For the coursework, students set up a business in theory investigating business ideas before writing their own business plan. They then have to pitch their ideas “Dragons Den” style to their teacher to gain investment for their idea.

### **Unit 3: Marketing and Finance for Enterprise - 40%. 2-hour examination**

The examination covers a wide range of business-related documentation and financial records needed for an understanding of record keeping within business. Three areas looking at promotional factors, targeting customers, segmentation, marketing budgets and advertising methods. Financial records, looking at documents in business, payment methods, revenue and costs, profits and liquidity. Finally, Cash flow, forecasting, break-even and sources of finance. Students will look how to monitor and improve the performance of an enterprise

## **Course Content**

The BTEC Enterprise course enables students to gain knowledge and an insight into the business world through the eyes of a small business. Students will look at many aspects of Business, from the entrepreneurialism through to growth and changes in ownership. It is very much hands-on, learning theory of business and then applying it to business examples. Students investigate local businesses, interviewing local business owners to write up about how businesses operate and thrive in the local area. We use a range of local businesses but equally students can look at a family business and evaluate its success.

Students will investigate business opportunities in the local area getting the chance to set up their own business in theory. They evaluate local opportunities and produce a business plan covering all the aspect of establishing a new enterprise. They also present this ensuring they have covered the financial aspects and the overall feasibility of the idea.

**Skills and Qualities Required for Success:**

- Students need a thirst for knowledge and an inquisitive nature to think about laws, politics, business activity, ethics and finance
- A thirst to find out more about how to make money
- They should have an interest in why some businesses are successful and why some fail
- A strong work ethic is important as students will need to be independent workers
- Ability to use independent research skills
- Ability and determination to complete their coursework to a high standard

**Futures**

Successful completion of this qualification will allow access to the following career pathways:

- Students successfully completing BTEC Enterprise could continue with Business at A-Level
- Many students enjoy Enterprise and go on to complete the BTEC Level 3 at college
- The subject is a good platform for a range of apprenticeships at Post-16 or Post-18

**Further Information:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html>

# GCSE FILM STUDIES

## Examination Board and Syllabus

WJEC GCSE Film Studies C670QS

## Form of Assessment

- Component 1: Externally Assessed Exam, 1 hour 30 min: 35% of GCSE grade
- Component 2: Externally Assessed Exam, 1 hour 30 min: 35% GCSE grade
- Component 3 Non-Examined Assessment Film production, followed by a
- 750-800-word evaluation: 30% GCSE Mark

GCSE Film Studies has a very tangible crossover with English Literature in terms of the exploratory and evaluative skills that the students will be developing; the course is very much essay-based (six essays across two exam papers,) and thus especially suited to students who enjoy constructing extended essay-style responses. Furthermore, as there are a number of subtitled films that we will be covering, it is imperative that students are equally prepared to 'read' films from other countries and cultures.

Ultimately, GCSE Film Studies is ideal for students who are interested in developing a critical and analytical understanding of how Film as an artform has developed over the course of the 20th and 21st Century, and the manner in which it both reflects and directs society itself. In this sense, there is also some overlap between subjects such as History, Politics, Sociology and Film Studies itself. To this end, in order to engage with the course, students should enjoy independent research and making deeper, wider observations on the context and ideological influences underlying the films that we will be studying.

Throughout the course, students will cover the following key aspects of Film Studies:

- Genre
- Narrative
- Context
- Representation
- Specialist Writing
- Aesthetics

During the course students will develop their ability to:

- Respond critically and analytically to a range of mainstream and independent films. Write scholarly, multi-layered essays addressing a range of ideological influences.
- Develop understanding and knowledge of the contexts informing film production.
- Explore the relationship between finished film product and audience.
- Enhance their skills in the planning and creation of films within a specific genre.
- Explore the developing world of media technologies.

The GCSE Film Studies course is divided into three areas:

**Component 1: Developments in US Film:** Students will be studying two thematically-linked films produced by the mainstream/Hollywood studios and an independently-produced US film.

**Component 2: Global Film:** Students will be studying three films: Global (English

Language), Global (Non English Language) and Contemporary British.

**Component 3:** Students will be required to both construct and produce a script to last between a two and a two and a half minute sequences for a film within a specific genre.

**Further Information:**

[https://www.wjec.co.uk/qualifications/film-studies-gcse/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/film-studies-gcse/#tab_keydocuments)

# **GCSE FOOD PREPARATION and NUTRITION**

## **Examination Board and Syllabus**

Eduqas Level 1/Level 2 GCSE (9-1) in Food Preparation and Nutrition

## **Form of Assessment**

### **Component 1:**

Principles of Food Preparation and Nutrition: Written examination: 1 hr 45 mins -50% of qualification

### **Component 2:**

Food Preparation and Nutrition in Action - Non-examination assessment:

Assessment 1: 8 hours,

Assessment 2: 12 hours -50% of qualification

The GCSE in Food Preparation and Nutrition develops skills and knowledge of food preparation and food science as well as enabling students to make informed decisions about food and nutrition.

The course offers progression into Level 3 vocational qualifications and A-Levels and supports progression into careers such as food scientist and nutritionist.

By studying food preparation and nutrition learners will:

- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

## **Further Information:**

[https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments)



# GCSE FRENCH

## Examination Board and Syllabus

AQA GCSE French (8652)

## Form of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a Higher and Foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

## Course content:

The topic areas that are covered in the four parts of the examination are:

**People and lifestyle:** eg. Identity and relationships, Healthy living, Education and work

**Popular culture:** eg. Free time activities, Customs and festivals, Celebrity Culture

**Communication and the world around us:** eg. Travel and Tourism, Media and Technology, Where People Live and The Environment

The content will teach you all about French culture, customs and traditions in the French speaking world, and of course, French food and fashion.

All topics and sub-topics are designed to build on previous work to lead to success in the GCSE exam.

The format of these exams and skills needed (detailed below) is made clear and practised as much as possible over the course. We use GCSE resources which include revision workbooks and exam past papers to give the students invaluable practice using correct examination techniques. Students are provided with key vocabulary lists at the start of the KS4 course and are encouraged to revisit regularly to check understanding and spelling. Students are assessed on this vocabulary through regular vocabulary and grammar testing, in addition to skills-based assessments which are used to support accessible and manageable learning for students.

## Futures

Students who are hoping to pursue a university or professional career will particularly benefit from pursuing an additional language. Speaking multiple languages really stands out. Universities know that languages are demanding, academic subjects that improve your ability to speak and write in English. They deepen your knowledge of the English language and etymology. They help you recognise patterns and crack codes more quickly than others. Having a GCSE in a language can therefore mark you out as particularly talented, whatever course you may be applying for.

Being multilingual can create opportunities to travel, study or live and work abroad. Language skills can be transferred to all types of work, and employers will be looking for these key skills. As a scientist,

you may want to collaborate with universities around the world; as a journalist, you might want to interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking more than one language could put you ahead of all the other candidates. Whatever you want to do in life, knowing more languages will grant you more opportunities.

However, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.

**Further Information:**

<https://www.aqa.org.uk/subjects/languages/gcse/french-8652/introduction>

# GCSE GEOGRAPHY

## Examination Board and Syllabus

AQA GCSE Geography 8035

## Form of Assessment

Paper 1: Living with the Physical Environment. 1 hour 30 min: 35% of GCSE grade

Paper 2: Challenges in the Human Environment. 1 hour 30 min: 35% of GCSE grade

Paper 3: Geographical applications. 1 hour 30 min: 30% GCSE Mark

## Course content

### Living with the physical environment:

- The challenge of natural hazards (tectonics, atmospheric, climate change)
- The living world (ecosystems, rainforests, deserts)
- Physical landscapes in the UK (coasts, rivers)

### Challenges in the human environment:

- Urban issues and challenges (including two contrasting case studies of a city in a LIC/NEE compared to a major UK city)
- The changing economic world (development, development indicators, causes of uneven development, including a case study of a LIC or NEE)
- The challenge of resource management (Water, Energy or Food)

### Geographical applications:

- Issue evaluation (Decision making exercise based upon a pre-release document sent out 12 weeks before the exam)
- Geography fieldwork (Questions based around our human and physical geography fieldwork visits)
- Geographical skills (Graphical, Cartographic, Numerical, Statistical)

## Additional Requirements

An enthusiasm for Geography, an inquisitive approach to the world around you and a desire to find out how the world is going to change in the future and how humans can deal with the challenges of the 21st century.

An interest in Maths and English is recommended as students are expected to develop and demonstrate a number of geographical skills, including numerical and graphical skills, as they use and analyse different types of data. In addition, Geography is an academic subject requiring competency in reading and writing ahead of three written exams.

## **Skills and Qualities Required for Success:**

### **Geographers can:**

- Produce a concise report
- Handle data
- Ask questions and find the answers
- Make decisions about an issue
- Analyse material
- Manage themselves
- Solve problems
- Think independently

### **Geographers are:**

- Good communicators
- Spatially aware
- Socially and environmentally aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible thinkers

## **Futures**

Post 16 A-Level: Geography, Geology, Sociology and Environmental Science.

## **Career Pathways**

Geography is a broad subject and is relevant to many different occupations. Consider the list below as a sample:

Urban/Rural Planning, Environmental Consultancy, Risk assessor, Hazard/Emergency Management, Government policy advisor, Journalist, Oceanography, Teaching, Architecture, Geographical Information Systems (GIS), Travel consultant, Transport manager, Climatologist, Aid worker.

## **Further Information:**

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

# **BTEC HEALTH and SOCIAL CARE**

## **Examination Board and Syllabus**

Pearson Edexcel BTEC Tech Awards Health and Social Care (2022)

### **Form of Assessment**

Assessment: 2 hr examination 40% of final grade

Coursework: 60% of final grade

Health and Social Care is an exciting and challenging vocational subject for all students passionate about making a difference in the world. It will introduce learners to the important knowledge, understanding and skills that are needed for working in this sector. The Health and Social Care course is hands-on course and gives students a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. Students get to know the core care values, develop valuable skills and explore potential careers

Students will complete three mandatory units:

### **Component 1: Human Lifespan Development**

### **Component 2: Health and Social Care Services and Values**

### **Component 3: Health and Wellbeing**

Components 1 and 2 are internally marked and graded by the teacher, while component 3 is an externally set and marked, synoptic, case study-based exam. The exam is based on the work studied in all three components. Coursework assignments will take a range of formats including report writing, information packs, writing reviews and demonstrating care values in a real situation then reviewing their own practice.

### **Skills and Qualities Required for Success:**

- Have an interest in people and the world around you
- Be open minded and able to see events from different points of view
- Ability to work independently and as part of a group
- Organisation as the coursework projects have strict deadlines

### **Further Information:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

# GCSE HISTORY

## Examination Board and Syllabus

AQA GCSE History 8145

## Form of Assessment

The course has two assessments completed at the end of Year 11:

Paper 1: 'Understanding the modern world': 2 hours, 50% of GCSE grade

Paper 2: 'Shaping the nation': 2 hours, 50% of GCSE grade

## Course Content:

### Paper 1

Section A: Period Study: Germany, 1890–1945. Democracy and Dictatorship

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazis

Section B: Wider World Depth Study: Conflict and tension: the inter-war years, 1918-1939

- Peace-making
- The League of Nations and international peace
- The origins and outbreak of the Second World War

### Paper 2

Section A: Thematic Study: Britain: Migration, empires and the people: c790 to the present day

- Conquered and conquerors
- Looking west
- Expansion and empire
- Britain in the 20th century

Section B: British depth studies and historic environment Elizabethan England, c1568–1603

- Elizabeth's court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

## Skills and Qualities Required for Success

There is no escaping the fact that GCSE History is a demanding course. A sound level of literacy is a must, given the dependence upon written communication in the assessment of the course. The course requires a continued commitment to developing as a historian, therefore, students need to respond positively to feedback and advice.

## **Futures**

History is a universal qualification which increases the prospects of any students. The course is highly respected throughout colleges and higher education establishments. The study of History develops the ability to balance arguments, analyse evidence and add weight to any argument. GCSE History is valued for any post-16 course. Furthermore, the skills are transferable to careers that require analysis of situations and handling of information.

## **Further Information:**

<https://www.aqa.org.uk/subjects/history>

# **TECH AWARD HOSPITALITY and CATERING**

## **Examination Board and Syllabus**

WJEC Level 1/ 2 Vocational Award Hospitality and Catering (Technical Award)

## **Form of Assessment**

Unit 1: Written Exam (40%) 90 Marks, 90min Exam

Unit 2: Controlled Assessment (60%) 9 Hours

The Level 1/2 Award in Hospitality and Catering offers progression into Level 3 vocational qualifications and supports progression into several careers in the food / catering industry.

## **Course content**

### **Unit 1: The Hospitality and Catering Industry** (externally assessed)

In this unit, students will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding students gain will enable them to respond to issues relating to all factors within the hospitality and catering section and provide them with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

### **Unit 2: Hospitality and Catering in Action** (internally assessed)

In this unit students will gain knowledge of the nutritional needs of a range of client groups in order for them to plan nutritional dishes to go on a menu. Students will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. A number of practical skills, techniques and cooking methods must be practiced before the students complete a practical cooking exam. Students will cook weekly to ensure that their skills are developed before the practical exam.

## **Further Information:**

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



# GCSE MUSIC

## Examination Board and Syllabus

Edexcel GCSE Music (2016) 1MU0

## Form of Assessment

### Component 1: Performing Music - 30%

- Performance 1: Solo Performance
- Performance 2: Ensemble (group) Performance

### Component 2: Composing Music - 30%

- Composition 1: Composition to a brief
- Composition 2: Free composition (students choose their own style and instrumentation)

### Component 3: Appraising - 40% (Written exam - 1 hour 45 mins)

- Critically listening to, analysing and answering questions about musical extracts (8 set works and unfamiliar music).

## Course content

Performing, composing and listening skills are integrated throughout the course in order to develop you as a musician. You will develop your knowledge and appreciation of music through these four areas of study:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

There are numerous performance opportunities throughout the course for you to perform as a soloist and as part of a group. It is important that you engage with a range of live music. There will be trips throughout the course to watch live music as well as masterclasses with professional musicians to develop and hone your skills.

## Skills and Qualities Required for Success

Students must play a musical instrument (this includes the voice) that can be used for performances in both solo and ensemble performances.

A genuine passion for this subject is essential. This course is an opportunity to take creative risks, experience on-stage performances and explore independent thinking and group work in a close-knit setting.

## Futures

This GCSE Music course provides a solid foundation for AS and A Level as well as preparation for a music related career. Even if music is not a career path, universities prefer students who are well rounded and have skills outside of the chosen subject – GCSE Music demonstrates this well. Aside

from this, GCSE Music equips students with the skills that are preferable to employers such as teamwork, communication, presenting skills, confidence, perseverance and problem solving.

### **Other relevant information**

Attendance at one extra-curricular activity during the course (per week) is compulsory as this supports performance and musical growth.

In order to succeed at GCSE Music, you must be having weekly lessons on your instrument or voice and practise regularly. In some cases, school can offer financial support to those struggling to fund instrumental lessons, depending on whether you are eligible.

### **Further Information:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

# **GCSE PHYSICAL EDUCATION**

## **Examination Board and Syllabus**

Pearson GCSE Physical Education (2016)

## **Form of Assessment**

Component 1: Written exam, 1 hour 30 minutes: 36% of GCSE grade

Component 2: Written exam, 1 hour 15 minutes: 24% of GCSE grade

Component 3: Practical: 30% of GCSE grade

## **Course content**

This course covers both practical and theoretical aspects of PE.

### **Component 1 Fitness and Body Systems**

Applied anatomy and physiology, Movement analysis, Physical training, Use of data.

Written exam. Assessment consists of multiple choice, short- and extended answer writing.

### **Component 2 Health and Performance**

Health, fitness and well-being, Sports psychology, Socio-cultural influences, Use of data.

Written exam. Assessed consists of multiple choice, short and extended answer writing.

### **Component 3 Practical Performance**

The three activities must be: one team sport, one individual and one of choice.

### **Component 4 Personal Exercise Programme (PEP)**

Students will produce a Personal Exercise Programme (PEP), analysis and evaluating performance. Assessment is both written and practical.

## **Further Information:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

# GCSE RELIGIOUS STUDIES

## Examination Board and Syllabus

Eduqas Level 1/Level 2 GCSE (9-1) in Religious Studies

## Form of Assessment

Assessment is 100% examination through 3 papers:

**Paper 1:** Religion, Philosophical and Ethical studies in the modern world. 2 hrs, 50% of GCSE grade

**Paper 2:** Study of Christianity. 1 hour, 25% of GCSE grade

**Paper 3** – Study of a world faith (Islam). 1 hour, 25% GCSE grade

## Course content

In this subject, students will consider Atheist, Agnostic and Theist approaches to belief and practice along with considering a range of ethical situations and philosophical ideas. Issues will be considered from a range of different faiths and secular perspectives, but will focus on Christianity, Islam and atheist approaches.

The topics students will consider include:

- Philosophical and Ethical approaches
- Cosmology and creation
- The nature of God
- The problem of evil and suffering
- Sources of guidance including Holy Texts
- Human rights and rules base on a range of sources of morality
- Faith in practice
- Celebrations and symbolism
- Relationships and Family
- Matters of life and death (Abortion and Euthanasia)
- Life after death

Lessons involve discussion and debate, arguments about moral issues and if the choices people make are 'right or wrong'. Students learn to write constructive and challenging responses. They are asked to think deeply about their own values and the values of others. Art, photography and film are used to enhance learning. These are challenging topics and this is a highly academic subject

## Further Information:

[https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_keydocuments)

# GCSE SEPARATE SCIENCES

## (BIOLOGY, CHEMISTRY, PHYSICS)

### Examination Board and Syllabus

Pearson Edexcel GCSE (9-1) Biology; Chemistry; Physics

### Form of Assessment

Six 1 hour 45 minute written examinations (*worth 100% of the total grade*) taken at the end of Year 11:  
2 x Biology; 2 x Chemistry; 2 x Physics

Students can opt to study the Edexcel Separate Science Awards in Biology, Chemistry and Physics. This involves studying all three sciences (Biology, Chemistry and Physics) separately **to gain three distinct GCSE grades** by the end of Year 11.

Over the two years, this course covers a wider range of scientific concepts from the fields of Biology, Chemistry and Physics. Learners are given the opportunity to develop a critical approach to scientific methods and evidence, while applying their knowledge and understanding of how science works and its essential role in society.

Practical work is embedded throughout and a minimum of 8 core practicals will be completed per individual GCSE and assessed through the written examination (15% of the total marks per paper).

The course is ideally suited for students who have a keen interest in science and the work ethic and enthusiasm to commit to completing this course to the very best of their ability. This course is an excellent foundation for those who are considering science related careers and / or those who have a real passion for science.

### Further Information:

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

(use the Change Specification drop-down to access Biology, Chemistry or Physics details)

# GCSE SOCIOLOGY

## Examination Board and Syllabus

AQA GCSE Sociology 8192

## Form of Assessment

Assessment: 100% examination. 2 units; each 50% of GCSE grade.

Both units will be sat at the end of Year 11.

**Unit 1:** Compulsory Core: Extended written questions on The Family and Education. 50% of final grade

**Unit 2:** Compulsory Core: Extended written questions on Crime and Deviance and Social Stratification. 50% of final grade

The Sociology course studies the culture and behaviour of groups within society. It examines structures such as the social class system, culture and social issues, crime and education. Sociology challenges commonly held beliefs about society and encourages skills of enquiry, independent research and evaluation. Topics include:

- The Sociological Approach: Students explore notions of culture, socialisation and identity.
- The Family: Focusing on how family imparts socialisation on its members and how the UK family has changed throughout history.
- Education: Students examine different educational approaches and its purpose, as well as who the system benefits the most. Relationships within schools and between schools and the work place are also studied.
- Crime and Deviance: We consider definitions of crime and deviance, as well as how society is controlled. We focus on patterns of crime (which groups are most likely to commit crime) as well as investigating why some people are more likely to commit crime. Students also look critically at how we measure crime, questioning the various methods of collecting data on the frequency of crime.
- Social Stratification: This element of the course examines inequality in society and the balance of power. Students question where power comes from and why it is that some are born into positions of power whilst others' opportunities may be limited.
- Social Research: Examining the basics of completing social research and understanding how sociologists investigate society. We consider problems and limitations of social research and explore techniques to create valid and useful studies of social phenomena.

## Further Information:

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

# GCSE SPANISH

## Examination Board and Syllabus

AQA GCSE Spanish (8692)

## Form of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a Higher and Foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

## Course content

The topic areas that are covered in the four parts of the examination are:

- **People and lifestyle:** eg. Identity and relationships, Healthy living, Education and work
- **Popular culture:** eg. Free time activities, Customs and festivals, Celebrity Culture
- **Communication and the world around us:** eg. Travel and Tourism, Media and Technology, Where People Live and The Environment

The content will teach you all about Spanish culture, customs and traditions in the Spanish- speaking world, and of course, Spanish food and fashion.

All topics and sub-topics are designed to build on previous work to lead to success in the GCSE exam.

The format of these exams and skills needed (detailed below) is made clear and practised as much as possible over the course. We use GCSE resources which include revision workbooks and exam past papers to give the students invaluable practice using correct examination techniques. Students are provided with key vocabulary lists at the start of the KS4 course and are encouraged to revisit regularly to check understanding and spelling. Students are assessed on this vocabulary through regular vocabulary and grammar testing, in addition to skills-based assessments which are used to support accessible and manageable learning for students.

## Futures

Students who are hoping to pursue a university or professional career will particularly benefit from pursuing an additional language. Speaking multiple languages really stands out. Universities know that languages are demanding, academic subjects that improve your ability to speak and write in English. They deepen your knowledge of the English language and etymology. They help you recognise patterns and crack codes more quickly than others. Having a GCSE in a language can therefore mark you out as particularly talented, whatever course you may be applying for.

Being multilingual can create opportunities to travel, study or live and work abroad. Language skills can be transferred to all types of work, and employers will be looking for these key skills. As a scientist, you may want to collaborate with universities around the world; as a journalist, you might want to

interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking more than one language could put you ahead of all the other candidates. Whatever you want to do in life, knowing more languages will grant you more opportunities.

However, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.

**Further Information:**

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8692/introduction>



# BTEC SPORT

## Examination Board and Syllabus

Pearson Edexcel BTEC Tech Awards Sport (2022)

### Form of Assessment

The course will be assessed through the following methods:

A written exam: 1 hr 30 mins, worth 60 marks

Typed Coursework: Practical performances (*both delivering a sport session and performing sporting skills*)

### Course content

This course covers the following three Components:

**Component 1** - Preparing participants to take part in sport and physical activity.

During classroom lessons, students will explore the different types and provision of sport and physical activity available for different types of participants. They will identify the barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

During practical lessons, students will be tasked with planning and delivering a sporting warm up to their peers. This will reinforce the work covered in class and computer rooms.

**Component 2** - Taking part and improving other participants.

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

**Component 3** - Developing fitness to improve other participants' performance in sport and physical activity. This component is externally assessed.

Please note: There will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

### Skills and Qualities Required for Success

- Evidence of attendance at one extra-curricular per week, either at lunch times or after school.
- A keen interest in all areas of sport, not just practical lessons
- Application of information technology
- A keen interest in how the body copes with sporting activities
- Ability to lead others
- Ability to work independently on a task over several lessons
- The ability to produce presentations and perform them in front of others
- Bringing your PE kit to every practical lesson.

## **Futures**

BTEC Sport allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, sports science, sports psychology, sports rehabilitation, sports massage, journalism, teaching / lecturing, recreational management, leisure activities, the fitness industry, strength and conditioning, biomechanics, physiology, coaching and officiating.

## **Further Information:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>



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