

Saint John Houghton Catholic Voluntary Academy

Part of the Saint Ralph Sherwin Catholic MAT



Guide to the Curriculum and Option choices

Years 10 and 11

2026 – 2028

A message from the Headteacher

To all Year 9 students

Year 9 is a turning point for many of you, when decisions have to be made and choices taken. You have created a strong foundation since joining our school community in Year 7 and these skills will help you to make an informed choice about your future. The positive relationships you have built with your Form tutor and teaching staff will support you in this options process.

The choices you make moving into Year 10 are an exciting step forward and should keep as many doors open as possible. Please know that you are making plans for a future, where the job you may have has possibly not been invented yet, so having a broad and balanced GCSE subject base is key.

At Saint John Houghton Catholic Voluntary Academy, we take pride in the care, guidance and support we give to every student during this time of choosing options. This booklet has been designed to assist you with making informed choices. It is important that you take every opportunity to learn about the new courses, which will be available to you in Years 10 and 11 and to carefully select your appropriate courses of study for GCSE.

We are all here to support you and will happily deal with any queries you may have. Don't be afraid to pray as I believe that God will guide you in your decisions, if you need some extra help!

Mr S Brogan
Headteacher

The Subjects

Please note that it is impossible to include everything that students might want to know about every subject in this booklet.

If you need any further information, please consult the appropriate teacher.

Core Subjects

GCSE RELIGIOUS STUDIES – EDUQAS ROUTE B

GCSE Religious Studies engages students in elements of Theology, Philosophy and Ethics across three units of study. Students study:

COMPONENT	GCSE ASSESMENT
Judaism	Exam 1 hour 25% of final grade
Foundational Catholic Theology	Exam 1 hour 30 minutes 37.5% final grade
Applied Catholic Theology	Exam 1 hour 30 minutes 37.5% final grade

JUDAISM

Students study Jewish beliefs about God, the Messiah, the importance of covenant and beliefs about life after death. The second part of the study focusses on the practice of the Jewish faith in Britain today. Students look at the importance of the Synagogue, styles of worship, Shabbat, Jewish dietary laws and daily life, rites of passage (brit Milah, Bar and Bat Mitzvah, Weddings and mourning rituals) and festivals (Rosh Hashanah, Yom Kippur, Pesach and Sukkot)

FOUNDATIONAL CATHOLIC THEOLOGY

Students focus on foundational concepts including:

- ✚ Scripture and revelation – how is the Bible understood by different Christians, liberalist (Catholic) and fundamentalist approaches
- ✚ Catholic beliefs about creation and the relationship between religious and scientific views. In addition, atheist and humanist views are considered.
- ✚ Importance of human life (sanctity of life and different attitudes to abortion) and role of humans in creation (stewardship, upholding human dignity)
- ✚ Good and evil and suffering – natural evil and moral evil, meaning of suffering, responses to suffering
- ✚ Beliefs about the incarnation and the Trinity
- ✚ Beliefs expressed in art, symbolism and statuary
- ✚ Prayer and popular devotions in the Catholic community in Britain and elsewhere

APPLIED CATHOLIC THEOLGOY

Students engage in study of:

- ✚ Death and the afterlife – dying well, palliative care, euthanasia
- ✚ Eschatology – is there life after death
- ✚ Artefacts, music and funeral rites
- ✚ Crime and punishment – aims of punishment, differing attitudes to the death penalty
- ✚ Beliefs about Redemption

How beliefs are expressed in Church architecture, sacraments and mission and evangelisation

Miss P Bailey

All students study two GCSEs in English: English Literature GCSE; and English Language GCSE. Both courses are assessed entirely through exams; there is no coursework or controlled assessment element.

Students are expected to read a wide range of texts, including fiction and non-fiction, as part of their English studies. All English Literature examinations are closed-book, meaning students are not permitted to have copies of the texts in the exam. It is therefore essential that students read and reread the set texts provided by their class teacher over the two-year course.

As the examinations include a number of unseen texts, regular reading at home is strongly encouraged.

English Language

The English Language GCSE is assessed through two exams at the end of Year 11.

- Paper 1: Explorations in Creative Reading and Writing (50%)
- Paper 2: Writers' Viewpoints and Perspectives (50%)

Also, students are assessed for their speaking and listening skills throughout the two-year course, but this does not contribute to the final grading of the GCSE. Students are awarded a separate endorsement at the end of the course for their speaking and listening skills.

English Literature*

The English Literature GCSE is assessed through two exams at the end of Year 11.

- Paper 1: Shakespeare (Romeo and Juliet) and the 19th century novel (A Christmas Carol)
(40% of GCSE)
- Paper 2: Modern texts (An Inspector Calls) and poetry
(60% of GCSE)

*Some texts will change if a student is placed in the top set.

Please note:

- There are no tiers in any of the exams; all students are entered for the same exams.
- All examinations for the GCSE English courses will take place in the summer of 2028.
- Should you wish to look further at the new specifications they can be viewed at www.aqa.org.uk - look for the English Language/English Literature headings.

Mr C Curtis

During your two GCSE years, you will continue to build on knowledge developed during KS3, as well as exploring new topics.

Key features

- Three equally weighted papers to be assessed at the end of the course
- Flexible course that can be adapted to suit student needs
- Engaging and clear specification
- Develops student knowledge and confidence over the next two years

Areas of content:

- Number & Algebra
- Ratio & Proportion
- Geometry & Measures
- Probability & Statistics

Assessment

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers. The Subject content section shows the content that is assessed in each tier.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<p>What's assessed</p> <p>Content from any part of the specification may be assessed</p>		<p>What's assessed</p> <p>Content from any part of the specification may be assessed</p>		<p>What's assessed</p> <p>Content from any part of the specification may be assessed</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessment 		<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment 		<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment
<p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>		<p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>		<p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>

Internet access from home is highly desirable so that pupils can take advantage of the school’s subscription to Hegarty Maths.

Mrs S Smith

At GCSE Science is a compulsory subject. All students must follow a science GCSE pathway - This year we are offering the choice of Combined (Double Award Science) to all students or as part of the Options process students can opt for Separate Science GCSE (Triple Science), this is new for this year.

Students in year 9 have already begun their GCSE studies, learning about different aspects of Biology, Chemistry and Physics in line with the science national curriculum using the AQA specification. When they begin Year 10 students will be building on this foundational knowledge either in Combined or in Separate Science GCSE pathways.

Combined Science

Students studying combined sciences will study all three sciences: Biology, Chemistry and Physics; resulting in 2 GCSE qualifications at the end of Year 11. As part of the examinable curriculum, they will carry out 21 required practical activities.

Each student studying the compulsory Combined Science Option will sit 2 papers of 1.15hrs in each of the 3 science subjects. A higher and a Foundation option is available to students to enable academic success for all.

Combined science is the Education standard qualification and creates a sound foundation for students to take A-Level's in separate sciences.

Separate Science

You must opt for this in the options process.

This course is designed to stimulate and enhance the students understanding of science to a greater depth than the combined science GCSE award. Students with a passion for science and a strong desire to follow a career in STEM may benefit from taking this course. Each student will study extra modules of Biology, Chemistry and Physics so begin to breach the gap between GCSE and A level science.

Students within this group study for separate GCSE qualifications in Biology, Chemistry and Physics. This will enable students to achieve 3 GCSE qualifications at the end of year 11 in the separately named sciences. Students must enter for all 3 sciences and cannot select subjects. Any student who would like to study Separate Scientists will need to be competent in mathematics. Each student must complete 28 set experiments during the course which may be assessed as part of their final examinations in year 11.

Each student studying the Separate Science course will sit 2 papers of 1.45hrs in each of the 3 science subjects.

Separate science is taught at a Higher Level, with the expectation that students will be aiming for a Level 6 and above. Please speak to your science teacher before making a choice.

Mrs K Finney

Personal, Social, and Health Education will be taught in lessons that happen on a fortnightly basis, as well as, during form time. The content is delivered mainly by form tutors, and external agencies will be provided for those specialist topics. There will be no assessment in this subject, but process will be monitored by form tutors and the PSHE coordinator.

The PSHE curriculum is designed around the guidance provided by the Department for Education. Relationship and Sex Education is supported by Religious Education Department, and the guidance provided by the Catholic Church. All content planned and delivered is appropriate for the age group and within the teachings of the Catholic Church. All students will partake in a spiral curriculum, gaining the vital skills and knowledge in which will support them to live a happy, healthy life.

Year 10 and 11 Curriculum Overview

Term	Year 10	Year 11
Advent 1	Careers	Careers
Advent 2	Intimate and Sexual Relationships including Sexual Health (RSE)	Online and Media (RSE)
Lent 1	Citizenship (NC)	Health and Prevention (PHMW)
Lent 2	Being Safe (RSE) Respectful Relationships (RSE)	Citizenship (NC)
Pentecost 1	Mental Wellbeing (PHMW)	Independent revision
Pentecost 2	Alcohol and Drugs (PHMW)	Exams/Study Leave

RSE – Relationship and Sex Education Guidance

PHMW – Personal, Health, Mental Wellbeing Guidance

NC – National Curriculum Guidance

Miss K Sanderson

Students will be given a range of different options over the key stage, delivered in half term units. Outside providers may be used for some activities where a voluntary contribution may be asked for.

The activities offered included Football, Netball, Badminton, Aerobics, Bench-ball, Hockey, Rugby, Cross Country, Pilates, Fitness, Just Dance, Tennis, Athletics, Cricket and Rounders.

Mrs K Joslin

Optional Subjects

The AQA Business GCSE qualification encourages students to consider the practical application of business and economic concepts. It gives students the opportunity to explore real business issues and how businesses work.

Using case studies of well-known companies, students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating locally, nationally and globally. Students develop an understanding of how these contexts impact on business behaviour in the real world, applying their knowledge and understanding to business decision making.

GCSE Business complements the majority of other subjects. It is valued by employers and universities alike and provides flexibility when student's progress onto their next stage of education or training.

It comprises two units:

Paper 1: Influences of operations and HR on business activity (1 hour 45-minute written paper) – 50%

The topics covered during this unit are:

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2: Influences of marketing and finance on business activity (1 hour 45-minute written paper) – 50%

The topics covered during this unit are:

- Business in the real world
- Influences on business
- Marketing
- Finance

Mrs K Boddice

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Computer Science is split into 2 components:

Component 01 – Computational Thinking and Problem Solving

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems

Component 02 – Written assessment

This component is focused on the core theory of computer science and the application of computer science principles.

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Mr S Timms

The Cambridge National in Creative iMedia will develop knowledge, understanding and practical skills that would be used in the media industry. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

There are 3 units which make up this qualification, component 1 is an exam worth 40% of the of the overall grade. The other 2 NEA (non-examined assessment) units are completed during lesson time requiring students to independently complete tasks set by the exam board.

Component 01 – Creative iMedia in the media industry

Students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.

Component 02 – Visual identity and digital graphics

Students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Component 03 – Visual imaging

Students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.

Mr S Timms

Students wishing to take GCSE Art and Design should have a personal interest in why art and design matters and be inspired by studying a broad course of study. The course develops a range of skills and processes such as drawing, painting, photography, print marking, sculpture, collage, textiles and 3D design.

The aim of the course is to:

- Develop creative skills.
- Develop competence, with increasing independence, in refining and moving forward with ideas.
- Develop cultural knowledge, understanding and application of art, craft and design.
- Develop critical understanding through investigative, analytical, experimental, technical and expressive skills.
- Develop personal attributes including self-confidence, perseverance, self-discipline and commitment.

Students will be required to produce two components as follows:

Component 1: Art and Design Portfolio – 60%

Candidates produce a portfolio of work where the focus is on including work that shows exploration, research, acquisition of techniques and skills. The portfolio of work will consist of two extended projects.

Component 2: Art and Design AQA externally set Task - 40%

Candidates select **one** theme from a choice of 7 from an early release (January of year 11) paper to which they produce a personal response. Candidates are given 10 weeks of preparation time and then will complete a period of 10 hours focused time to create a final response to the starting question.

Component One and Component Two are internally assessed; a sample of the work will then be externally moderated.

Mr P Harries

The Level 1 / 2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

The successful completion of this qualification, together with other equivalent qualifications, such as math's and sciences, could provide the learner with opportunities to access a range of qualifications including A Levels, apprenticeships, vocationally related and occupational qualifications. These include:

- A Levels in Physics or D and T
- Diplomas in Engineering
- Apprenticeships in Engineering.

Course Structure:

WJEC Level 1/2 Award in Engineering			
Unit number	Unit title	Assessment	Weighting
1	Manufacturing engineering products	Internal	40% - 20 hours
2	Designing engineering products	Internal	20% - 10 Hours
3	Solving engineering problems	External	40% - Exam

The course is split into three sections; Unit 1 and Unit 2 are design and manufacture based projects that will test a student's knowledge, skills and understanding of Engineering. Unit 3 will involve a single exam, which is worth 40% of the qualification. The exam will last 1 hour and 30 minutes. The exam will be made up of multiple-choice questions, and short and extended answers.

On completion of this course, students will receive a Level 1 Pass, Level 2 Pass, Level 2 Merit or a Level 2 distinction. A level 2 is the equivalent qualification of a GCSE and will provide students with the necessary qualification to continue studying Engineering at post 16 (A level, apprenticeship etc).

Much of the practical work will focus on metal as the main material and other resistant materials. Students will use all the Engineering machines including the Centre Lathe, Treadle Guillotine, Pillar Drills, Heat Treatment Equipment, Vacuum Forming and 3D Printer. They will also use a range of materials, processes, hand tools and equipment throughout the course to give them a good grounding in the basics of Engineering principles.

There is a strong link with Maths and Science throughout the course so students will need to be competent in these areas if they are to be successful.

All students selecting this option will be required to undertake a short assessment to determine suitability for this rigorous course as there are limited places available.

Mr M Petronzi
Mr P Harries

Design and Technology is part of everyday life and is constantly evolving. This qualification will focus on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They'll learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.

GCSE Design and Technology was a new specification that was released in 2019/20 by the DfE. In the past, D&T has split into 5 separate areas and students opted for options that were delivered by their school. With the latest government reforms, D&T areas have now merged into one GCSE course where students learn all subjects; Resistant Materials, Graphic Products, Electronics, Textiles and Product Design. Although students will access information on all areas, the main focus for practical work will be on RM, GP and PD.

Course Structure:

The course is split into two sections; the NEA (non-exam assessment) is worth 50% of the overall grade and the formal examination In May 2028 makes up the other 50% of the overall grade.

GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

Much of the practical work will focus on wood, metal and plastics as the main materials. Students will use a wide range of machinery, materials, processes, hand tools and equipment throughout the course.

The final product that is designed and made for the NEA will be completely individual to each student based on the brief given by the exam board.

Students choosing this option need to have a real passion for creative design and be motivated to widen their skill set using a range of design media and manufacturing processes.

The qualification aims to:

Students will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools, equipment, techniques and processes

Please note - Students cannot take both Engineering and DT as an option subject.

Mr M Petronzi

Eduqas (WJEC) GCSE Food Preparation and Nutrition

Key features of the course

This new, inspiring GCSE takes a scientific approach to the study of Food, Preparation and Nutrition. It will equip students with practical cooking skills using recipes from British and International cuisine. Budding chefs will learn how different cooking techniques affect the sensory and nutritional properties of food. Students will be taught how to apply the principles of Food Science to Food Preparation, Nutrition and Healthy Eating.

Students will be expected to bring in ingredients for practical sessions on a regular basis throughout the 2-year course.

Subject content

1. Food commodities (cereals, fruit and vegetables, milk, meat, beans, soya etc.)
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Methods of assessment

50% Written exam

50% NEA tasks

NEA's

There are **two** NEA students must carry out. Both NEA's will be carried out in year 11. The assessments will be based on a choice of tasks released by the exam board annually

NEA 1 is a Food investigation (15%)

Students will be asked to plan and carry out experiments to investigate the **working characteristics and functional properties of ingredients**. For example, students might be asked to plan and carry out experiments to investigate

- The different fats which can be used in pastry making
- The role of sugar in cake making
- The best flour to make bread
- Which is the best way to thicken a sauce

NEA 2: Food preparation assessment (35%)

Students' will be given a task to investigate. They will need to:

- Research the task.
- Identify dishes which meet the requirements of the task **and** the results of their research.
- Select dishes which showcase their practical skills
- Plan, prepare, cook and present three dishes – with accompaniments if appropriate, in a three-hour practical exam.
- Evaluate their work

Mrs J Dury

Geography at GCSE will follow the AQA Specification (9-1)

The recent changes in GCSE specifications have resulted in some significant differences from previous GCSE Geography courses, most notably the removal of coursework. All assessment will take the format of terminal examination in Year 11 and there will now be three exams;

- Paper 1 – Living with the physical environment. 1 hour 30 minutes 35%
- Paper 2 – Challenges in the human environment. 1 hour 30 minutes 35%
- Paper 3 – Geographical applications. 1 hour 30 minutes 30% (this paper uses a pre-leased resource booklet that is made available 12 weeks before the paper 3 exam.)

Aims and objectives

The course will cover three themes;

- **Living with the physical environment** – In this unit we study three units: The challenge of natural hazards, the living world and physical landscapes of the UK, including coastal and river landscapes.
- **Challenges in the human environment** – In this unit we study three units: Urban issues and challenges, the changing economic world and the challenges of resource management.
- **Geographical applications** – In this unit we study: Issue evaluation based on resource booklet and fieldwork activities.
- **Geographical skills** – These underpin all the topics studied and include cartographic skills, graph skills, numerical and statistical skills, geographical enquiry and data collection methods.

In addition to these themes the course will also contain fieldwork activities and skills that are examined. This will include data collection, analysis and interpretation, make conclusions and evaluation techniques. The attendance to the fieldwork is mandatory and links directly to one of the exams you would sit in the summer of Year 11.

Particular demands

The course is designed to enable learners to think “like a geographer”. It is a challenging GCSE that requires commitment and an excellent attitude to learning. However, learners will be rewarded by having the opportunity to develop as a person and gain some very valuable employment and life skills, such as being able to;

- ask enquiry questions,
- think creatively,
- think scientifically,
- write coherently and with accuracy,
- apply mathematical logic to data and processing,
- manage time and develop independent learning skills,
- empathise with others,
- analyse and evaluate both written and graphical/statistical data,
- make sound and justified conclusions,
- and gain a greater understanding of the diverse nature of the Planet.

"Without Geography - You Are Nowhere!"

Mrs C Etienne

Students will follow the AQA syllabus.

At Key Stage 4 pupils who opt to study History follow the AQA 1-9 syllabus. This is an academic qualification and as such is highly regarded by Higher Education establishments which will prepare students well for the next stage of their academic career and give them transferable employable skills.

Aims and Objectives of the course.

Our Year 10/11 curriculum is designed to develop the pupils' own identities via an understanding of history at personal, local, national and international levels which supports and complements the teaching of the core British Values. We will not only look to increase our pupil's knowledge but to give increased confidence and skills which will allow them to express and articulate their own views on History. The study of History will develop students' critical thinking skills and make them more independent learners.

Course and examination structure:

2-year course studying AQA history –

GCSE History students must take assessments in both of the following papers in the same series:

Paper 1: Understanding the modern world helps students to understand key developments and events in modern world history.

Paper 2: Shaping the nation enables students to understand key developments and events in the history of Britain.

2 exam papers:

Paper 1 – 2-hour modern world exam paper, split into 1 hour of Period study (Germany 1890-1945) and 1 hour of conflict and tension (The Cold War) 1945-1973 (50%)

Paper 2 – 2-hour Britain exam paper, split into 1 hour of the theme (Health and the people: c1000 to the present day) and 1 hour of the depth study a monarch (Elizabeth I) (50%)

Particular demands

The history GCSE course will require some literacy skills and a degree of competency in English to be able to interpret and use source materials. There is a substantial amount of knowledge-based content to learn on the course. As a result, students are expected to read around the subject and enrichment visits are encouraged especially in relation to the "Historic building question where a visit to Kenilworth, Sir Francis Drake's Golden Hind, Bess of Hardwick Hall and even Shakespeare's Globe Theatre". The most important aspect of any student when choosing what to study is motivation, we require that our history students choose to study because they enjoy the subject.

"Those who cannot remember the past are condemned to repeat it"

Mr B Poland

Students will follow the AQA GCSE French course. The course aims to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Topics

Students will study topics that fall under three key themes. The GCSE course is designed to build on the foundations laid in Key Stage 3 French.

The three themes and relevant topics are:

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Students will either be entered for the Foundation tier or the Higher tier in all 4 skills. The final decision on entry levels will be decided before the examination.

For the final grade these skills are weighted as follows:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

Examinations

Students will sit exams in Listening, Speaking, Reading and Writing at the end of year 11.

Homework

Homework is set every week and is used to assess progress. It is essential to keep up to date with homework and to revise on a regular basis. Students will also be set vocabulary learning homework each week.

Miss D Cook

Students will follow the AQA GCSE Spanish course. The course aims to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Topics

Students will study topics that fall under three key themes. The GCSE course is designed to build on the foundations laid in Key Stage 3 Spanish.

The three themes and relevant topics are:

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

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Miss D Cook

Music follows the OCR Exam Specification

Unit 1 - Integrated Portfolio

This component is worth 60 marks and represents 30% of the marks for GCSE. This component is internally assessed by the centre and externally moderated by OCR.

Objective 1 – perform with technical control, expression and interpretation, and assessment

Objective 2 – compose and develop musical ideas

Unit 2 – Practical Portfolio

This component is worth 60 marks and represents 30% of the marks for GCSE. This component is internally assessed by the centre and externally moderated by OCR.

Objective 1 - an ensemble performance

Objective 2 - a composition to a brief set by OCR

Unit 3 - A Listening Test, written exam paper in Year 11.

The examination will last **one hour**. Learners will be given 2 minutes reading time at the start of the exam. Musical vocabulary used in the questions and expected in the learner's responses will be taken from the Language for Learning. Learners will also be able to use non-technical language to communicate responses.

The purpose of the examination is to assess aural perception and understanding of the content of the Areas of Study 2–5. A contrasting selection of musical extracts from the Areas of Study will be used. These extracts will be taken from both within and outside the suggested repertoire. Detailed specific knowledge of music in the suggested repertoire will not be expected. Course content

- Area of Study 1 My Music
- Area of Study 2 The Concerto Through Time
- Area of Study 3 Rhythms of the World
- Area of Study 4 Film Music
- Area of Study 5 Conventions of pop

Skills and techniques incorporated in the specification

In order to ensure effective teaching and learning of the syllabus students will be encouraged to develop the following skills and techniques:

- Performing – throughout the course you will have the opportunity to perform music. You will be able to perform in a way that suits you.
- Composing – Your compositions can also be tailored to your own musical interests.
- Listening and appraising – you will listen to and discuss a wide range of music including that which you play and compose.

Assessment

The course is assessed using both examination – Listening exam (40%) AND Controlled conditions assessment portfolio work (60%)

Particular demands

A genuine interest in the subject and willingness to devote time to individual portfolio preparation, is essential. The course also requires motivation, enthusiasm and dedication to class work and homework assignments.

Mr D Quenby

Students will be required to complete assessments in both Theory and Practical areas.

Practical Assessments – 30%

For the practical element of the course students will need to be assessed in 3 activities including 1 team activity, 1 individual activity plus 1 other from either team or individual. Students will follow units of work in a range of activities to fulfil both the team and individual criteria.



In addition, Students may be assessed in external activities followed out of school if this is on the exam syllabus. In previous years this has included equestrian, Swimming, Dance, golf and Skiing.

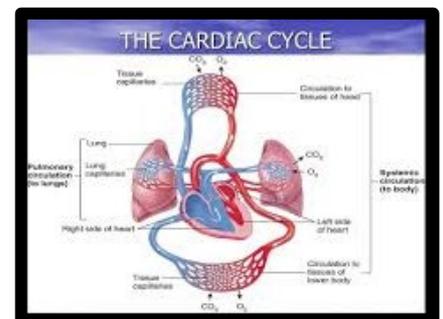
Students are marked out of 20 and the best three marks contribute to 30% of the final G.C.S.E grade.

Theory examinations – 60%

Students will complete two, one-hour examinations at the end of the course in Year 11 worth 30% each.

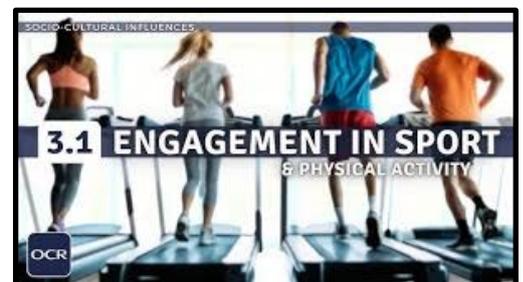
Paper 1- applied anatomy and physiology and Physical Training,

- Body systems – skeletal, muscular, cardiovascular & respiratory
- Short & long term effects of exercise on these systems
- Movement analysis
- Knowledge of components of fitness and measurement of fitness
- Training methods
- Preventing injury



Paper 2 - Socio-cultural influences, Sports Psychology and health, fitness and well-being

- Physical activity & sport in the UK
- Factors which influence participation in sport
- Commercialisation of sport
- Ethics, Drugs & violence in sport
- Development of skill
- Health & well being
- Diet & nutrition



More information can be found by following this link:

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j586-j086-from-2016/>

Controlled Assessments – 10%

Students will complete one piece of Controlled Assessment. This will be a piece of coursework on **analysing and evaluating performance**.



Students who wish to take G.C.S.E PE as an option should have a keen interest in physical activity and sport. Ideally, they should take part in a range of activities in and out of school and have a competent level of general fitness. **GCSE PE is a theory courses with practical elements**

Mrs K Joslin



This is a Cambridge National Qualification – Level 2

Students will study 2 coursework modules & 1 exam module. There is one exam at the end of yr 11 which is 1 hour 15 minutes.

R032 - PRINCIPLES OF CARE IN HEALTH & SOCIAL CARE SETTINGS EXAM MODULE - COMPULSORY

- THE RIGHTS OF SERVICE USERS IN HEALTH & SOCIAL CARE SETTINGS
- PERSON CENTRED VALUES
- PRINCIPLES OF CARE IN HEALTH & SOCIAL CARE SETTINGS
- EFFECTIVE COMMUNICATION IN HEALTH & SOCIAL CARE SETTINGS
- PROTECTING SERVICE USERS & SERVICE PROVIDERS IN HEALTH & SOCIAL CARE

R033 - SUPPORTING INDIVIDUALS IN LIFE STAGES COURSEWORK - COMPULSORY

- LIFE STAGES 4-10yrs, 11-18yrs, 19-45yrs, 45-65yrs, 65+
- LIFE STAGES & DEVELOPMENT – physical development
 - intellectual development
 - emotional development
 - social development
- LIFE EVENTS & THEIR IMPACT ON INDIVIDUALS – puberty, menopause, divorce, ill health, accident & injury, parenthood, redundancy, bereavement, starting & ending relationships, retirement
- SOURCES OF SUPPORT – formal, informal & charities



HEALTH PROMOTION CAMPAIGNS COURSEWORK – OPTIONAL

- CURRENT PUBLIC HEALTH ISSUES – obesity, smoking, child dental health, alcohol, diet, mental health, sexual health, heart disease & stroke.
- LEADING A HEALTHY LIFESTYLE – how does this impact the NHS.
- PLAN & CREATE A HEALTH PROMOTION CAMPAIGN – this can be a game, PowerPoint, presentation or activity.
- DELIVER & EVALUATE A HEALTH PROMOTION CAMPAIGN



This course can lead onto the following:

Cambridge Technicals Health & Social Care Level 3 or child development Apprenticeships in allied health, dental nursing, health & social care, healthcare science assistant, maternity & paediatric support, nursing and medical jobs, A levels in Biology, Sociology, Psychology

Mrs K Joslin