



# WHAT OPTIONS DO I HAVE FOR MY KEY STAGE 4 EDUCATION?

For students going into Year 10 in September 2025

## **Options Information Booklet**

Key Stage 4 is the name given for the two years (Years 10 and 11) during which the majority of courses are studied that lead to the final external qualifications that your child will leave us with

There are some elements of Key Stage 4 which are compulsory and others which are optional. This booklet will outline some of the key details, including which courses will be on offer in the coming two years.

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# The Introduction of Reformed GCSEs

## A Change in the Grading System for GCSEs

In 2013 the Government announced an overhaul of the grading system for the GCSE examination.

For this year group, who sit their GCSE exams, these changes mean that they will have all of their GCSE's graded on a system of 9-1 with 9 being the highest grade.

This diagram shows you how the new grading structure works:

### The reformed GCSEs:

- Are more demanding.
- Have been designed for a two-year period of study.
- Will be linear, so students will take all of their exams at the end of the course.
- Will have non-exam assessment removed or reduced in the majority of GCSEs.
- Will have a new grading scale from 9 to 1 (with 9 being the highest).

New grading structure	Old grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	U

GOOD PASS (DfE)  
5 and above = top of C and above

AWARDING  
4 and above = bottom of C and above

# The English Baccalaureate

The English Baccalaureate is not a qualification in itself; it is the name given to a collection of subjects which include English, Mathematics, two Sciences, Computer Science a Language and either History or Geography. To achieve the English Baccalaureate students must have secured a grade 5 in each of their subjects within this collection.

The English Baccalaureate (or 'E-Bacc' as it is known) is not compulsory, though there are some who believe that to have the E-Bacc shows a certain level of academic achievement in addition to other subjects.

All students who want to make their applications stand out academically are strongly advised to choose subjects which would lead to the 'E-Bacc' as this may give them an advantage when their applications are considered. This is particularly the case if you hope to go to university or want to make their application to college or a higher level apprenticeship.



# The Compulsory Element

The compulsory element is made up of:

- English
- Mathematics
- Science
- Physical Education
- PSHCE - Personal, Social, Health and Careers Education

There are different pathways within some of these subjects and these are explained later in the booklet.



# GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE



All students will study both English Language and English Literature, leading to two separate GCSE qualifications.

## **Why study English Language?**

Although English Language is a compulsory subject, it is important that students appreciate the breadth of skills which are nurtured within English lessons and are applicable across all other subjects. Whilst studying English Language, students will practice reading with efficiency and detail, learn to express themselves clearly both orally and within their academic writing, as well as learning to articulate complex ideas and form convincing, developed arguments. These are valuable, transferable skills in the workplace and beyond.

## **GCSE ENGLISH LANGUAGE**

Exam Board: AQA

The English Language GCSE will be 100% exam assessed.

Examinations are in one tier only and students will be awarded the new grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively.

### **Paper 1: Explorations in creative reading and writing**

- **Section A (25%)** Students will answer four reading comprehension questions on a fictional prose extract from either the 19<sup>th</sup> century, 20<sup>th</sup> Century or 21<sup>st</sup> century.
- **Section B (25%)** Prose writing – Students will complete a piece of creative writing inspired by a given image or title.

### **Paper 2: Writer's view points and perspectives**

- **Section A (25%)** Students will answer four reading comprehension questions on two non-fiction texts. The texts will be from two different eras (19<sup>th</sup> century, 20<sup>th</sup> Century or 21<sup>st</sup> century) and two of the questions will be comparative.
- **Section B (25%)** Students will complete a piece of transactional writing (for example: a letter, speech, a leaflet, an essay or article).

### **NEA: Spoken Language (non-examined assessment)**

- Students will present a speech to the class upon a relevant topic of interest and will respond to questions relating to this.

# GCSE ENGLISH LITERATURE



**Exam Board: Eduqas**

## **Why study English Literature?**

It is important to be aware that all of our students study English Literature as a GCSE. As you will see from looking at the specification outlined below, students are exposed to an incredibly diverse repertoire of Literature spanning from the pre 19th Century to more modern texts. As well as fostering creativity and imagination, the English Literature course also aims to broaden students' worldly view through exposure to texts which often challenge current thinking and ideas.

## **The English Literature GCSE is 100% exam assessed.**

Examinations are in one tier only and students will be awarded the new grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation



## Summary of assessment

### Component 1: Shakespeare and Poetry

- Section A (20%) Shakespeare. Students will answer both an extract-based question and an essay-style question on their set text 'Macbeth'. Students will not have a copy of the play in the exam.
- Section B (20%) Poetry from 1789 to present day. There are two questions based on a taught anthology of poems, one is a comparison question and the other, a single poem analysis question.

### Component 2: Post-1914 Prose/Drama, Poetry anthology and Unseen Poetry

- Section A (20%) Post-1914 drama. Students will answer a source-based question on 'An Inspector Calls'. Students will not have a copy of the play in the exam.
- Section B (20%) 19th century prose. Students will answer a source-based question on 'Dr Jekyll and Mr Hyde'. Students will not have a copy of the novel in the exam.
- Section C (20%) Unseen poetry from 20th/21st Century. There are two questions on unseen poetry, one requiring students to compare poems, and the other is a single-poem analysis question.

# GCSE Mathematics



Exam Board: OCR

All students will study Mathematics.

The course offered leads to G.C.S.E. Mathematics Award.

This course is intended to help students become fluent in the fundamentals of Mathematics, ensure that students can reason mathematically and develop competence in solving sophisticated problems. Students will build on their learning from key stage 3.

Assessment objectives ensure that each paper will assess students' ability to recall, select and apply their knowledge of mathematics, to reason, interpret and communicate mathematically and to solve non-routine problems. The content will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

The course will be examined in three equally weighted written examination papers at the end of Year 11. The examination has two entry tiers which will allow entry for students at a level that best suits their abilities and ensures a Grade 4 and 5 are accessible to all.

FOUNDATION TIER (Edexcel): Grade 1 – 5

HIGHER TIER (OCR): Grades 4 – 9

The qualification will be graded and certified on a nine grade scale from 9 to 1 using the total mark scored across all three papers where 9 is the highest grade. Individual papers are not graded.

There is no Controlled Assessment or coursework element.

# GCSE: SCIENCE

Exam Board: AQA



## How is the course structured?

In Year 9, students are taught Biology, Chemistry and Physics separately by specialist teachers in these subjects. This is to prepare students for continuing with all three Science subjects in year 10. In year 9, students take internal exams at the end of each unit they study in Biology, Chemistry and Physics. A range of factors such as enthusiasm, work ethic, homework attainment and evidence of a good subject knowledge in lessons and assessments help to decide the suitability for which route should be followed in year 10:

### Separate Sciences

Students that have shown a high level of subject knowledge across all three Science subjects in Year 9 may go on to study the AQA Separate Science course, this results in the award of three separate Science GCSEs in Biology, Chemistry and Physics.

### Combined Science

Students who are not studying separate sciences will study the AQA Combined Science: Trilogy course. They will continue to be taught by specialist teachers, however students will study a less expansive array of Biology, Chemistry and Physics, which allows for a slightly slower pace. Students will receive a “double award” at the end of the course, meaning they receive two Science GCSEs.

### Tiered Papers

All of the Science examinations have two tiers of entry. This allows students to be examined at a level that best suits their ability and ensures Grade 4 and 5 are accessible to all. Combined Science students must sit the same tiered exams for all three Science subjects.

FOUNDATION TIER: Grades 1 – 5

HIGHER TIER: Grades 4 – 9

## Required Practicals

Coursework and Controlled Assessment are no longer part of the Science GCSE courses. In order that the emphasis on practical work is not reduced, the exam boards will examine students on aspects of some key investigations that they will undertake over the three years in lessons. In the final exams, 15% of the marks will be based around the scientific investigations from the topics listed below.

Biology	Chemistry	Physics
1. Microscopy 2. Osmosis 3. Enzymes 4. Food tests 5. Photosynthesis 6. Reaction time 7. Food investigations 8. Plant responses (separates only) 9. Decay (separates only) 10. Microbiology (separates only)	1. Making salts 2. Temperature changes 3. Rates of reaction 4. Chromatography 5. Water purification 6. Electrolysis 7. Neutralisation (separates only) 8. Identifying ions (separates only)	1. Specific heat capacity 2. Resistance 3. I-V characteristics 4. Density 5. Force and extension 6. Acceleration 7. Waves 8. Radiation and absorption 9. Thermal insulation (separates only) 10. Light (separates only)

# PERSONAL, SOCIAL, HEALTH & CAREERS EDUCATION

PSHCE stands for Personal, Social, Health and Careers Education. Within PSHCE, the topics of Sex and Relationships Education, Drugs Education, Citizenship, Personal Finance and Careers Education are taught.

Elements of compulsory RE will also be delivered within PSHCE but will not overlap with the RE GCSE. This is not an examined subject.



## Careers



Careers Education at Burscough Priory Academy is delivered to Years 10 and 11 through PSHCE. Activities are varied and engaging in delivering Careers Education.

We have strong connections with external agencies, colleges and sixth forms, who regularly visit lessons and assemblies to deliver expert advice and guidance on careers.

Years 10 and 11 have the opportunity to attend Taster Days at Colleges and Sixth Form Centres around Lancashire and we have regular visits from their representatives, who are available for students to talk to during careers drop in sessions at lunch time and at all Key Stage 4 Parents Evenings.

# OPTION CHOICES



# HOW TO CHOOSE

Students are required to choose 3 option subjects. They will study these subjects for 6 hours a fortnight.

Students **must choose** at least one of either **History, Geography, Computer Science, French** or **Spanish**.

Please read the next section carefully. It describes the content and assessment requirements of every subject.

## Ask yourself these questions

- Am I interested in the subject?
- How can I get balance in my choices?
- Could dropping a subject disadvantage me in the future? What about subjects that will make up the English Baccalaureate?
- Is the subject necessary for my future career?
- What if my idea of a career changes?

## Find out the facts

- What are my strengths?
- What are my weaknesses?
- What subject skills do I need?

## Who is available to help me with my decisions?

- Parents – who know you best of all.
- Subject teachers – who know your ability in their subject
- Form Tutor - who see you every day and are available to talk to about any issues.
- Progress Leaders - who want the best for you as an individual and may follow up on your conversations with your tutor.
- Senior Leadership from staff – who may follow up with you if there are any issues with your options.



### ***Please note***

**In some practical subjects such as Art and Design and Food Preparation and Nutrition, class sizes will be limited due to health and safety requirements.**

We will do our best to provide the choices that you have selected but we cannot guarantee that this will be achieved in every case. A course cannot run if insufficient students have opted for it, whilst other courses may be oversubscribed. As with other parts of the timetable, the provision of any subject depends on the resources and staffing available.



# Important Dates in the Options Process

- Option Choices Website Launch including the Options Booklet Thursday 8<sup>th</sup> February
- Year 9 Subject Consultation Evening – Thursday 8<sup>th</sup> February
- Students to submit choices by Thursday 22<sup>nd</sup> February
- All option choices will be fully scrutinised and follow up meetings may be arranged with individual students to discuss.
- Once all choices have been checked and confirmed you will receive a letter to confirm your child's final option choices

# GCSE ART AND DESIGN

Exam Board: AQA



## Why should I study Art & Design?

Studying Art and Design at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new artforms and technologies. It certainly is an exciting sector to work in. The main industry areas include Visual arts, architecture, photography, illustration, fashion, graphic, design, media, TV and advertising. The opportunities within this field are endless.

## How is the course examined?

The Assessment consists of **60% Component 1: Coursework Portfolio**, **40% Component 2: Externally Set Task (EXAM)**

The Coursework Portfolio is made up of two themed projects from which students' select and present work that exemplifies their skills. The externally set task consists of a selection of projects set by the exam board from which students choose one. They make drawings, designs and experiment with a range of materials to prepare for a final piece. The final piece is then completed in 10 hours of supervised time under exam conditions.

## What will I study?

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Candidates can create work using a wide range of art, craft and design materials and processes. This may include drawing, painting, printmaking, sculpture, illustration and mixed media.

## What can this course offer me?

Throughout the GCSE course students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawing of all different forms and to research and analyse visually the work of other artists, craftspeople and designers. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self confidence, responsibility and organisation. This course will develop students' knowledge, skills and understanding of Art and Design, whilst giving them an excellent foundation should they choose to study Art or any form of design at Post 16 or take an employment route into the creative industries.

# GCSE COMPUTER SCIENCE



Exam Board: OCR

## What is GCSE Computer Science?

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer Science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The OCR Computer Science GCSE is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## What will I study?

There are two units of study which cover the following areas:

### J277/01: Computer Systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

## J277/02: Computational Thinking, Algorithms and Programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

## **What are the benefits of GCSE Computer Science?**

OCR's GCSE (9–1) in Computer Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems, and how they communicate with one Another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

## **How is the course examined?**

The full GCSE is assessed as follows:

### J277/01: Computer Systems

- Written paper: 1 hour and 30 minutes 50% of total GCSE

### J277/02: Computational Thinking, Algorithms and Programming

- Written paper: 1 hour and 30 minutes 50% of total GCSE

### Practical Programming

- All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

# Creative iMedia

Exam board: OCR Cambridge Nationals

This is a subject introduced to our students at Key Stage 4.



## What will I study?

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design or business.

Students will be awarded a grade from a Pass at level 1 through to Distinction \* at level 2, students need to complete all three units to be awarded their grade.

## Why should you study Creative iMedia?



Huge demand for a skilled and digitally literate workforce



Digital media products are used in almost every business



A key part of many areas of our everyday lives



Vital to the UK economy that the workforce is equipped with creative people

## How is the course examined?

Units	Assessment method	Weighting
<b>Mandatory Units</b>		
Creative i-Media in the media industry	Written paper 1hr 15mins	40%
Visual identity and digital graphics	Coursework	25%
<b>A choice of one optional unit</b>		
Interactive digital media	Coursework	35%

## What jobs could Creative iMedia lead to?



Web designer



Animator



Photo editor



Social Media Manager

# GCSE DESIGN & TECHNOLOGY



Exam Board: AQA

## Why should I study Design & Technology?

Studying Design & Technology at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new technologies. It certainly is an exciting sector to work in. The main industry areas include Engineering, Design, Architecture, Graphic Design, and the Construction Industry. The opportunities within these fields are endless.

## How is the course examined?

The Assessment consists of:

### 50% Component 1: Non-Exam Assessment.

The non-exam assessment (NEA) for this specification is made up of a single design and make task.

### 50% Component 2: Exam.

The subject content for the exam has been split into three sections as follows:

- Core technical principles.
- Specialist technical principles.
- Designing and making principles.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate: Design decisions and outcomes, including for prototypes made by themselves and others, plus wider issues in Design and Technology.
- AO4: Demonstrate and apply knowledge and understanding of: Technical principles plus designing and making principles.

## What will I study?

The course encourages students to:

- Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing.
- Develop the skills to critique and refine their own ideas whilst designing and making.
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- Develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- Consider the costs, commercial viability and marketing of products.
- Demonstrate safe working practices in design and technology.
- Use key Design and Technology terminology including those related to: designing, innovation, and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

## What can this course offer me?

Throughout the GCSE course students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawings of all different forms and to research and analyse products. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self-confidence, responsibility and organisation. This course will develop student's knowledge, skills and understanding of Design & Technology, whilst giving them an excellent foundation should they choose to study any form of design at Post 16 or take an employment route into the creative industries.

# GCSE DRAMA



Exam Board: AQA

## Why should I study Drama?

If you love to be on the stage performing and devising your own work or behind the scenes creating lighting, set, costume or make up designs then this is the course for you. You will be working alongside students who have the same interest and passion to succeed and further their acting and design abilities. This course also offers you the ability to develop your teamwork communication and leadership skills all of which employers are looking for in their employees.

## What will I study?

The Drama course focuses on students developing an understanding of acting, lighting, sound, make up, costume and set design. You will develop Drama techniques and have the opportunity to use them to develop character and storyline. Students will explore a wide range of genres and be given different stimuli to devise a performance from for assessment.

You will also start to study the GCSE set text, *Blood Brothers*, through reading the play, research and acting out scenes. You will design set, costume, make up and lighting. Students will develop responses to questions to prepare them for the written part of the GCSE exam.

Students will evaluate their own work and that of others to support their development towards the live theatre written exam. This leads to visits from local colleges touring with their work, which allows our students to learn how to evaluate performances. Students will gain a deeper understanding of the arts industry and working as a professional.

There will also be the opportunity to devise your own performance from a stimulus and perform in and out of lesson time.

## What can this course offer me?

- Development of Drama techniques and an opportunity to use them to develop characters and storylines.
- Understanding of a wide range of genres with opportunity to implement them in performance.
- The opportunity to perform in and out of lessons, to explore a set text in detail and devise your own performance from a stimulus.
- You are able to experiment with a wide range of plays and develop a deeper understanding of the arts industry and working as a professional.
- You also have the opportunity to develop 'life skills' such as: confidence, teamwork, communication skills, listening skills, time management, working as a professional, creating and sticking to agendas as well as chairing meetings.



## What will this course prepare me for?

This course will provide you with a solid foundation to progress to A-level or BTEC courses in Drama, theatre design, make-up and musical theatre based courses as well as preparing you for a professional career in the Arts industry.

## How is the course examined?

GCSE Drama is divided into three components.

### **Component 1:** Understanding drama

For this you will develop your understanding of Drama and theatre, study the play Blood Brothers and learn how to analyse and evaluate a piece of live theatre. At the end of the course you will complete a written exam for this component worth 40% of your final grade

### **Component 2:** Devising drama (practical)

For this you will devise your own performance, or design for a performance and showcase it to an audience. This is worth 10%. You will write a diary of the process called a devising log and you will evaluate your final performance or designs. This is worth 30%. Component 2 in total is worth 40% of your final grade. This component is marked by teachers and moderated by AQA.

### **Component 3:** Texts in practice (practical)

For this you will perform two extracts from one play (students may contribute as performer or designer). You have free choice of the play but it must contrast with the set play (Blood Brothers) chosen for Component 1. Each extract is worth 10% meaning component 3 is worth 20% of your final grade. This component is marked by an AQA examiner.

# GCSE FOOD PREPARATION AND NUTRITION

Exam Board: Eduqas /WJEC

## Why should I study Food Preparation and Nutrition?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## What will I study?

### ***Food Preparation Skills***

Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. This will include preparing fruit and vegetables, meat, fish and a variety of carbohydrate foods. Students will have to show that they can use all food technology equipment proficiently while using all cooking methods to prepare, combine and shape food. Students will learn many skills including, sauce making, making and shaping dough with the use of raising agents and how to set mixtures using a variety of different ingredients and processes.

### ***Food, Nutrition and Health***

In this unit of work, students will learn about macro and micro nutrients. They will learn the function in the body, the main sources and the effects of deficiency or excess. Students will learn about how to make informed choices of food for a varied and balanced diet whilst learning about technological developments associated with better health.

### ***Food Science***

Students will research why food is cooked. They will explore different cooking methods such as the use of an oven for baking, roasting, braising or the use of a hob for poaching, shallow frying, boiling. This unit of work also examines the functional and chemical properties of food. Food science experiments, will feature in this unit of work. This will be to understand the scientific terms used, such as, gelatinisation, coagulation, and denaturation.



## ***Food Safety***

Students will research food spoilage and contamination whilst discussing the positive use of microorganisms in food production. Students will explore how food should be stored and apply their knowledge of food safety when preparing and cooking food.

## ***Food Provenance***

Students will discuss the factors affecting food choices related to religion, culture, ethical and medical conditions. They will study traditional British food and International cuisine. In this term students will learn sensory testing methods and how to test the sensory qualities of a wide range of foods. Students must learn the fast changing laws of food labelling and how it can affect consumer choice. They will research the meaning of current food labelling in accordance with the Food Standards Agency.

## **Pattern of Assessment:**

- End of Year 11 Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

## **Year 11**

**Non-Exam Assessment:** Food Investigation - Task 1 (Task issued from exam board in September)

Understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this Non Examination Assessment task.

**Non-Exam Assessment:** Food preparation assessment - Task 2 (Task issued from exam board in November)

Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

### **Controlled Assessment Deadline:**

- Task 1: December of Year 11
- Task 2: April of Year 11

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in a wide range of food and health related industries.

# GCSE GEOGRAPHY



Exam Board: AQA

## Why should I study Geography?

Geography is all about understanding why the world is the way it is. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why this is and helps to prepare you for those changes.

## What will I study?

### Unit 1 – Living with the Physical Environment

**Topic A** – The Challenge of Natural Hazards – tectonic hazards, weather hazards and climate change.

**Topic B** – The Living World - the tropical rainforest, and cold environments.

**Topic C** – Physical Landscapes in the UK – glacial and river landscapes.

### Unit 2 – Challenges in the Human Environment

**Topic A** – Urban Issues and Challenges - different issues and challenges in Rio de Janeiro and Liverpool. **Topic B** – The changing economic world - differences in the UK's and India's economic development and why this happens.

**Topic C** – The challenge of resource management – resource and food availability and the challenges this creates in the UK.

### Unit 3 – Geographical applications

**Topic A** – Issue evaluation - investigation of a pre-released booklet

**Topic B** – Fieldwork – two fieldwork activities that investigate both human and physical environments. Both field trips will take place out of the school grounds. The physical fieldwork is at the river Rothay in Cumbria, exploring the changing rivers landscape. The human fieldwork is in Liverpool city centre, investigating the impact of urban regeneration.

**Topic C** – Geographical skills – This will be assessed throughout the course and will be assessed across all units. These skills include OS map reading, graphical skills, numerical skills, statistical skills, the use of qualitative and quantitative data, and of course literacy skills.

## How is the course examined?

Students will sit three exams at the end of Year 11 that will make up 100% of their final grade. The controlled assessment element no longer exists; however, students will still be examined on skills they have learnt in the field after completing trips covering both the physical and human aspects of the course content that is shown above.

- **Paper 1** – Living with the physical environment. An exam lasting 1 hour 30 minutes that makes up 35% of the final grade.
- **Paper 2** – Challenges in the human environment. An exam lasting 1 hour 30 minutes that makes up 35% of the final grade.
- **Paper 3** – Geographical applications. An exam lasting 1 hour 15 minutes that makes up 30% of the final grade.

Types of questions: multiple choice, short answer, level of response, and extended prose.

## What can this course offer me?

Students follow a syllabus where the work that the students will do covers a range of transferable skills which will equip students for working life. These include being spatially aware, socially and environmentally aware, problem solvers, good team players, computer literate and flexible thinkers.

## What will this course prepare me for?

Statistics show that, compared to other subjects, Geography graduates are among the most employable. This is because they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts.



# GCSE HISTORY

Exam Board: Edexcel

## Why should I study History?

How did one scientist's carelessness save millions of lives? Were American stock market speculators to blame for the rise of Hitler? Was a change in wind direction all it took to conquer England?

Only through the study of History can people truly understand the world in which we live today. Our aim is to provide students with the opportunity to study history but to also develop a life-long passion and interest in the past.

History is a unique discipline as it provides an essential opportunity for students to become successful learners. Our aim is to assist and develop students, through the study of history, who are literate, numerate, enquiring and creative, who can communicate clearly, and who can work both independently and collaboratively. History relies on careful and rigorous enquiry, on weighing and evaluating evidence, and uses this to draw conclusions. It involves a balance between logic and imagination and a development of moral sensitivity and reasoning.

Building on the skills learned at Key Stage 3, GCSE History encourages debate, discussion and questioning helping to develop these vital skills for later life.

## What will I study?

**Unit 1:** Thematic Study and historic environment (written exam, 1hr 15 minutes, 30% of the qualification).

**Medicine in Britain, c1250 – present and The British Sector of the Western Front, 1914-18:** injuries, treatment and the trenches.

Medicine in Medieval England including supernatural and religious explanations for the cause of disease and a case study on the Black Death 1348-49.

The Medical Renaissance in England including the development of scientific answers to medical problems and the work of key individuals like William Harvey.

Early Modern Medicine in Britain including Pasteur and the development of germ theory and a cholera epidemic in London.

Medicine in Britain including the creation and impact of the NHS and the work of Fleming, Florey and Chain in the discovery of penicillin.

This section will also include the historic environment of the Western Front, looking at the context of trench warfare and the impact and developments in medicine that happened as a result.

**Unit 2:** Period Study and British Depth Study (written exam, 1 hour 45 minutes, 40% of the qualification)

British Depth Study: Option B1: **Anglo-Saxon and Norman England, c1060–88**

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66. Including: Anglo Saxon Society; The last years of Edward the Confessor and the succession crisis; The rivals and Claimants for the Throne; The Norman Invasion.

Key topic 2: William I in power: securing the kingdom, 1066–87. Including: Establishing Control; The cause and outcome of Anglo-Saxon resistance 1068-71; The legacy of resistance to 1087; the revolt of the Earls, 1075.

Key topic 3: Norman England, 1066–88. Including: The feudal system and the Church; Norman government; The Norman aristocracy; William I and his sons.

**and** Period Study: **Spain and the ‘New World’ c1490 - c1555**

Key Topic 1: Spain reaches the ‘New World’ with the sponsorship of the Spanish monarchy. Columbus’ claim on the land and the impact on the indigenous ‘Indian’ people with Spanish desire for land and gold and the impact of western diseases such as smallpox on the indigenous people.

Key Topic 2: Conquistadors and Spain establishing its empire with Balboa's claim to the lands of the Pacific and Cuba, Cortes and the conquest of Aztec Mexico and the impact on the Aztecs under Cortes’ rule.

Key Topic 3: The Spanish Empire and the conquest of the Inca’s. Spanish demand for gold and silver and the impacts on the people of Peru. Changes and management of the ‘New World’ and links to the transatlantic slave trade.

**Unit 3** – Modern Depth Study (written exam, 1 hour 20 minutes, 30% of the qualification)

**Weimar and Nazi Germany, 1918 – 1939**

The Weimar Republic 1918 – 1929: the origins of the Republic; early challenges from Left and Right; recovery of the Republic and changes in society.

Hitler’s Rise to power, 1919 – 1933: the Nazi Party in the early years; the Munich Putsch; increasing support for the Nazis; how Hitler became Chancellor.

Nazi control and dictatorship: the police state; controlling attitudes; opposition and resistance.

Life in Nazi Germany: policies towards women; policies towards the young; employment and living standards; the persecution of minorities.

The course will be assessed through three external exam papers at the end of the course in Year 11.

Focus of assessments include:

- knowledge and understanding;
- explaining and analysing events and periods
- using sources
- understanding interpretations

## What will this course prepare me for?

History is a respected GCSE and is useful for many different careers such as law, journalism, architecture, teaching, politics, business and tourism. But the fact is that a History qualification opens far more doors than it closes!

<b><u>Careers that history is recognised for</u></b>	<b><u>History related careers</u></b>	<b><u>Employment skills</u></b>
architecture, financial and banking, law and legal services, civil service, journalism and the media, market research, sales and marketing, personnel management and training, police force, social services, retail and hospitality management.	museum and archive work and research, archaeology, conservation and teaching.	Independent Thinkers Open-minded Disciplined Problem solving skills Independent learners Analytical skills



# GCSE MUSIC

Exam Board: WJEC EDUQAS

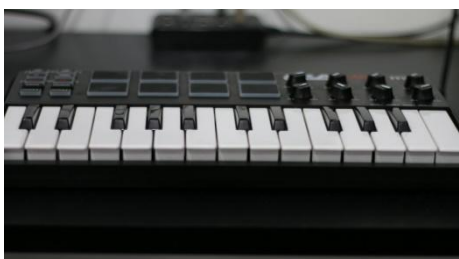
## Why should I study Music?

If you have a passion for Music, enjoy playing a musical instrument and/or singing and creating your own music, this subject is a wise choice for you. You will find yourself in a group of other 'like-minded' students who are motivated to succeed and keen to further their ability in music. There is just one examination at the end of the course, with an emphasis on coursework. Choosing this subject may provide the necessary balance in your option choices, which will mainly be assessed by written examinations. Increasingly employers and universities see creative subjects as assets and are looking for young people who have skills learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication and tenacity to name just a few. These will all be developed if you choose to study this subject.



## What will I study?

### Component 1: Performing Music - 30% of the total qualification



**Controlled Assessment:** Internally assessed and externally moderated. Students offer at least two performances (traditional or technology based), between 4-6 minutes in total. These can be ensemble performances, or a mixture of solo and ensemble. The performances are recorded during the second year of the course.

The course is available to all but is best suited to those students who have reached a reasonable level of keyboard, voice or instrumental skill and a willingness to further their skills during the course.

### Component 2: Composing Music

30% of the total qualification

**Controlled Assessment:** Internally assessed and externally moderated.

Students compose two compositions of at least three minutes combined.

- One composition to a brief set by the exam board in Year 11.
- One 'free' composition chosen by the student.



An interest in creating their own music and exploring a range of other musical styles is essential.

The department is equipped with Apple Mac computers, running Logic & Sibelius music software to allow students to record and refine their ideas in various ways.

## **Component 3: Listening and Appraising Music      40% of the total qualification**

Written listening exam: externally assessed

Students study four areas of study throughout the course:

AOS 1 – Musical Forms and Devices

AOS 2 – Music for Ensemble

AOS 3 – Film Music

AOS 4 – Popular Music



Students answer eight questions in total: two on each area of study.

Two set works are also studied, 'Africa' by Toto and Bach's 'Badinerie'. There is one question on each set work.

Students will develop their understanding of music theory during the course. Those who have studied this previously, will find the course easier.

## **What can this course offer me?**

In addition to helping students acquire subject knowledge, this course:

- provides students with the opportunity to gain self-confidence and self-esteem through performing
- develops team-working skills through performing with others
- extends students' creative, self-expression and thinking skills through composing music
- encourages the understanding of the importance of continuous evaluation and refinement in any process
- develops independent learning: having to be disciplined about practising on an instrument or voice
- develops presentation skills which are useful for any job career

## **What will this course prepare me for?**

This course will provide you with a solid foundation for progression to music related courses, including A-level music, BTEC music and music technology, as well as a career in music professions.

GCSE Music is highly regarded as an academic subject and so could complement other studies leading to a professional career.

# Physical Education:

offers two academic courses; GCSE PE and Cambridge Nationals Sport Science. Students will be put onto the course which most suits their academic capabilities, with each course offering different advantages for learning.



## GCSE PE

Exam Board: OCR

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Physical Education is learned about through a range of different contexts and the impact it has on both our own and other's everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

### Why should I study Physical Education?

GCSE Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain and develop their performance and analytical skills of physical activities. You will gain understanding of the complexities of maintaining a healthy, active lifestyle and methods of training which can improve fitness, performance health and wellbeing, alongside an in depth knowledge of the human body and its relevance to sports performance and physical activity.

### What will I study?

- A variety of physical activities and sport and gain a knowledge, understanding to improve performance and developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- How the physiological and psychological state affects performance in physical activity and sport
- Analysis of performance and evaluate in order to improve performance
- Understand how physical activity and sport make to health, fitness and well-being
- The key socio-cultural influences that can affect people's involvement in physical activity and sport

## What will the course prepare me for?

GCSE Physical education will lay the foundation for further study in a variety of areas, the obvious being A-Level Physical Education or Btec Sport Level 2 or Level 3, leading onto higher education. However the content of the course facilitates and promotes knowledge and understanding of areas such as, sociology, psychology, biology, human anatomy and physiology, diet and nutrition.

## Assessment Process

### Component 01: Physical factors affecting performance (60 Marks: 1 hour: 30%)

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

### Component 02: Socio-cultural issues and sports psychology (60 Marks: 1 hour: 30%)

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

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

### Component 03: Performance in Physical Education

(80 Marks = 40%. This includes the performance of 3 sports: 20 marks each totaling 60 marks and AEP coursework : 20 marks)

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

# OCR Level 1/2 Cambridge National Certificate in Sport Studies

Exam Board: OCR

## Why choose a Cambridge National in Sport Studies?

Practical, accessible, fun to teach and exciting to learn, it will inspire students to develop real- world skills to prepare them for their future. With a choice of optional NEA units and a re- submission opportunity for each NEA unit,.

## Why should I study Cambridge National Sport Studies?

This course is different from the GCSE in PE, as, by taking part in different types of sport and fitness activities, it gives you the opportunity to apply your knowledge, skills and techniques in centre assessed tasks. The Cambridge Nationals in Sport Studies offer learners the opportunity to study key areas of sport studies including practical sport, leadership in sport, sport and the media and contemporary issues in sport. .

## What will I study?

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units. Key to units for this qualification:

Key to units for this qualification:

M = Mandatory Students must achieve this unit

O = Optional Students must achieve one of these units E

= External assessment We set and mark the exam

N = NEA You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O
R187	Increasing awareness of Outdoor and Adventurous Activities	Y/618/5945	24	N	O

## What will the course prepare me for?

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

## Assessment Process

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

All results are awarded on the following scale:

Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)

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

# GCSE RELIGIOUS STUDIES



Exam Board: WJEC EDUQAS

## Why should I study Philosophy, Religion and Culture?

The aim of the course is to inspire, challenge and develop students' understanding of the world we live in. They will do this through exploring religious, philosophical and ethical dilemmas in the modern world. Students will explore current issues through a variety of learning approaches such as the use of media, group work, student led debate and experiential RE. During the course students will explore religious and non-religious beliefs and challenge learners to reflect upon their own values and belief system.

## What will I study?

The course investigates social and moral issues from both a secular and religious viewpoint which involves the study of Christianity and one other principal religion.

Component 1 | Religious, Philosophical and Ethical dilemmas in the modern World 50%

### Theme 1 | Issues of relationships

Topics covered | gender discrimination, prejudice, equality, sexual relationships, family and marriage.

### Theme 2 | Issues of life and death

Topics covered | Is there life after death? Do humans have value? Who created the world? Ideas about stewardship

### Theme 3 | Issues of Good and Evil

Topics covered | What makes something right/wrong? Should capital punishment be lawful in the UK? Would a God allow suffering?

### Theme 4 | Issues of Human Rights

Topics covered | Social justice should all wealth be shared? Does a prisoner have rights? Should you follow the law or your religious belief?

Component 2 | Study of Christianity 25%

## **Christian Beliefs**

Topics covered | The nature of God, the life of Jesus , salvation and atonement, life after death.

## **Christian Practices**

Topics covered | Christian worship, sacraments, the role of the church, evangelism and reconciliation.

Component 3 | Study of a world faith 25%

Component three is the study of one optional religion. The focus of this component is on the beliefs, teachings and practices of the chosen world faith

## **How is the course examined?**

There are three exam papers.

Component 1 is a 2 hour paper worth 50%

Component 2 is a 1 hour paper worth 25%

Component 3 is a 1 hour paper worth 25%

## **What can this course offer me?**

This two year study would result in a GCSE in Religious Studies. It provides opportunities to develop skills to debate, analyse, interpret, evaluate and arrive at conclusions, all of which help to equip students with life skills. By the end of this course students will be able to write balanced and well informed arguments that would benefit them at any further education establishment.

## **What will this course prepare me for?**

The skills you will develop during your Religious Studies GCSE will open the doors to studying numerous subjects at A Level. Related subjects include health and social care, geography, law, history, classical civilisation, sociology, philosophy, psychology, government and politics, communication and culture.

There are a range of vocational qualifications (such as BTECs, NVQ/SVQs and diplomas) linked to religious studies, including: travel and tourism, health and social care, childcare, uniformed public services, legal studies.

Religious studies students often go on to become lawyers, teachers, academics, civil servants, business analysts, politicians, social workers, charity workers, journalists and religious ministers, to name but a few career options.





# GCSE Spanish

Exam Board: EDEXCEL

## Why should I study GCSE Spanish?

A second language not only gives you the means to communicate with people from different countries and cultures; it also develops a wide variety of skills that are transferable and useful in every area of life. Learning a language encourages learners to be creative and take risks; it develops vital communication skills and, just as importantly, improves literacy in your own language. In addition, it promotes understanding and enjoyment of other cultures and traditions. Having even a basic knowledge of a foreign language will not only improve your employment prospects in any field of work but also widen your opportunities for further education post-GCSE. There is no doubt that employers and providers of further education recognise the tremendous importance and far-reaching value of language qualifications. Even if studying languages is not a path you plan to pursue post-GCSE, remember that many major companies from all fields send their employees to meetings abroad or on placements in other countries. We encourage everyone to build on the foundations they have set during KS3 and to take up the option of studying a foreign language at GCSE.

## What will I study?

**Spanish GCSE course** consolidates work on topics covered throughout KS3 and covers the following important topics and includes all four language skills – speaking, reading, listening and writing:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

## How is the course examined?

**Writing:** 25% of the final GCSE mark is obtained from the written skill which is judged by a final exam.

**Speaking:** Pupils prepare and rehearse various sample conversation questions in advance of the final recorded speaking assessment which also comprises a photo card element and a role-play scenario. Pupils also get to prepare a 1 minute presentation on their chosen topic. This exam counts towards a further 25% of the final GCSE mark. As with the writing component, pupils who prepare thoroughly in advance can score well in this component.

**Reading and Understanding / Listening and Understanding:** Each of these components is tested by exam and together they account for 50% of the overall mark.

**Entry Level:** Pupils are entered at the tier most suitable to their level of competence, be that Foundation (grades 1-5) or Higher tier (grades 4-9), depending on their aspirational target, performance in practice exams and regular classroom assessment.

Pupils who have a good, working understanding of the grammar covered so far at KS3 and who already have a good stock of topic vocabulary can be confident that they have the capacity to achieve well at GCSE. Much of the important grammar has already been mastered during early year study and perfectly complements GCSE consolidation. Students will be tested regularly on vocabulary to ensure they are learning what is required to be successful at GCSE.

## What can this course offer me?

The course offers in-depth study of the Spanish language through various methods, including interactive, individual and group work. It will provide you with the ability to communicate clearly; confidence when speaking in public; problem-solving strategies and many other skills which are useful in a wide range of future careers. A language adds an international dimension to your choice of subjects which is something many employers look for. Speaking another language has also proved to lead to a deeper understanding of others and a higher level of interest, acceptance and empathy towards other people and cultures. It gives you a zest and passion for life that not many other subjects can offer.

## What will this course prepare me for?

The course prepares you for a lifelong journey of learning and instills you with a love of languages. It prepares you for life as part of a “global community”. Now, more than ever, it is vital to study a language.

The course also prepares you for Sixth Form College, where many of our former students have gone on to study A Levels in languages.