

# Curriculum Pathways

## Key Stage 4 information

### 2021-22



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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 which are studied by all students are English, maths and science. All students also must take part in 2 hours of PE each week. This is to support the 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 and citizenship, which provides students with knowledge, skills and understanding to prepare them to play a full and active part in society, as well life skills - manage their money well, make sound financial decisions, keep themselves fit and healthy, support for 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, acting and creative media. 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 60-70% of our students from the current year 10 onwards will take either French or Spanish. For some students, a modified programme of Spanish will be studied which teaches Spanish through a focus on speaking and Spanish culture. GCSE exams will be sat in year 10. This allows for the more intensive language learning, with language skills re-enforced regularly and learning built on consistently.

### YEAR 10

Eng	Maths	Core PE/Biology	Science	Humanities	arts	MFL	Final choice
4 hrs	4 hrs	2 hrs	5hrs	2 hrs	2 hrs	4 hrs	2 -hrs
			Separate Sciences	History GCSE/ Geography	Art GCSE Drama Music Dance IMedia	Spanish French Lit/maths Completes in year 10	PE GCSE Geog Food History Art Public Services Enterprise (business)

### YEAR 11

English	Maths	Science	Hums	PSE	Life skills	Core PE	arts	Final choice
4 hrs	4 hrs	5 hrs	3 hrs	1 hrs	1 hrs	2 hrs	2 hrs	3 hrs
			History GCSE/ Geography	Non examined	Non examined	Non examined	Art GCSE Drama Music Dance IMedia	PE GCSE Geog Food History Art Public Services Enterprise (business)

Ms. Z. Mottershaw , Assistant Head – Aspire

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## *New GCSE Grading:*

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<b>New GCSE Grade</b>	<b>Equivalent 'traditional' Grade</b>
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

### First Award Grading (Public Services/ P.E.)

<b>Old Grade</b>	<b>New Grade</b>
<b>Level 2 distinction</b>	8
<b>Level 2 merit</b>	6
<b>Level 2 pass</b>	4
<b>Level 1 pass</b>	2
<b>Unclassified</b>	0

### New Technical Award Grading (Creative Arts)

<b>Old Grade</b>	<b>New Grade</b>
<b>Level 2 Distinction *</b>	8.5
<b>Level 2 distinction</b>	7
<b>Level 2 merit</b>	5.5
<b>Level 2 pass</b>	4
<b>Level 1 distinction</b>	3
<b>Level 1 merit</b>	2
<b>Level 1 pass</b>	1.25
<b>Unclassified</b>	0

### 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.

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## *Timeline*

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- Curriculum Information booklet published March 2021
- Links to presentations by departments shared on school websites 16 March (please watch these prior to the online forum)
  - Year 9 Parents and student online Forum Thursday 18<sup>th</sup> March from 6.00pm – 7.00pm (virtually via teams)
    - This gives you more information about the curriculum
    - Q&A with subject teachers on content of course
- Year 9 reports (option subjects only, other subjects will be reported in May) sent home by 1 April – help to make informed choices
- Completed final preference form returned to school by Friday 23<sup>rd</sup> April



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## *Pathways to Success*

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### **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. Art subjects were chosen at the end of year 8 and modern foreign language was selected at the end of year 7.

#### GCSE Pathways:

1. EBAC route (Humanities choice & 1 other subject alongside the core subjects) Most students have to follow this route
2. More vocational route (choice of two of the options below) – Followed only after a discussion with tutor, Head of Year and Ms Lovecy.

Most of our students will follow the EBAC route where alongside their 'core' subjects they need to study a humanities subject (a choice between history or geography). Please note we did look at the feasibility of running a religious studies course but this was not possible.

Alongside these subjects students will also be required to make a final choice out of the following:

- GCSE Art & Design with option to specialise in textiles/3D design
- BTEC Enterprise (Business)
- GCSE Food Preparation and Nutrition
- GCSE Geography
- GCSE History
- GCSE PE
- BTEC Public Services

When making your choices you will need to consider the following:

- 1.If you are on the EBAC route you have to study history or geography
- 2.You cannot study more than two BTECs (Music, Drama, Dance, PE BTEC, BTEC Enterprise (business) BTEC Public Services, Creative Imedia all count as a BTEC)
- 3.You cannot choose GCSE PE if you already take BTEC PE instead of French/Spanish.
4. You cannot pick Art and Design if you already study Art.

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

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

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At St Martins School the core curriculum consists of:

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

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## *CORE –ENGLISH LANGUAGE AND LITERATURE*

QUALIFICATION OBTAINED: two GCSEs using the Eduqas examination board

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### 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

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## *CORE -MATHEMATICS*

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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.

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## *CORE - SCIENCE*

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### **QUALIFICATION OBTAINED:**

Separate GCSE Science (a separate GCSE in Biology, Chemistry and Physics, 3 GCSE's)

### **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?**

AQA GCSE Biology, AQA GCSE Chemistry and GCSE Physics

As Pupils have started the GCSE course in year 9. In year 10 students will sit their Biology GCSE exam, and in year 11 will then focus on Chemistry and Physics.

### **HOW WILL IT BE ASSESSED?**

#### **Separate Science GCSE**

GCSE Biology will consist of Paper 1 and paper 2 each worth 50% of the overall grade. Pupils will complete 8 'required' practicals which they will then be examined on in the final exams.

GCSE Chemistry will consist of Paper 1 and paper 2 each worth 50% of the overall grade. Pupils will complete 8 'required' practicals which they will then be examined on in the final exams.

GCSE Physics will consist of Paper 1 and paper 2 each worth 50% of the overall grade. Pupils will complete 8 'required' practicals which they will then be examined on in the final exams.

Further information and specifications can be found; <http://www.aqa.org.uk/subjects/science/gcse>

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# *FRENCH*

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## **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/>

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# SPANISH

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## 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

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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)

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## ART AND DESIGN

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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.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



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## *ARTS - Music (available as option in year 9, not offered in year 10)*

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**QUALIFICATION OBTAINED:** BTEC Tech Award in Music

### **BRIEF OUTLINE OF THE SUBJECT:**

- Assessed with performance-based tasks and assignments, rather than written exams.
- 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.

## 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.



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## *ARTS - PERFORMING ARTS (available as option in year 9, not offered in year 10)*

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

- Assessed with performance-based tasks and assignments, rather than written exams.
- 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:** Get a taste of what it is like to be a professional Actor or Dancer exploring differing styles and analysing live or recorded performances in a written document; there will be practical explorations into these styles.

**Assessment:** **Internally** assessed assignments

**Weighting:** 30% of your total course, during

Component 1, you will:

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence

Component 2: Develop

**Aim:** Develop skills and techniques in Acting or Dancing and use these skills to perform an existing professional repertoire.

**Assessment:** **Internally** assessed assignments

**Weighting:** 30% of your total course, during

Component 2, you will:

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve in a written evaluation at four milestone evaluations

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# PERFORMING ARTS

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## 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...

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## *Choices*

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Choose between:

1. History or Geography
2. Final choice from:
  - a. GCSE Art & Design – with option to specialise in Textiles/3D design
  - b. BTEC Enterprise (Business studies)
  - c. GCSE Food Preparation and Nutrition
  - d. GCSE Geography
  - e. GCSE History
  - f. GCSE PE
  - g. BTEC Public Services

Please select your first, second and third preference

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## ARTS - ART AND DESIGN – which could include option to specialise in Textiles/ 3D Design

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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

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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)  
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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.

## OCR GCSE 3D Design

You will develop core skills in investigating new media, materials, techniques and processes.

Portfolio – sketchbook and final piece (60%)

Exam – sketchbook and final piece (40%)

Course units:

- Skills Development
- Natural Forms
- Exam

Areas of study:

- Critical analysis: such as artist research, artistic movements, cultures of the world, designers and craft makers
- Interior design: textile, printing making, batik and fabric transfer
- Jewellery: ceramics, textiles and paper body adornment
- Digital: photoshop and photography skills such as location or studio

**Three dimensional design:** such as ceramics and wood

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



**QUALIFICATION OBTAINED:** BTEC Tech Award in Enterprise (Business)

QUALIFICATION OBTAINED: Btec Tech Award in Enterprise (**Business**)

- Assessed with coursework and a final exam
- Clear progression onto Level 3 study for students who want to explore business further or use these skills within apprenticeships
- 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**.

It is a practical introduction to the life and work as an entrepreneur. The course will enable students to: Develop an aptitude for planning out an enterprise activity; develop their knowledge that underpins the effective use of skills that can affect the performance of an enterprise (business); develop attitudes that are important for enterprise

**Studying Enterprise will provide students with a wide range of skills that can be utilised further in education but also a greater understanding of how businesses run and the components that are involved in running a business- things that will aid them if they decide to run their own business or work in any product/service based employment. They will understand finance, promotional factors and effective costings.**

Component 1: Explore

**Aim:** examine different enterprises (*businesses*) to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs (*business people*).

**Assessment:** Internally assessed assignments

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

- **Examine** the characteristics of enterprises
- **Explore** how market research helps enterprises meet customer needs
- **Understand** competitor behaviour
- **Investigate** the factors that contribute to the success of an enterprise
- **Apply** what you have learnt in understanding research and make decisions about the success of SMEs

Component 2: Develop

**Aim:** select an enterprise idea to plan, pitch for and run

**Assessment:** Internally assessed assignments

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

- **Explore** ideas for a micro enterprise activity
- **Plan** for a micro enterprise activity
- **Pitch** for a micro enterprise activity
- **Operate** a micro enterprise activity
- **Review** the success of a micro enterprise activity

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# Enterprise (Business)

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## Component 3: Promotion and Finance for Enterprise

**Aim:** explore promotional methods (marketing) financial records (book keeping), planning and forecasting.

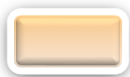
**Assessment:** Externally assessed task (EXAM), where students will be presented with a case study of a small (micro) to medium enterprise and complete a series of activities (questions) these will be based on the topics in the aim. There will be multiple choice questions and longer questions

**Weighting:** 40% of your total course

To achieve this aim, your students will:

- **Demonstrate** knowledge and understanding of elements of promotion and financial records
- **Interpret** and use promotional and financial information to a given enterprise
- **Make** connections between different factors influencing a given enterprise
- **Advise** and provide recommendations to a given enterprise on ways to improve its performance.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*





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## *Food Preparation and Nutrition*

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### **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.**

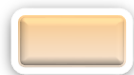
The topics assessed will have been taught across the two-year period and will include; food safety, food provenance, nutrition and many others.

**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.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



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# *GEOGRAPHY*

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**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 assess the application of the fieldwork and the justification of a decision.

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# GEOGRAPHY

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## 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*



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# *HISTORY*

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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

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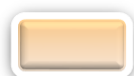
# HISTORY

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## 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*



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# PHYSICAL EDUCATION

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**QUALIFICATION OBTAINED:** G.C.S.E. 1-9 in Physical Education (Full course- Edexcel)

**BRIEF OUTLINE OF THE SUBJECT:**

The qualification will give you a greater understanding of Sports, Health and Personal Fitness and how to plan a healthy lifestyle. As this course is now predominately theory, the majority of the lessons will be classroom based. However, there will be many opportunities to access the course practically to support the theory covered in lessons.

The Course is made up of 2 units

- Unit 1, 2 and 4: The theory of Physical Education - 60%
- Unit 3: Performance in Physical Education—40%

**HOW THE SUBJECT IS ASSESSED:**

Unit 1- paper 1- Fitness and body systems.

1 hour and 45 minutes

Topics include: Applied Anatomy and Physiology

Movement Analysis

Physical training

Use of data

Unit 2- paper 2- Health and Performance.

1 hour and 15 minutes

Topics include: Health, fitness and well-being

Sport psychology

Socio-cultural influences

Use of data

Unit 3- Practical assessment

Students are practically assessed in three sports. Students must select one team sport, one individual sport and one team OR individual sport from a list of activities set by Edexcel. Student are assessed against a set criterion in two areas: 10 marks are given for an isolated skill and 25 marks are given for a competitive situation.

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# PHYSICAL EDUCATION

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## Unit 4- PEP (coursework)

Students are asked to plan a 1500 word 6-week personal exercise programme. They will complete a number of fitness tests to establish what components of fitness they need improve to enhance their performance in their chosen sport.

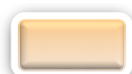
### **What can I do after I have completed the course?**

As well as being the ideal preparation for A /S and A level Physical Education course, GCSE PE 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*



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# Public Services

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**QUALIFICATION OBTAINED:** BTEC First Award in Public Services

**BRIEF OUTLINE OF THE SUBJECT:**

- Assessed with performance-based tasks and assignments, and a written exam.
- Clear progression onto Level 3 study for students who want to explore public services further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

You will cover four units:

The Role and Work of the Public Services

This unit will enable you to explore how the public services are grouped and their roles and work. You will find out the ways in which the public services are funded, and how they are delivered. You will also learn how funding impacts on service delivery and how the public services are held accountable. The external assessment will be set and marked by Pearson. The assessment will consist of a range of objective testing, short-answer and extended-writing questions. All questions are compulsory. The assessment will carry 50 marks in total and will last for 1 hour.

Working Skills in the Public Service Sector

This unit is designed to give you an understanding of public service customers and the working skills public service personnel use to meet the needs of their customers. It will also give you the opportunity to explore the importance of having effective working skills. This unit will give you the tools you need to deal with a range of situations effectively and with confidence. They say that practice makes perfect, so you will get a chance to develop your working skills in a range of different activities. Internal assessment over the year.

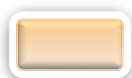
Employment in the Public Services

This unit allows you to investigate the main work that the public services undertake. You will get the opportunity to look at both non-uniformed and uniformed services, and what they do as part of a typical working day. Internal assessment over the year.

Health, Fitness and Lifestyle for the Public Services

In this unit you will explore the effects of diet, nutrition and lifestyle on a person's fitness, and consider your own fitness as a result. You will develop an understanding of what is required for a balanced diet and the effects that good or poor nutrition may have. You will also look at various aspects of lifestyle and explore whether they are beneficial or detrimental to your health and fitness. The different lifestyle factors you look at will include the effects of smoking, alcohol, drugs and diet. Through this you will see that fitness training isn't the only way of controlling health and fitness. Internally assessed over the year.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*





## Additional Information

### Useful Websites

<http://www.instructables.com/id/choosing-year-9-options/>

[http://www.bbc.co.uk/schools/parents/gcse\\_choosing/](http://www.bbc.co.uk/schools/parents/gcse_choosing/)

Log in to your 'Start' profile