

Curriculum Pathways

Key Stage 4 information

2024-26



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Overview

Our KS4 curriculum is guided by the national curriculum, which sets out the programmes of study for all subjects. Our core subjects studied by all students are English, Maths and Science. All students must take part in **2 hours of PE each week**, to support our aim that students are physically active for sustained periods of time and engage in competitive sports and activities and lead healthy, active lives.

There is also a requirement to study personal, social, health and economic education as well as citizenship, which provides students with knowledge, skills and understanding to prepare them to play a full and active part in society. We also focus on life skills such as how to manage money, make sound financial decisions, keep fit and healthy, to help support the next phase in their life after leaving school.

At St Martins School we also study 'arts' for all. We passionately believe that creativity and adaptability are two keys characteristics that employers of the future will be looking for. Our arts courses develop our student's confidence and resilience and enable students to shine in a variety of disciplines including art, dance, music, and acting. Students have already chosen an arts option in year 8 and will continue with this course through year 10 and 11.

Modern languages are important at St Martins School and going forward the vast majority of our students from the current year 9 onwards will continue to study GCSE French or Spanish. However, there will be a small number of students who will be on a modified pathway, but this will be discussed individually with relevant students. Exams for both the languages will be sat at the end of Year 10. This allows for the more intensive language learning, with language skills re-enforced regularly. For any students wishing to study languages post 16 there is opportunity to choose GCSE French as an option for year 10 and 11.

Ms. Z. Mottershaw, Assistant Head – Aspire

YEAR 10

English	Maths	Core PE	Science	Arts (already selected)	MFL (already selected)	Option 1	Option 2
4 hrs	4 hrs	2 hrs	5hrs	2 hrs	4 hrs	2 hrs	2 hrs
				Art GCSE Drama Music Dance	Spanish French Vocational	GCSE Geography GCSE Food CAMNAT PE GCSE History	GCSE History GCSE Design Tech BTEC Travel & Tourism CAMNAT Enterprise and Marketing CAMNAT Creative I-Media

YEAR 11

English	Maths	Science	Private study	Life skills /PSE	Core PE	Arts	Option 1	Option 2
4 hrs	4 hrs	5 hrs	1 hrs	1 hrs	2 hrs	2 hrs	3 hrs	3 hrs
			Non examined	Non examined	Non examined	Art GCSE Drama Music Dance	GCSE Geography GCSE Food CAMNAT PE GCSE History	GCSE History GCSE Design Tech BTEC Travel & Tourism CAMNAT Enterprise and Marketing CAMNAT Creative I Media

New GCSE Grading and Equivalents:

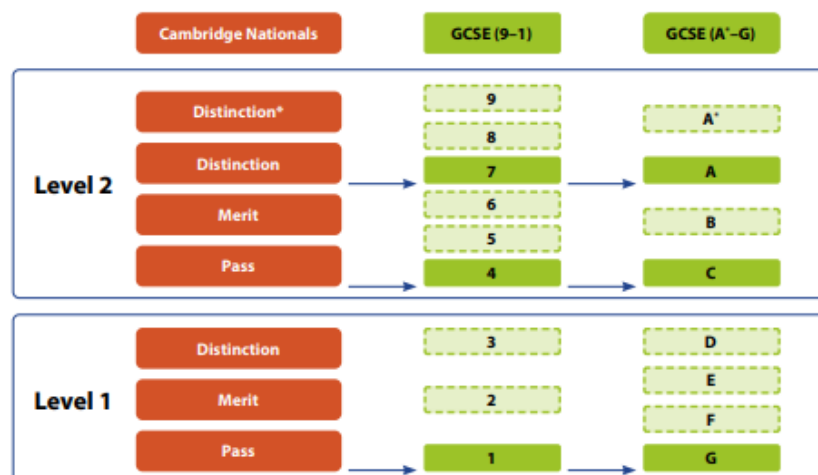
GCSE Grade	Equivalent 'traditional' Grade
9	A** (top 3% nationally)
8	A*
7	A
6	B (top 2/3)
5	B (bottom 1/3) and C (top 1/3)
4	C (bottom 2/3)
3	D
2	E
1	F/G

BTEC - Technical Award Grading (Creative Arts and Travel and Tourism)

Grade	Equivalent New Grade
Level 2 Distinction *	8.5
Level 2 distinction	7
Level 2 merit	5.5
Level 2 pass	4
Level 1 distinction	3
Level 1 merit	2
Level 1 pass	1.25
Unclassified	0

Cambridge National/CAMNAT (Creative IMedia, Enterprise and Marketing and PE

How do Cambridge Nationals grades compare to GCSE (9-1)?



Grades for Cambridge Nationals and for GCSEs align at key points.

Level 1 covers GCSE grades 3–1 (or D–G) and Level 2 GCSE grades 9–4 (or A*–C).

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to grade 7

Timeline

KS4 Curriculum

It is important to read about the subjects mentioned in this booklet carefully as it will help you understand what is expected of you next year

- Curriculum Information booklet published February 2024
- Links to presentations by departments shared on school websites 26th February (please watch these prior to the online forum) <https://www.stmartins3-16.org/curriculum/options/>
 - Year 9 Parents and student online Forum Thursday 29th February from 6.00pm – 7.00pm (virtually via teams and recorded – please contact school if you would like to be sent the link to the recording)
 - This gives you more information about the curriculum
 - Q&A with head of school and assistant head Aspire
- Support from tutors, Heads of House, Ms Mottershaw and Ms Lovecy including mini interviews to discuss possible choices
- Completed final preference form returned to school by Friday 19th April



Pathways to Success

Core Curriculum

In year 10 all students will continue to study the 'core subjects'. The outline of each of these subjects is in the following pages. Detailed course information is available on the website [Aspire \(stmartins3-16.org\)](http://stmartins3-16.org).

An Arts subject was chosen at the end of year 8 and a modern foreign language was selected at the end of year 7.

In this booklet you will find information about all our courses of study.

All students must choose a Humanities option **either History or Geography**.

“Believe you can and you're halfway there.” Theodore Roosevelt

At St Martins School the **core curriculum** consists of:

- English and English Literature
- Mathematics
- Science
- PE – non examined
- Geography or History
- Modern Foreign Languages (opted started studying in year 8)
- An ‘arts’ subject (opted started studying in year 9)

CORE –ENGLISH LANGUAGE AND LITERATURE

QUALIFICATION OBTAINED: two GCSEs using the Eduqas examination board

BRIEF OUTLINE OF THE SUBJECT:

English language is taught as a combined course with English literature. English language teaches skills in reading, writing and speaking and listening. Literature focuses on three key texts and a variety of poetry.

Assessment:

English language: two examinations covering fiction and non-fiction reading and writing.

English literature: two examinations testing a selection of poems and set texts. Set texts include *Romeo and Juliet*, *An Inspector Calls* and *A Christmas Carol*.

Speaking and Listening: an individual presentation

CORE -MATHEMATICS

QUALIFICATION OBTAINED: GCSE (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Mathematics is taught in sets according to the ability and capability of the students. We teach to the 2-tier GCSE which allows grades 1-5 at Foundation and grades 4-9 at Higher.

We are constantly developing our scheme of work to respond to the demands of the GCSE and the needs of the modern world, where students will be expected to apply their knowledge in unfamiliar situations rather than answer straight forward questions. This involves developing a willingness to try without the guarantee of immediate success, or instant help, and to be encouraged to proceed until problems are solved.

We support students throughout their GCSE and particularly year 11 through intervention in small groups, revision classes at lunchtime and after school. We encourage students to invest extra time and effort, which we will always match, in order to achieve the best grade possible.

HOW THE SUBJECT IS ASSESSED:

Ongoing assessment throughout year 10 and 11, including Mock exams in year 11.

Final assessment takes place in the summer of year 11 where pupils will sit 3 papers; one calculator and two with calculator available.

There is no coursework element in maths and the final grade awarded is based solely on performance in these final exams.

CORE - SCIENCE

QUALIFICATION OBTAINED:

AQA Combined Trilogy Science GCSE (dual-award) or AQA GCSE Biology, AQA GCSE Chemistry and GCSE Physics

BRIEF OUTLINE OF THE SUBJECT:

Our Aim: Make Science accessible and interesting for all

We believe that science has something to offer every student, so want to provide opportunities for you to complete qualifications that will help meet your needs, abilities and aspirations.

WHAT COURSE WILL YOU FOLLOW?

Students begin the GCSE courses in year 9. During year 10 some students may sit their Biology GCSE Mock exam, and in year 11 they will then focus on the Chemistry and Physics GCSE, all while maintaining their Biology knowledge. Alternatively, pupils will transition to the Combined pathway where they will complete the AQA Combined Trilogy Science GCSE (dual-award) Exams. The exams cover all three scientific disciplines, they last 1hour and 15mins and there are 2 Biology, 2 Chemistry and 2 Physics separate papers..

HOW WILL IT BE ASSESSED?

Both separate and combined science courses are assessed through six external examinations.

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FRENCH

QUALIFICATION OBTAINED: GCSE French (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This subject consists of **four units** based on the skills of **speaking, writing, reading and listening**. Each makes up 25% of the overall GCSE awarded.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech.
- Reading – understand and respond to different types of written language.
- Writing – communicate in writing.

There are 5 themes in the specification. They are: Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, study and work; International and Global dimension.

Please note that current year 9 French students have already begun their GCSE course and by the end of year 9 would have covered 4 out of the 8 modules – and 2 of the 5 themes.

Useful links for GCSE FRENCH

<http://www.edexcel.com/quals/gcse/gcse09/mfl/french/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<http://www.languagesonline.org.uk/>

<http://www.whystudylanguages.ac.uk/>

SPANISH

QUALIFICATION OBTAINED: GCSE Spanish (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This subject consists of **four units** based on the skills of **speaking, writing, reading** and **listening**. Each makes up 25% of the overall GCSE awarded.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech.
- Reading – understand and respond to different types of written language.
- Writing – communicate in writing.

There are 5 themes in the specification. They are: Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, study and work; International and Global dimension.

Please note that current year 9 Spanish students have already begun their GCSE course and by the end of year 9 would have covered 4 out of the 8 modules – and 2 of the 5 themes.

Useful links for GCSE SPANISH

<http://www.edexcel.com/quals/gcse/gcse09/mfl/spanish/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/spanish/>

<http://www.languagesonline.org.uk/>

<http://www.whystudylanguages.ac.uk/>

QUALIFICATION OBTAINED: GCSE Art and Design OCR

Brief outlines

Portfolio (60%)

The OCR syllabus requires that students submit **one unit of coursework** (Portfolio). This body of work will constitute 60% of the final grade. This *coursework* will be completed in lesson time, art club and at home throughout Year 10 and up to the end of the Autumn Term in Year 11. The successful student will need to keep a sketchbook and be self-motivated and enthusiastic about working outside lesson time.

Exam (40%)

The remaining 40% will be determined by an examination. Exam papers will be issued to students from the beginning of January in Year 11. Each student will prepare an answer (over several weeks) to one question posed by the examination board (OCR). Following this a final outcome will be produced during a formal 10 hour examination (*over two whole school days*). The resulting body of work is produced and marked in the same manner as the Portfolio unit.

How it is assessed

All work produced in class and at home will count towards the final grade. The students work will be exhibited in the Art Department at the end of the course, which in turn is assessed by staff then moderated by an external moderate. Portfolio and exam will be assessed using the OCR Criteria below.

AO weightings in OCR's GCSE (9–1) in Art and Design

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of GCSE (9–1) Art and Design				
	AO1	AO2	AO3	AO4	Total
Portfolio (01)	15	15	15	15	60
Externally set task (02)	10	10	10	10	40
	25	25	25	25	100

Course Requirements - Possible Portfolio units:

Food (2/3-D) - You will produce observed studies of food and develop artwork influenced by a range of artists:

Wayne Thiebaud (painting of cakes)
(Paintings of Bottles)

Sarah Graham (Paintings of Sweets) Kate Brinkworth
Andy Warhol (printmaking from packaging)

Claes Oldenburg (sculpture of food)
Patianne Stevenson (sculpture of food)
Kate Malone (Ceramics of food)

Following this experience, each student chooses one of the above to specialise in. The final outcome will be the result of more in depth research and development inspired by the relevant artist. Students are also given the opportunity to research another artist of their choice relating to the unit.

Self-Portrait (2-D)

You will produce self-portraits in response to the work of:

Chuck Close (photo)
David Hockney (abstracted/ fragmented)
Melissa Cooke
Barbara Kruger
Jenny Saville
Cindy Sherman
Cristina Otero
Frida kahlo

Each student produces a final (overall) self-portrait using the skills learned. Again students are given the opportunity to research another artist of their choice relating to the unit.

Gallery Visits

To be decided on during the course to coincide with current exhibitions both locally and nationally.

Careers

The modern workplace needs a creative mind that offers lateral thinking and innovative solutions. Students leaving with art and design qualifications will have opportunities to move into a number of different occupations including: artist (painter, printmaker, ceramicist/ potter, sculptor etc.); designer (graphic, three-dimensional, fashion, textile, theatre stage etc.); animator; jewellery maker; photographer; Architect; museum/ gallery curator; exhibition organiser; gallery education officer; art teacher/ lecturer.

QUALIFICATION OBTAINED: BTEC Tech Award in Music

BRIEF OUTLINE OF THE SUBJECT:

- Assessed with performance-based tasks and assignments, rather than written exams, however they will be supervised in medium control settings, they are unable to copy work or share their work with others and it all has to be completed under **supervision** in **school**.
- Clear progression onto Level 3 study for students who want to explore performing arts further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

The course is made up of three components: **two** that are **internally assessed** and **one** that's **externally assessed**.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1 Explore

Aim: Explore musical styles and techniques, and gain an understanding of roles in the industry

Assessment: **Internally** assessed assignments

Weighting: 30% of your total course during Component 1, you will:

- **Explore** different styles and genres of music.
- **Take part** in practical workshops to understand the music creation process.
- **Learn** about the different roles within the music industry.
- **Investigate** relationships between different areas of the music industry processes.

Component 2 Develop

Aim: Develop musical knowledge, skills, and techniques and apply them to a music product

Assessment: **Internally** assessed assignments

Weighting: 30% of your total course during Component 2, you will:

- **Develop** a range of skills.
- **Reflect** on their progress, and on areas for improvement.
- **Choose** a job role and explore the skills needed to fulfil it.
- **Apply skills** and techniques in a music performance, creation or production.

Music Component 3: Responding

Aim: Put skills into practice by responding to a brief as a composer, performer or producer

Assessment: **Externally** assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of your total course.

To achieve this aim, your students will:

- **Choose** an area of the industry that excites them (composer, performer, or producer).
 - **Explore** the brief and come up with possible responses and ideas.
 - **Use** relevant resources, skills and techniques to develop and refine musical material.
 - **Present** their final response (solo or in a group).
 - **Review** and reflect their approach to the brief and their final outcome.
-

ARTS - PERFORMING ARTS

QUALIFICATION OBTAINED: Btec Tech Award in Performing Arts (**Acting & Dance pathways**)

- Assessed with performance-based tasks and assignments, rather than written exams, however they will be supervised in medium control settings, they are unable to copy work or share their work with others and it all has to be completed under **supervision** in **school**.

Research can be completed at home and this can be taken into the room for their writing of their coursework

- Clear progression onto Level 3 study/A level or even an apprenticeship for students who want to explore performing arts further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

The course is made up of three components: two are internally marked but a selection of ten students' work will be selected to be externally moderated where they will decide the grade.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1:

Aim: Develop the performing arts skills and techniques in your selected format – dancing or acting; you will select a scene or dance that links to the theme set by Pearson.

Assessment: This is internally set but externally moderated by the exam board

Weighting: 30% of your total course. During component 2 you will:

- During the **rehearsals** and **preparation of which you will have documents and stated how your selected scene links to the theme supplied by Pearson, Develop** and **apply** your skills and techniques to shape your final performance, **including**:
 - interpretative skills
 - performance skills
 - characteristics of the style/genre
 - communication of meaning, intentions and links to theme

The **written** document will include:

- personal review and reflection on skills and progress
- response to feedback.

Evaluation of your performance reflecting on your strengths and areas for improvement

Component 2: Develop

Aim: Get a taste for what it is like to be a professional Dancer or Actor exploring different styles and analysing live or recorded performances in a written document; there will be practical explorations into these styles

Assessment: This is internally set but externally moderated by the exam board

Weighting: 30% of your total course. During component 1 you will:

Investigate:

- stylistic qualities of the chosen work
- features, creative intentions and purpose of the work in relation to the theme: beginnings
- influence of other professional, performing arts work and/or styles
- skills required to create professional work
- roles and responsibilities required to create professional work

Explore:

how ideas are generated and developed

- how rehearsal/design processes are used
- the approaches used to create work
- 'production process'

Component 3: Apply

Aim: Consider how practitioners adapt their skills for different contexts, and put this into practice in a performance

Assessment: **Externally** assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of your total course

To achieve this aim, your students will:

- **use** the brief and previous learnings to come up with ideas
- **build** on their skills in classes, workshops and rehearsals
- **review** the process using an ideas and skills log – 2 x written report
- **perform** a piece to their chosen audience which is filmed
- **reflect** on their performance in an evaluation report...

Choices

ALL STUDENTS - Please select 1 choice from each of option 1 and option 2

All students MUST opt for geography or history. Students may opt to study both.

OPTION1:

1. GCSE Geography
2. GCSE History
3. CAMNAT PE
4. GCSE Food Preparation and Nutrition

OPTION2:

1. GCSE History
2. GCSE Geography
3. GCSE Design & Technology
4. BTEC Travel & Tourism
5. CAMNAT Enterprise and Marketing
6. CAMNAT Creative I-Media

Enterprise & Marketing

Examination Board: Cambridge National (CAMNAT) Certificate in Enterprise & Marketing (Levels 1 & 2)

Course Content:

This qualification is for students who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. The course will provide students with an understanding of business using local, national and global examples to supplement the learning and understanding.

All students will study three mandatory units and complete these units of assessment to achieve their qualification:

Unit R067: Enterprise and marketing concepts

Assessment is 1 hour and 15 minute written examination, **70 marks**, OCR set and externally marked.

Weighting is 40% of the grade awarded

Part A – comprising of 10 multiple choice questions (MCQs)

Part B – comprising of short answer questions and three extended response questions.

Setting up and running a business enterprise is an exciting challenge. In this unit, students will learn about the **key factors** to consider and activities that need to occur to operate and small start-up business including:

- **Characteristics** of an entrepreneur, risk and reward for an enterprise.
- **Market research** - types of research, methods of research, types of data, the benefits of market segmentation and customer profiles.
- **What makes a product financially viable**- you will look at the cost- of producing the product, revenue generated, profit/loss, break-even as an aid for pricing and costings plus the importance of cash.
- **Creating a marketing mix** to support a product-Product, price, place, and promotion, public relations, customer service, product lifecycle, extension strategies, factors to consider when pricing to attract and retain customers, pricing strategies.
- **Factors to consider when starting up and running an enterprise**- types of ownership, sources of capital for start- up and growth, support available for enterprises.

Students will then demonstrate and **apply this knowledge** and understanding within the activities **assessed for units R068 and R069.**

THE EXAM THEORY PREPARES STUDENTS FOR THEIR COURSEWORK, WE WILL STUDY THE THEORY AND APPLY THIS TO THE ASSESSMENT AS WE GO ALONG. ONE PICE OF COURSEWORK WILL BE COMPLETED IN YEAR TEN AND THE OTHER FINISHED IN YEAR 11.

Unit R068: Design a business proposal

Assessment is internally assessed and externally moderated. The task is an OCR-set assignment that is practical in the context. **Weighting** is 30% of the grade awarded.

Creating a new product is an exhilarating task. If you want to make a profit from the product, it must meet customer needs and stand out from similar products in the market. Students are presented with a business challenge from which they create a researched and costed business proposal. The students will carry out:

- **Selecting** appropriate primary and secondary research and sampling methods they will use
- **Complete and analyse** their market research findings; create a customer profile for their product
- **Develop** a product proposal- create a design mix for your new product, produce some designs, review these and complete a final design with an evaluation
- **Review the financial viability** of the product- looking at costs, revenue, break even and profit of your product; deciding on pricing strategies to use to be effective
- **Review** likely success of the new product

All aspects studied for the exam, they will apply the knowledge they have to the design challenge.

Unit R069: Market and pitch a business proposal

Assessment is internally assessed and externally moderated. The task is an OCR-set assignment that is practical in the context. **Weighting** is 30% of the grade awarded.

Following on from unit R068, where students created a design proposal for a product, students now need to understand how to create a brand identity and promotional plan for their product proposal. Students prepare for, and pitch the business proposal that they developed in the previous unit.

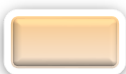
They will:

- **Develop** a brand identity- what is a brand and why are they used, look at branding methods, key factors when researching competitors and identifying opportunities and threats in the outside world
- **Create** a promotional campaign- explain the objectives- how you will get noticed, what makes you different, and how successful do you think you will be? What promotional material will you use?
- **Complete** a practice pitch- work on presentation, personal and communication; review your performance with feedback from others then adjust your presentation.
- **Deliver** a professional pitch to people that are not involved in this department – it has to be others, you have to impress them, be convincing 😊
- **Review** – how successful were you? What would you do differently- all businesses look at what makes them successful and how they can make changes to improve

Sites to use:

- www.businessed.co.uk GCSE Business - BBC Bitesize (156) Bizconsesh - YouTubeBusiness | Two Teachers | United Kingdom Hodder Education also sell a book which would be helpful

Definite
preference



Maybe
preference



Definite
no



Design and Technology

QUALIFICATION OBTAINED: WJEC Eduqas GCSE Design and Technology

WHAT COURSE WILL YOU FOLLOW?

Core knowledge and understanding is presented in five clear and distinct topic areas:

- **design and technology and our world**
- **smart materials**
- **electronic systems and programmable components**
- **mechanical components and devices**
- **materials**

All students would be taught the core knowledge topics which would include understanding a user needs, the design process, how to write and interpret design briefs and specifications. They would explore other designers and their work and consider how this could influence their own design choices.

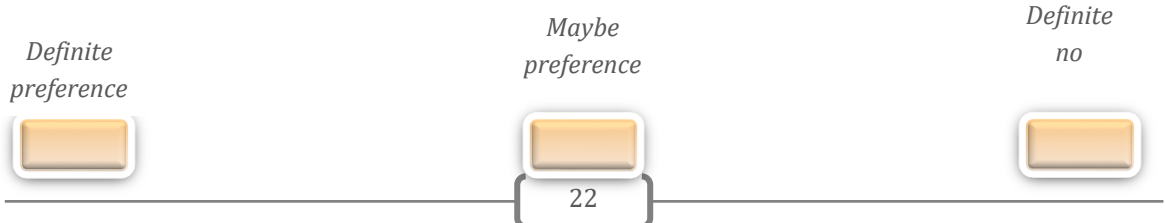
They would learn how to use CAD/CAM facilities to make design prototypes.

They would learn about different materials and how they are constructed, can be worked with and different finishing techniques that could be applied to them.

HOW WILL IT BE ASSESSED?

50% WRITTEN EXAM PAPER AT THE end OF YEAR 11 – 1 HOUR 45 MINUTES

50% Controlled assessment (similar to coursework) TO BE COMPLETED IN YEAR 11.



Food Preparation and Nutrition

QUALIFICATION OBTAINED: Eduqas Food Preparation and Nutrition (GCSE)

BRIEF OUTLINE OF THE SUBJECT:

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

As well as the full range of practical skills students are required to understand the characteristics and properties of the materials they are working with.

HOW THE SUBJECT IS ASSESSED:

Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of the qualification.

The topics assessed will have been taught across the two-year period and will include; food safety, food provenance, nutrition and many others. This will be a written exam paper sat at the end of the course.

Students will have the option to purchase a revision guide for this subject which is highly recommended.

Food Preparation and Nutrition in Action Non-examination assessment 50% of the qualification

Assessment 1: The Food Investigation Assessment 15% of total qualification - A Food Investigation will be set that will require each learner to: (a) research and plan the task (b) investigate the properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task (d) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation

Assessment 2: The Food Preparation Assessment 35% of total qualification – Based upon a pre released brief from the exam board. Students will be asked to plan, prepare, cook and present a selection of dishes. The dishes selected will be chosen by the student, but will be expected to respond to the brief released by the exam board. The cooking of these dishes for their final assessment will be a 3 hour practical exam in school.

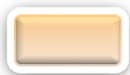
Both of these controlled assessment tasks will be completed from September in Year 11 to the February ½ term of Year 11. Both of these controlled assessment tasks is where students are awarded credit for their practical cooking skills. Cooking at home is crucial to improve and develop

Food Preparation and Nutrition

their practical skills and improve their final menu before the final practical exam.

Students will be expected to provide ingredients from home for their practical lessons in year 11 as each student is expected to cook different dishes. Some support can be provided by school but students will need to take increasing ownership of planning their dishes, purchasing ingredients and bringing them into school. Choosing this subject means agreeing to these terms.

*Definite
preference*



*Maybe
preference*



*Definite
no*



GEOGRAPHY

QUALIFICATION OBTAINED: GCSE Geography (WJEC Eduqas specification A)

BRIEF OUTLINE OF THE SUBJECT:

Component 1: Changing Physical and Human Landscapes

Theme 1: Landscapes and Physical Processes, Theme 2: Rural-urban Links and Theme 3: Tectonic Landscapes and Hazards

Component 2: Environmental and Development Issues

Theme 5: Weather, Climate and Ecosystems, Theme 6: Development and Resource Issues and Theme 7: Social development

Component 3: Applied Fieldwork Enquiry.

Component 1: You will develop an understanding about what makes different landscapes unique, how people can affect our landscape and how different processes create a range of river and coastal landforms. Theme 2 focuses on the links between cities and the countryside and how the world's population is changing. Theme 3 builds on tectonics from year 9 where you will look at landforms created by tectonic processes and how the hazards associated with these can be reduced.

Component 2: In this component you will focus on how climate change is affected people and place, weather patterns and their hazards as well as human influences on ecosystems at the range of different levels. Theme 6 looks at global inequalities and how and why some places are richer than others as well as how we can manage water resources and reduce inequalities. Theme 7 investigates the social side of development; here we look at the impact HIV/Aids and Malaria has on the world as well as the impact of refugees and child labour.

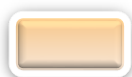
Component 3: Applied Fieldwork Enquiry: Pupils will go on two field trips one looking at human impacts and one looking at our physical environment. There are three parts to this component, part a focuses on methods of fieldwork collect and the analysis, part b assesses how the fieldwork can be used to investigate other places and part c assesses the application of the fieldwork and the justification of a decision.

GEOGRAPHY

HOW THE SUBJECT IS ASSESSED:

Component	Exam length	What is it worth?
1: Changing Physical and Human Landscapes	1 hour 30 mins	35%
2: Environment and Development Issues	1 hour 30 mins	35%
3: Applied Fieldwork Enquiry	1 hour 30 mins	30%

*Definite
preference*



*Maybe
preference*



*Definite
no*



HISTORY

QUALIFICATION OBTAINED: GCSE History – Eduqas (WJEC)

BRIEF OUTLINE OF THE SUBJECT:

- Unit 1: The Elizabethan Age, 1558-1603
- Unit 2: Germany in Transition, 1919-1939
- Unit 3: The Development of the USA, 1929-2000
- Unit 4: Changes in Crime and Punishment in Britain, c.500 to the present day

Unit 1: This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy, looking at events such as the Spanish Armada.

Unit 2: This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people.

Unit 3: This option focuses on the key trends and turning points that have affected the development of the USA between 1929 and 2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the USA. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period, such as the Civil rights movements.

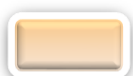
Unit 4: This option focuses thematically on the main trends in the history of crime and punishment in Britain from c.500 to the present day. Candidates will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment from c.500 to the present day

HISTORY

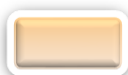
How is the Subject Assessed?

Unit Number	Assessment type	What is it worth?
Unit 1 &2	2 hour exam	50%
Unit 3 & 4	2 hour exam Unit 3 - 45 minutes Unit 4 – 1 hour 15 mins exam	50 %

*Definite
preference*



*Maybe
preference*



*Definite
no*



Creative iMedia

QUALIFICATION OBTAINED: Cambridge Nationals (CAMNAT) Creative iMedia Level 1/Level 2 - J834

In our Creative iMedia course, you'll learn some cool stuff about digital media. Here's what you'll be doing:

1. **Understand the Basics:** Learn the basic rules and ideas behind digital media. This includes how things like design, media codes, and conventions affect what we see and use. Also, learn how to plan things before actually making them, and understand the legal side of things.
2. **Practical Skills:** Get hands-on experience! Learn skills that you can actually use in real life, like making digital graphics and comics. You will also learn about roles in the Media industry, how digital products are designed and how digital content is distributed across distribution platforms.
3. **Think in Different Ways:** Be creative! Think of new and different ideas. Also, learn to analyse things, think logically, and look at stuff critically (like a detective!).
4. **Be Independent and Confident:** Get good at doing things on your own. Feel confident using the skills you learn, not just for media jobs but for other things too.
5. **Make Cool Stuff:** Learn to plan, create, and review digital media projects. Make things that are useful and that people will like, keeping in mind what your boss (client) wants and what the people who will use it (target audience) like.

Creative iMedia is about learning how to use technology to make web-based or digital solutions, and learning how to use various software to solve real-life digital problems. This course will prepare you for Level 3 Digital or Business subjects and will teach you the traditional processes that employers are looking for from independent workers.

You are assessed by completing 2 pieces of extended coursework, Visual identity and digital graphics (25%) in Year 10 and Characters and comics (35%) in Year 11. Throughout the course we study theory for the unit Creative iMedia in the media industry (40%) and in the summer of Year 11 you will sit a 1 ½ hour exam.

Creative iMedia

Unit R093: Creative iMedia in the media industry (exam)

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- o The media industry
- o Factors influencing product design
- o Pre-production planning
- o Distribution considerations

Unit R094: Visual identity and digital graphics (Year 10 coursework)

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

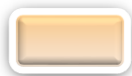
Unit R095: Characters and comics (Year 11 coursework)

This is assessed by completing a set assignment.

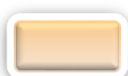
In this unit you will learn how to plan, create and review comics which contain original characters. Topics include:

- o Plan characters and comics
- o Create characters and comics
- o Review characters and comics

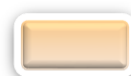
*Definite
preference*



*Maybe
preference*



*Definite
no*



PHYSICAL EDUCATION

QUALIFICATION OBTAINED: OCR Cambridge National (CAMNAT) course in Sports Science- Level 1 and 2. Course code- J828.

BRIEF OUTLINE OF THE SUBJECT:

This course will be completed in year 10 and year 11 and will be taught in a practical and theory setting. This course is in addition to their 2 hours of compulsory PE lessons per week. Therefore they will have 2 hours of Sports Science and 2 hours of practical PE in year 10 and 3 hours of Sports Science and 2 hours of practical PE in year 11.

Students will complete two units of work in the form of submitting assignments:

1. The body's response to physical activity and how technology informs this (3 assignments on short and long term effects of exercise and how technology is used to record and monitor fitness).
2. Applying the principles of training: fitness and how it affects skill performance (5 assignments on Components of fitness, fitness testing, methods and principles of training and SMART Targets).

Students will also complete one exam paper (1 hour and 15 minutes) focussing on Reducing the risk of sports injuries and dealing with common medical conditions.

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) GCSE Grade 4 level

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

Our Cambridge National in Sport Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Science (physiological and psychological aspects).
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely.
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions.

PHYSICAL EDUCATION

- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes.
- Develop knowledge of either how the body responds to exercise and understand how technology helps inform us of these changes, or a delve into the world of sports nutrition to understand how what we eat can impact our performance in sport.
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical movements of the human body.

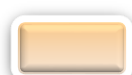
What can I do after I have completed the course?

As well as being the ideal preparation for A /S and A level Physical Education course, OCR Cambridge National allows progression to related vocational qualifications for example Btec firsts and nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include teaching, coaching, officiating, the fitness industry and the armed forces.

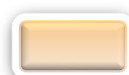
*Definite
preference*



*Maybe
preference*



*Definite
no*



Travel and Tourism

QUALIFICATION OBTAINED: B/TEC Tech Award Level 1/2 in Travel and Tourism

BRIEF OUTLINE OF THE SUBJECT:

The Tech Award gives learners the opportunity to develop applied knowledge and understanding in a range of areas. Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

HOW IS THE SUBJECT ASSESSED?

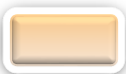
Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The components focus on:

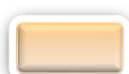
- the development and application of core knowledge and understanding of travel and tourism organisations, tourist destinations, and the needs of different travel and tourism customers
- the development and application of skills such as researching types of tourist destination and holidays
- reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs

Component 3: is assessed through a 2 hour external assessment set and marked externally and forms 40% of the overall grade and will be on the Influences on Global Travel and Tourism.

*Definite
preference*



*Maybe
preference*



*Definite
no*



Additional Information

Useful Websites

<https://successatschool.org/advice/what-are-my-gcse-options/508>

<https://www.bbc.co.uk/bitesize/careers>

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

Log in to your 'Start' profile