

# Curriculum Pathways

## Key Stage 4 information

### 2023-25



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## Overview

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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 key 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 70-80% of our students from the current year 9 onwards will continue to study GCSE French or Spanish. However, some students will continue on a modified pathway. Exams for both the languages and the vocational course will be sat in 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 are opportunities in year 11 to continue to build on your understanding of the language you studied.

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 IMedia	Spanish French Vocational	GCSE Geography GCSE Food GCSE PE GCSE History GCSE Psychology	GCSE History GCSE Design Tech BTEC Public Services CAMNAT Enterprise and Marketing GCSE Film Studies

### 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 IMedia	GCSE Geography GCSE Food GCSE PE GCSE History GCSE Psychology	GCSE History GCSE Design Tech BTEC Public Services CAMNAT Enterprise and Marketing GCSE Film Studies

## 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

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

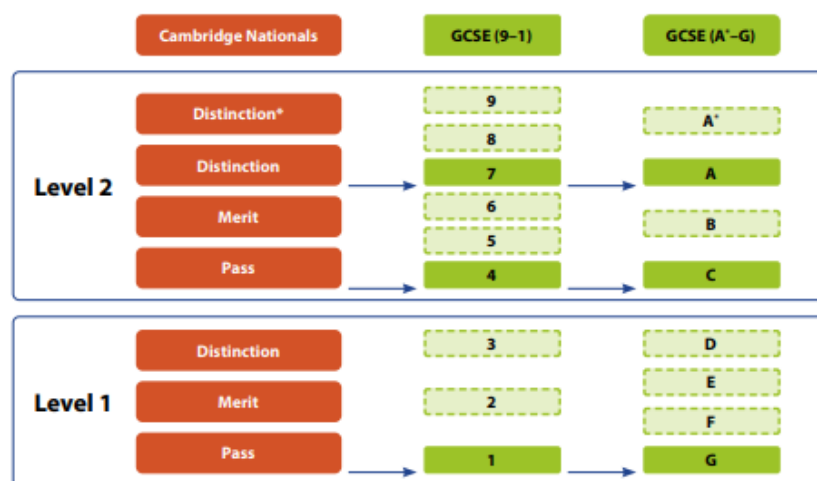
Grade	Equivalent New Grade
Level 2 distinction	8
Level 2 merit	6
Level 2 pass	4
Level 1 pass	2
Unclassified	0

New Technical Award Grading (Creative Arts)

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 (Creative IMedia/Enterprise and Marketing)

## 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

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## *Timeline*

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### 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 March 2023
- Links to presentations by departments shared on school websites 1st March (please watch these prior to the online forum) <https://www.stmartins3-16.org/curriculum/options/>
- Year 9 Parents and student online Forum Thursday 2nd March 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 subject teachers on content of course
- Support from tutors, Mrs Ellis and Ms Mottershaw including mini interviews to discuss possible choices
- Year 9 learning review meetings on help to make informed choices on 16 March.
- Completed final preference form returned to school by Friday 21st 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. 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.

**GCSE Pathways for year 10 and 11:**

1. **Route A:** students who study a language – Students pick either history or geography and one other subject (can also be a humanities subject) alongside the core subjects - most students will follow this route
2. **Route B:** student who do not currently study a language – pick two subjects from the choices and continue to study their core subjects.

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

- If you are on ROUTE A (studying a language currently) you have to study history or geography
- Most students will not be able to study more than two BTECs or equivalent (Music, Drama, Dance, PE BTEC, BTEC Public Services, Creative IMedia and Enterprise and Marketing all count as a BTEC). If your choices put you up to 3 BTECs we will discuss your options choices with you.

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
- PE – non examined
- Geography or History (most students)
- Modern Foreign Languages (opted started studying in year 8)
- An ‘arts’ 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) or Combined Science GCSE which is the equivalent to two GCSEs.

### **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?**

AQA GCSE Biology, AQA GCSE Chemistry and GCSE Physics or the Combined Science GCSE.

Students begin the course in year 9. In year 10 students will sit their Biology GCSE Mock exam, and in year 11 will then focus on Chemistry and Physics while maintaining their Biology knowledge. Or pupils will transition to the Combined pathway where they will complete the Combined GCSE Exams, exams cover all three scientific disciplines.

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

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

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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)

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.

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## *Music Component 3: Responding*

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

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**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, 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, Ddevelop** 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...

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## *Choices*

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Students studying a language must choose Geography or History as one of their choices.

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

### OPTION1:

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

### OPTION2:

1. GCSE History
2. GCSE Film Studies
3. GCSE Design & Technology
4. BTEC Public Services
5. Cambridge National Enterprise and Marketing

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## Enterprise & Marketing

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**Examination Board:** Cambridge National 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 form 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

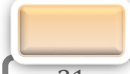
**Sites to use:**

- [www.businessed.co.uk](http://www.businessed.co.uk) GCSE Business - BBC Bitesize (156) Bizconsesh - YouTube
- [Business | Two Teachers | United Kingdom](#) Hodder Education also sell a book which would be helpful

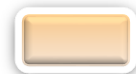
Definite  
preference



Maybe  
preference



Definite  
no



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## *Design and Technology*

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**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.

*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.**

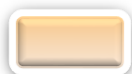
The topics assessed will have been taught across the two-year period and will include; food safety, food provenance, nutrition and many others.

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

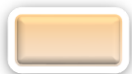
**Assessment 1: The Food Investigation Assessment 15% of total qualification** - A Food Investigation will be set that will require each learner to: (a) research and plan the task (b) investigate the properties of ingredients through practical experimentation and use the findings to achieve a particular 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.

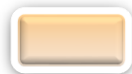
*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



## **QUALIFICATION OBTAINED: Eduqas Film Studies (GCSE)**

### **In Film you will learn about:**

- US Film 1930-1960
- US Film 1961-1990
- US Independent film
- Global Film
- Contemporary UK Film

### **You will study the following concepts:**

- Film Technology
- Narrative & Genre
- Representation
- Film Style
- Film Criticism

You will study the key elements of film form including cinematography, mise-en-scene, editing and sound.

You will also study the contexts of your chosen films and what was happening when the film was made. What can the film tell us about history and society at that time?

**Film studies is good for anyone who enjoys a mix of critical thinking and hands-on experience.**

### **What skills will I develop?**

Studying Film enables you to see the world in a completely different light and develop a wide range of transferable skills for further education, work and life:

- Creative Thinking
- Critical Thinking
- Emotional Intelligence
- Film Analysis
- Textual Analysis
- Communication
- Research skills
- Literacy
- Technical competencies (i.e. film editing)

It's not just about film! The critical skills you develop through studying film will also be of use in GCSE English and modern foreign languages. The deepening historical and cultural perspectives you will develop will inform your work in history, geography, sociology and other humanities subjects.

### **In the classroom:**

Learners will study six films using the following core study areas:

1. Key elements of film form (cinematography, mise-en-scène, editing and sound)
2. The contexts of film (social, cultural, historical, political, and institutional), including key aspects of the history of film and film technology.

The two exams at the end of the year will test the above skills but also your understanding of six different films. These films have been chosen to expand and enhance your prior knowledge of the subject, including independent films, non English language films and films made pre-1960.

### **Assessment:**

There are two exams at GCSE, each worth 35% of the qualification with the remaining 30% assessed by Production work. Each exam lasts 90 minutes and consists of three different sections.

#### **Component 1: Key Developments in US Film**

Section A: US Film Comparative Study

Section B: Key Developments in Film & Film Technology

Section C: US Independent Film



**Component 2: Global Film – Narrative, Representation & Film Style**

Section A: Global English language film

Section B: Global non-English language film

Section C: Contemporary UK film

**Component 3: Creative Production**

There is a creative production element which allows you to showcase the film-making or screenwriting skills you have developed during the course by producing a:

Film Extract (video) or Film Extract Screenplay (with storyboard) & Evaluative Analysis.

**Examination entry and course specification:**

- [https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab_overview)

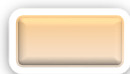
**Key skill development, progression and careers**

This GCSE will lead to a variety of other qualifications including; Film Studies or Media Studies A-Level, as well as BTEC and other qualifications. This qualification will enhance students' progression in English language & Literature GCSE /A-Level. GCSE film studies will allow students to follow a career path in many areas in the media both practical and theoretical. From technicians, make-up artists and directors to writers, journalists and presenters - we live in one of the largest media & film industries in the world. The possibilities are endless!

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

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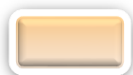
# GEOGRAPHY

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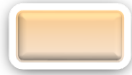
## HOW THE SUBJECT IS ASSESSED:

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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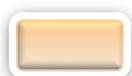
# HISTORY

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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- AQA)

## **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.

### **What will I learn?**

The six units of work are:

- Applied anatomy and physiology- paper 1
- Movement analysis- paper 1
- Physical training- paper 1
- Sports psychology- paper 2
- Socio-cultural influences- paper 2
- Health, fitness and well-being- paper 2

### **What skills will I develop?**

We work closely with the Personal Learning and

Thinking Skills (PLTS) framework therefore will help and support your child to become Independent enquirers, Creative thinkers, Reflective learners, team workers, self-managers and effective participators

## **HOW THE SUBJECT IS ASSESSED:**

- **Two exams** which are both 1 hour and 15 minutes in duration and each paper is out of 78 marks.

These exams assess the student's knowledge and understanding of the six units of work- this is 60% of the entire course.

- **One practical assessment**

Students will select three sports for a set list from AQA exam board and will be assessed by myself and moderated by AQA.

- 1 team sport
  - 1 individual sport
  - 1 team or individual sport

This is 40% of the course.

## 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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# PSYCHOLOGY

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**QUALIFICATION OBTAINED:** Edexcel GCSE Psychology

**Our Aim:** To help you learn about how you think, and you learn about why other people may think the way that they do. This could help you in any career in the future.

**WHAT COURSE WILL YOU FOLLOW?** You will follow the Edexcel course and focus on topics such as

- Development – How did you develop?
- Memory – How does your memory work?
- Psychological problems – How would psychological problems affect you?
- The brain and neuropsychology – How does your brain affect you?
- Social influence – How do others affect you?

## RESEARCH METHODS:

Students may be asked to apply their knowledge and understanding of research methods and how studies are conducted. Students will gain hands-on experience of carrying out ethical, investigative activities to aid their understanding of this subject.

**HOW WILL IT BE ASSESSED?** Psychology consists of two externally-examined papers. Students must complete all assessment in May/June of Year 11. Paper 1 is 1 hour and 45 minutes and is 55% of the final grade. Paper 2 is 1 hour and 20 minutes and is 45% of the final grade.

## Next steps and Transferable skills:

Students will further develop their:

- problem solving –decision making and reasoning.
- Critical thinking
- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace,

Students could move on to the following pathways :

- Level 3 vocational qualifications, for example the BTEC Level 3 in Health and Social Care, Applied Science and Children's Care, Learning and Development
- Employment in a wide range of careers (with further training), for example product management and general management, or a science-based apprenticeship.

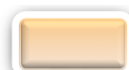
*Definite  
preference*



*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

<https://successatschool.org/advicedetails/508/What-are-my-GCSE-options%3F>

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<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