



# CARMEL COLLEGE

OPTION CHOICES 14+



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**BISHOP  
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Catholic Education Trust

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January 2026

Dear Parent(s)/Carer(s),

I am pleased to be able to present the Carmel College Option Choices 14+ Booklet for 2025/2026 for your consideration. It contains a great amount of information and should serve to answer many of the questions we are asked each year by parents/carers when their child(ren) are faced with making subject choices in Year 9.

All students in Years 10 and 11 must study religious education, English, mathematics, science, physical education and a humanity. We are pleased to also offer students an additional two option choices from a range of academic, vocational, and practical subjects.

Given the requirement for young people to participate in Education or Training until their 18<sup>th</sup> birthday, it is important at this stage to consider progression routes post-16. Young people will therefore be able to choose how they participate in post-16 which could be through Full-Time Education in College, an Apprenticeship or Part-Time Education or Training if they are employed for 20 hours or more per week.

In arriving at your decision, Carmel College staff will, as always, be available to help you. Please use the homework diary to ask subject specific questions and subject teachers will respond. There will also be a Year 9 Parents' Evening on **Tuesday 27<sup>th</sup> January, 4.00pm – 6.30pm.**

If you need to discuss your child's options further, please email [optionsyear9@carmel.bhcet.org.uk](mailto:optionsyear9@carmel.bhcet.org.uk) and the appropriate person will get back to you.

With every good wish.

Yours faithfully,

M Kane  
Principal Carmel College



# Mission Statement

We shall endeavour to be a community which witnesses to the Gospel and the values contained therein.

'I came that you may have life in abundance.' John Ch10 v10

We shall endeavour to be a worshipping community and celebrate this in daily prayer and liturgy.

Our community must be characterised by supportiveness, a welcoming approach and a caring ethos, with justice given to all within it.

We shall strive to provide opportunities and an environment in which all pupils develop according to their full potential.

We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others, by participating as fully as possible in College life.

We shall strive to maintain fruitful links with parents, parishes, Primary feeder Schools and the local community, in the recognition that the College is dependent on the interaction and support of many agencies to achieve the aims embodied in this Mission Statement.

We shall regularly evaluate our organisational and management structures to ensure that they reflect the spirit of this Mission Statement, especially through the effectiveness of the College's communication systems.

'Where there is no vision, the people perish.' Proverbs Ch 29 v 18





# Advice on Choosing your Options

## Options - Your Next Steps

Choosing your options is your first chance to influence your educational future. Until now, such decisions about the school you attend, the subjects you study and the groups you are in, have been made by someone else. This is your chance to choose the subjects to study that will best help you to achieve your chosen career.

### With such an important decision it is crucial that you:

Take your time and carefully consider your choices- you owe it to yourself to give serious thought to your choice of option. Talk to the following key people before making your final decision: your subject teachers, Form Tutor, Academic Mentor, and Pastoral Learning Manager.

At this point, in Year 9, you may not know or be certain what your career next steps are, and it would be sensible to make sure you choose a broad range of subjects. However, some universities and careers do demand certain subjects. It is important to research and consider your choices carefully in order to make a fully informed decision.

To help with this, you can browse careers guidance websites called <https://www.careersbox.co.uk> , <http://icould.com> and <https://www.unifrog.org>. In addition, book an appointment with Youth Directions, our impartial careers service in the library to discuss your progression.

## How to choose your options

Follow the “Steps to Success” on the next page. Give all your subject areas careful consideration before you make your choice. This is your future you are investing in.

- Consider all the subjects you are good at and the ones you like. This is not always as easy as it seems. Subjects will become increasingly more difficult and you need to be confident that you can achieve your potential.
- It is good to have a balanced timetable with opportunities for academic and practical work.
- Do not choose subjects because your friends are doing them, or you have a favourite teacher. There is no guarantee who will teach you or who your classmates will be.
- Do not drop a subject only because “you don’t like it”; that subject may be important for your future.
- Do not assume that certain subjects are needed for certain careers; do your research and check the most up to date information.

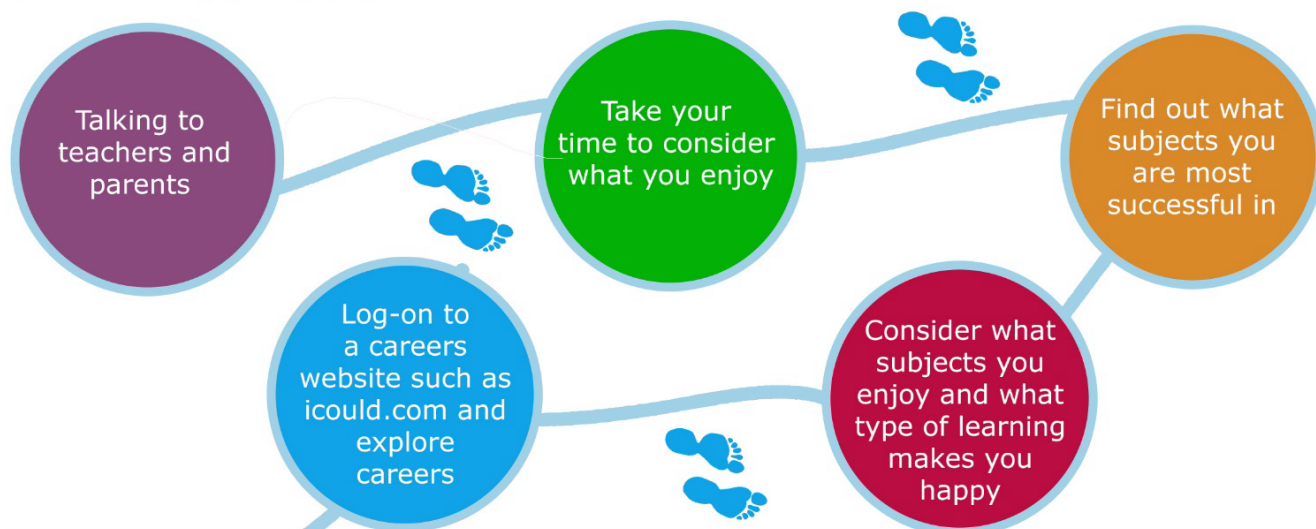
Remember, your education is not only about your future career. By studying a wide range of subjects, you will learn new skills, gain new knowledge and understanding which will shape you as a person and support you in leading a full and happy life.

**Natasha Levy**  
**Pastoral Learning Manager**

# Steps to Success

*The aim is to choose subjects that you will enjoy, be successful at and will give you a rewarding career.*

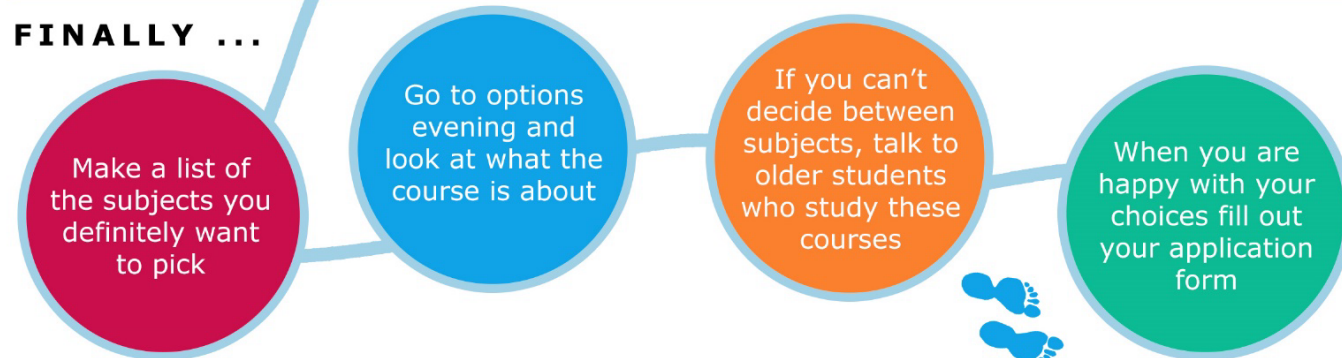
## START YOUR JOURNEY HERE ...



## THEN ...



## FINALLY ...



*Hand in the option form and feel confident that you have made the right choice for you.*

# What's Next?

Carmel is an 11 - 19 RC College offering opportunities for students in Key Stage 3, Key Stage 4 and the Sixth Form. We are unique in two ways: we promote Christian values, and we are the only maintained school with a Sixth Form in Darlington.

Year 9 students should be thinking very carefully, not just about the subjects they are choosing for GCSE but also about what they would like to do in the longer term. It is not too early to consider what type of work or career they would like and how they are going to achieve that goal. Changes in the raising of the participation age mean that current Year 9 students will be required to continue in Education or Training until their 18th birthday.

Generally speaking, to study A Levels, students must have a minimum of 5 passes at GCSE at grade 4 or above including English and maths. These examinations will be necessary for entry into university as well as many careers where work-based training is more appropriate. In the Sixth Form at Carmel, we are able to offer a broad range of A-Levels, Applied A-Levels and BTECs. The Sixth Form currently offer approximately 30 courses at post-16. Prospective sixth form students are supported through their option choice to ensure they follow an appropriate pathway to maximize their potential for success at the end of the two years.

- Excellent examination results
- Wide choice of programme of study - tailored to individual requirements
- New courses introduced if there is a demand for them
- Close monitoring to ensure continued success and optimum results
- A varied programme of enrichment courses
- Leadership opportunities
- Special privileges that are not extended to students in other year groups
- Closer relationships with teachers
- Dedicated teachers and contemporary teaching methods
- Free books and equipment and laptop leasing scheme
- Superb common room and Bistro facilities
- New clubs, societies and sporting opportunities

There is a wide range of extra-curricular courses/activities available in the Sixth Form at Carmel including:

- Young Enterprise Scheme
- Dinner dances/Christmas and Summer Balls
- Opportunity to go on the annual pilgrimage to Lourdes
- Challenging and enlightening retreats
- Duke of Edinburgh Scheme

Foreign Language students are usually able to spend some time in France or Spain. The College is also involved in many international projects and students often get the chance to attend conferences in other countries. There is also the annual pilgrimage to Lourdes with HCPT (The Pilgrimage Trust) where Sixth Form students have the opportunity to look after children less fortunate than themselves.

Carmel Sixth Form is an excellent place to study and students go on to study at universities across the country, including Cambridge, Oxford, Durham, York, Warwick, Bristol, University College London and Newcastle to name but a few. Ex-students have been very successful in their routes through Higher Education to challenging and exciting careers.

If you would like more information on any aspect of our Sixth Form then please contact Louise Parnaby, our Director of Sixth Form on 01325 254525.

# Driving for Excellence

Careful monitoring of pupil progress takes place across all age groups. All departments track students' progress against their individual targets. Careful analysis enables staff to tailor their teaching to the learning needs of their pupils. This process is a key element in helping to secure consistent progress through the College.

Pupil progress in both academic and personal terms is carefully monitored and nurtured from Year 7 to 11. Every pupil has an Academic Mentor who works with the pupil at regular intervals throughout each year, to celebrate success and also identify areas in need of development. Parents/carers are closely involved in this process. Pupils thrive in this strong learning environment, where progress is highly valued.

## Curriculum

The curriculum is constantly being developed and reviewed in line with ongoing guidance from the Department of Education and relevant exam boards. This ensures, across all Key Stages, that the fundamental skills are secure and that the curriculum is current, relevant and as broad as possible.

As pupils move into KS4, great care and time is given to ensuring that pupils follow a curriculum which matches their interests, ambitions and talents. A very wide range of subjects are available in college, from traditional subjects to a broad, vocational range of options.

The culmination of this individual approach to pupil development is excellent pupil progress relative to their individual starting points.



# English Language

AQA English Language  
Syllabus Code 8700  
QAN 601/4292/3

## Why study English Language?

GCSE English Language studies is designed to develop your ability to decode and interpret information, identify and explain techniques in a piece of writing, as well as develop your own writing abilities.



## Course outline

You will be familiar with many of the activities on this course but you will be expected to respond to more challenging materials throughout Years 10 and 11. English Language involves decoding, summarising and evaluating the use of words and structure across fictional extracts and non-fiction texts. You will need to show that you can write about the effects of language in detail, from an unseen piece of prose. You will also develop the skills to adapt your writing style to tailor your ideas to a variety of different audiences.

In Year 10, you will study :- Language and Genre, Language and Voice, Non-Fiction Perspectives and Ideas, English Language Paper 2: Exam Focus, Transactional Writing and Spoken Language.

In Year 11, you will be taught to appreciate, synthesise, analyse and evaluate texts, in line with AQA GCSE English Language

A final component of the course is also the development of your speaking and listening skills. Your ability to present ideas and arguments verbally, and in a detailed and sophisticated manner.

**How will I be assessed and examined?** GCSE Language is a linear course. At the end of this course you will be expected to sit 2 examinations. Everyone on the course sits the same examinations. Examinations are as follows:

- **Paper 1: Explorations in Creative Reading and Writing – 50% of the course: Duration 1 hour 45 minutes**
- **Paper 2: Writers' Viewpoints and Perspectives – 50% of the course: Duration 1 hour 45 minutes.**

Throughout the course there will be various opportunities in class to practise exam style questions and develop the skills needed to succeed in your final exam

## What are the career opportunities and progression routes?

You need English skills in reading, writing and speaking to cope with the demands of modern life and a qualification in English is needed for almost all further education courses and most jobs. It is a subject which opens doors, helping you to achieve any ambition you may have and enabling you to play your full part in society. What is more, the GCSE course offers you the chance to cultivate habits, which will hopefully be a source of pleasure and recreation for the rest of your life. **Make the most of the chances offered!** English Language is essential for roles in journalism, media, marketing, law, teaching and public relations. A grade 4 in English Language is often required for entry into further education, apprenticeships and jobs.

# English Literature

## GCSE AQA English Literature

Syllabus Code 8702

QAN 601/4447/6

### Why study English Literature?



English Literature gives you the opportunity to consider the ways in which our world is shaped, and influenced, by the power of words.

Poems, books and plays not only offer us a chance to escape from our hectic lives, but also offer an insight into the lives of those who have taken the time to transfer their thoughts to paper. Throughout this course you will develop your ability to understand and decode meaning within a literary text. You will develop your powers of perception and develop your reading, writing and speaking skills whilst gaining one of your two GCSE's in English.

### Course outline

During the course, you will study the following texts:

- One modern play – An Inspector Calls
- One Shakespearean play - Macbeth
- One Nineteenth Century Novel – Dr Jekyll and Mr Hyde/A Christmas Carol
- A selection of 15 poems selected from the AQA Poetry Anthology.
- Unseen Poetry
- Unseen Poetry Comparison

### How will I be assessed and examined?

GCSE Literature is a linear course. At the end of this course you will be expected to sit 2 examinations. Everyone on the course sits the same examination.

Examinations are as follows:

- **Paper 1: Shakespeare and 19th –century novel – 40% of total GCSE. (Duration: 1 hour 45 minutes.)**
- **Paper 2: Modern Texts and Poetry – 60% of total GCSE. (Duration 2 hours and 15 minutes.) These will be closed book examinations.** (This means that you will not be allowed to take any notes or copies of the texts that you have studied into the exam.) Throughout the course there will be various opportunities in class to practise exam style questions and develop the skills needed to succeed in your final exams.

### What are the career opportunities and progression routes?

A GCSE in English Literature means more than just being a bookworm. Your studies in English Literature allow you to develop your perceptive abilities and your ability to evaluate and interpret information. Obvious careers can include working within the publishing industry and producing magazines, articles or even the next best-seller. Digital publishing is another ever growing market and you could find yourself producing websites, e-books and news sites. These examples can apply to English Language as well! You may even consider a career in teaching, advertising, marketing, PR, administration, law and these are just some of the careers which can link into English. As a versatile subject the possibilities are almost endless.

# Mathematics

EDEXCEL

Syllabus Code 1MA1  
QAN 601/4700/3

## Why study mathematics?

Most universities and employers will want you to have a pass at GCSE and future career prospects will be limited without it. Having an understanding of mathematics underpins many areas of our lives and studying mathematics also develops transferable skills such as problem solving and reasoning.



## Course outline

The aims and objectives of GCSE Mathematics are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Mathematics GCSE will assess content covered in the following areas

1. Number
2. Algebra
3. Ratio, Proportion and Rates of change
4. Geometry and Measures
5. Probability
6. Statistics

## How will I be assessed and examined?

Each student will be entered for one of the following tiers: Foundation or Higher. Students will take three examination papers within each tier. At each tier Papers 2 and 3 are calculator papers.

Tier	Grade Range	Assessment Component	Time
Foundation	1 -5	Paper 1	1 hour 30 minutes
		Paper 2	1 hour 30 minutes
		Paper 3	1 hour 30 minutes
Higher	4-9	Paper 1	1 hour 30 minutes
		Paper 2	1 hour 30 minutes
		Paper 3	1 hour 30 minutes

## Certificate of Achievement

If it is felt that students are unlikely to gain a grade 1 at GCSE, they can take the Entry Level Tests.

## What are the career opportunities and progression routes?

A grade 5 at GCSE in Mathematics is an important qualification to enable students to progress both in education and in work. Higher Grade (7, 8 or 9) would enable students to progress to A level and beyond. Grade 5 or above would enable students to progress to Core Maths. Some possible careers include: actuary, chartered accountant, data analyst, data scientist, investment analyst, investment banker and research scientist.

# Religious Studies

## Religious Studies

C120PB WJEC EDUQAS GCSE

601/88790/0

### Why study RE?

Catholic schools exist to provide a Catholic Education and a life based on Gospel values. It is because of this that Religious Education has been described as “the core of the core curriculum” and something which should occupy pride of place in our College. In this subject, students have the opportunity to gain a deeper understanding of themselves and the part they have in life. It helps them to consider and explore the origins, meanings, purpose and value of life. Students are encouraged to reflect on their own personal response to God, other human beings and moral issues.



### Course outline

The new GCSE Religious Studies includes three components, each component is made up of two modules: Judaism includes beliefs and teachings and Practices; Foundational Catholic Theology includes Origins and Meaning and Good and Evil; Applied Catholic Theology includes Life and Death and Sin and Forgiveness. Within these areas students will be expected to demonstrate knowledge and understanding of two religions and of key sources of wisdom and authority; understand the influence of religion on individuals, communities and societies; understanding significant common and divergent views between and within religions and beliefs; apply knowledge and understanding in order to analyse questions related to religious beliefs and values; construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

### How will I be assessed and examined?

There are three examinations for each of the components. Students take all exams at the end of Year 11. Within each exam there are two sections:

- Judaism - Beliefs & Teachings and Practices,
- Foundational Catholic Theology - Origins & Meanings and Good & Evil
- Applied Catholic Theology - Life & Death and Sin & Forgiveness.

### What are the career opportunities and progression routes?

A qualification in Religious Studies is highly suitable for careers in medicine, teaching, social work, publishing, journalism, nursing and the religious life. Banks, broadcasters, public services and the Law recognise the positive benefits of such a wide-reaching subject. Religious Education encourages skills of listening, understanding, communicating and the ability to form and express a personal opinion with analysis and synthesis. It gives an insight into human nature, how people relate to one another and helps students to develop concern and tolerance for others, and the world around them. As a result, it helps the student grow as a person and to develop a greater understanding of faith, the world they live in, and the ways in which they can contribute towards the common good.



# Science Trilogy: Combined Science

## AQA GCSE Science Trilogy: Combined Science – Award of Two GCSE Grades

Specification: Trilogy (Combined Science) 8464  
QAN Trilogy 601/8758//x

### Why study Science?

The study of science gives us a better understanding of the world around us. All students will study AQA Trilogy unless they choose Separate Science as an option subject. All students will experience a learning sequence designed with the application of working scientifically at the core. Students will follow the AQA Science Trilogy course, leading to the award of two GCSE grades.



### Course outline

Working scientifically is the sum of all the activities that scientists do. The way scientific ideas flow through the learning sequence will support students in building a deep understanding of science and applying their knowledge to exam questions.

#### Biology

- Cell biology
- Principles of organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

#### Chemistry

- Atomic structure & the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

### How will I be assessed and examined?

Students will be assessed at the end of Year 11 where the exams will include a range of multiple choice, short answer and extended response questions. All students will have two exams in each science subject, a total of 6 assessments which are all 1 hour 15 minutes in length and worth 70 marks.

Working Scientifically, practical skills, will be assessed throughout the exam papers where students will be asked to apply their understanding to new concepts.

### What are the career opportunities and progression routes?

The sciences are essential qualifications as they develop the skills of planning, evidence gathering, analysis and critical thinking. Studying science opens doors to many careers and higher education courses such as medicine, engineering and pharmacy but also the sciences are also regarded favourably for entry into other fields, such as law.

# Core PE

## Key Stage 4

Following the skills taught at Key Stage 3, the PE programme in Key Stage 4 gives student some influence on the design of the curriculum. This allows students to participate in activities that they enjoy and hopefully encourages life-long participation in sport and physical activity. This will enable the students to develop personal fitness and engage in an active and healthy lifestyle, whilst directing to local exit routes and sporting opportunities in the local community



Here are some examples that students have previously chosen:

### Individual Sports such as;

Badminton, Table Tennis, Trampolining, Athletics, Fitness, Rock Climbing,

### Team Sports such as;

Hockey, Football, Rugby, Handball, Netball, Volleyball, Basketball, Cricket,

### Alternative Sports such as;

Kinball, Rounders, Dance Fit, Futsal, Dodgeball

Students will be encouraged to take on roles such as peer assessment, leadership, coaching and officiating, with a view to develop transferable life skills such as communication, organisation, resilience and teamwork.

Those who excel in Physical Education will be encouraged to select either GCSE PE or the Level 2 Cambridge National Sport Studies in Key Stage 4 and A Level PE or the Level 3 Cambridge Technicals in Sport and Physical Activity in Key Stage 5.

# Art & Design

## AQA GCSE Art & Design

Specification Code 8201

QAN 601/8088/2

### Why study Art & Design?

Do you enjoy drawing, painting, photography, working in 3-D and experimenting with a variety of materials? Would you miss the unique opportunity that art provides to make a personal and imaginative response?



### Course outline

GCSE Unendorsed Art and Design builds on the experience you have gained in art and introduces you to a wider range of techniques and materials. You will learn a range of drawing and painting techniques, mono and lino printing, photography and Adobe Photoshop skills. You can also choose to learn textile techniques such as silk painting or 3D skills such as wire construction or clay. The course looks at a wide range of artists and designers.

You can choose from a range of themes and techniques to develop your coursework and demonstrate your skill. Like Year 9, your homework is planned to allow you to research and support the development of your ideas in class. There is an opportunity to join an after school support session or use the department at lunchtime. In the summer term of Year 11 there is a photography field trip which will be the start of an experimental project leading to clay, wire, textiles or photography.

### How will I be assessed and examined?

#### Component 1: Portfolio

The portfolio is 60% of your GCSE grade. You will have an opportunity to learn and improve skills before completing a sustained project and an experimental unit. Only your best work will be selected for assessment.

A portfolio and externally set units are marked internally and validated by a visiting exam board moderator.

#### Component 2: Externally Set Assignment (Exam)

Seven externally set themes/questions are given to you from the exam board in January. You will have approximately 3 months' preparation time in which to research your chosen theme and develop a final idea to produce over 10 hours in exam conditions. The exam is completed in the art department during manageable sessions over a few days. This accounts for 40% of your GCSE grade.

### What are the career opportunities and progression routes?

After successfully completing the GCSE course, students can join an A2 course in Fine Art, Textiles or Photography. This can be followed by a foundation course of one year in a regional art college, or direct entry to a specialized degree, such as architecture, computer animation, interior and industrial design, fashion, textile design, photography and graphics.

#### Career Opportunities

Make an impact and shape your environment in the future by choosing one of the following careers: Graphic Designer, Stylist, Fashion Designer, Trend forecaster, Jewellery designer, Medical Illustrator, Children's Book Illustrator, Interior Designer, Stage/Costume design, fabric designer, menswear designer, printmaker, visual merchandiser, marketing manager, teacher, fashion photographer, fashion buyer.

# Art & Design - Photography

**AQA GCSE Art & Design: Photography**  
**Specification Code 8206**  
**QAN 601/8088/2**

## Why study Photography?

Do you love taking photographs, editing photos or would like to learn how to? Would you miss the opportunity to work in the art department and use the excellent facilities such as brand new computers and the dark room to develop photographs?



## Course outline

GCSE Photography builds on the experience you have gained in KS3 in art & design and introduces you to a wider range of techniques and processes. You will learn to use the digital SLR cameras in a manual way, the dark room to develop photographs, studio lighting set ups and Adobe Photoshop editing.

The course looks at a wide range of photographers, artists and designers and you develop a personal response to the theme 'environment' set at the beginning of year 10. Like Year 9, your homework is planned to allow you to research and support the development of your ideas in class. There is an opportunity to join an after school support session or use the classroom/computer break out area at lunchtime. You will be able to experience photography field trips in Year 10/11 to a variety of places to assist your theme.

## How will I be assessed and examined?

**Component 1: Portfolio:** The portfolio is 60% of your GCSE grade. You will have an opportunity to learn and improve skills before completing a sustained project and an experimental unit. This unit you will explore slow shutter speed and light painting among other things. Only your best work will be selected for assessment. A portfolio and externally set units are marked internally and validated by a visiting exam board moderator.

**Component 2: Externally Set Assignment (Exam)** seven externally set themes/questions are given to you from the exam board in January. You will have approximately 12 weeks preparation time in which to research your chosen theme and develop a final idea to produce over 10 hours in exam conditions. The exam is completed in a IT classroom during manageable sessions over a few days. This accounts for 40% of your GCSE grade.

## What are the career opportunities and progression routes?

After successfully completing the GCSE course, students can extend their learning by completing an A level in Photography. This can be followed by a foundation course of one year in a regional art college, or direct entry to a specialized photography degree or courses such as architecture, computer animation, interior and industrial design, editorial or graphics.

## Career Opportunities

Make an impact and shape your environment in the future by choosing one of the following careers: Advertising art director, Film/video editor, Graphic designer, Magazine features editor, Medical illustrator, Fine art Photographer, Photojournalist, Press photographer, Television camera operator, Commercial/Industrial photographer, Freelance Photographer, Studio/Portrait Photographer, Medical/Forensic Photographer, Wedding Photographer.



# Art & Design - Textiles

## AQA GCSE Art & Design Textile Design

Specification Code 8204

QAN 601/8088/2

### Why study Art & Design?

Do you enjoy sewing, painting, designing, working in 3-D and experimenting with a variety of materials? Would you miss the unique opportunity that textiles provides to make a personal and imaginative response?



### Course outline

GCSE Textiles builds on the experience you have gained in KS3 and introduces you to a wider range of techniques and materials. You will learn a range of drawing and painting techniques which you can then apply to a variety of textiles samples including, hand & machine embroidery, silk painting and fabric manipulation. The course looks at a wide range of artists and designers and you develop a personal response to the natural forms theme set at the beginning of year 10. Like Year 9, your homework is planned to allow you to research and support the development of your ideas in class. There is an opportunity to join an after school support session or use the classroom at lunchtime.

### How will I be assessed and examined?

#### Component 1: Portfolio

The portfolio is 60% of your GCSE grade. You will have an opportunity to learn and improve skills before completing a sustained project and an experimental unit. Only your best work will be selected for assessment. A portfolio and externally set units are marked internally and validated by a visiting exam board moderator.

#### Component 2: Externally Set Assignment (Exam)

Seven externally set themes/questions are given to you from the exam board in January. You will have approximately 3 months' preparation time in which to research your chosen theme and develop a final idea to produce over 10 hours in exam conditions. The exam is completed in the textiles classroom during manageable sessions over a few days. This accounts for 40% of your GCSE grade.

### What are the career opportunities and progression routes?

After successfully completing the GCSE course, students can join an A2 course in Textiles and Photography. This can be followed by a foundation course of one year in a regional art college, or direct entry to a specialized degree, such as architecture, computer animation, interior and industrial design, fashion, photography and graphics.

#### Career Opportunities

Make an impact and shape your environment in the future by choosing one of the following careers : Graphic Designer, Packaging Designer, Photojournalist, Stylist, Advertising, Architect, Auctioneer, Fashion Designer, Video Editor, Film Director, Jewellery, Animator, Medical Illustrator, Children's Book Illustrator, Cartoonist, Interior Designer, Stage/Costume Designer, Fabric Designer.

# Business

## Eduqas GCSE Business

Specification Code C510QS

QAN 603/0305/0

Choose Business or Cambridge Level 1 & 2 Enterprise and Marketing Course

### Why study Business?

This subject introduces learners to the business world, empowering them to develop as commercially-minded and enterprising individuals. Students will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways. The focus of the subject is to introduce and nurture an enthusiasm for studying business in a range of contexts. Students will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective. Opting for Business is dependent on maths attainment in Year 9.



### Course outline

The subject content enables learners to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students are required to develop an understanding of how these contexts impact on business behaviour. Students will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity. Students should investigate the real business world to develop an understanding of contemporary business opportunities and issues. The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

### How will I be assessed and examined?

The subject content is assessed across two examination papers.

Both components assess content from all six topic areas, so students will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

### What are the career opportunities and progression routes?

A GCSE Business Studies' course, in developing an overview of the business world, is appropriate for students wishing to enter one of the areas covered by the units. As it is a course that develops the skills of investigation, analysis, interpretation, communication and team work, as well as a knowledge of the world of work in general, it gives a platform for moving into many careers, not always associated with business studies.

#### Possible Progression Routes

Advanced GCE Business, GCE Business Studies, Modern Apprenticeship, NVQs in the workplace, BTEC Business Studies.

# Enterprise and Marketing

## OCR Level 1/2 Enterprise and Marketing

Specification code: J837

QAN 603/7093/2

### Why study OCR Enterprise and Marketing?

Cambridge National in Enterprise and Marketing encourages students to develop the practical skills and applied knowledge they'll need in the business and enterprise sector. Students put their learning into practice and develop



### Course outline

Cambridge National in Enterprise and Marketing will encourage students to: understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise.

- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Core units include

- R067 Enterprise and marketing concept
- R068 Design a Business Proposal
- R069 Market and pitch a business proposal

### How will I be assessed and examined?

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units. Grading and awarding grades All results are awarded on the following scale: • Distinction\* at Level 2 (\*2) • Distinction at Level 2 (D2) • Merit at Level 2 (M2) • Pass at Level 2 (P2) • Distinction at Level 1 (D1) • Merit at Level 1 (M1) • Pass at Level 1 (P1)

### What are the career opportunities and progression routes?

This course allows students the opportunity to gain broad transferrable skills and experience that can be applied in the real business world. It offers a platform for moving into many careers, not always associated with Business.

#### Possible Progression Routes

Advanced GCE, Apprenticeship e.g. Business Administration (Level 2 and 3)

# Child Development

## Level 1/2 Cambridge Nationals Certificate in Child Development

Specification Code J809

QAN 603/7114/6

### Why study Child Development?

The qualification has three mandatory units. Two are assessed by set assignments and one being assessed through an examination.

In the examination unit, health and wellbeing for child development, students will learn about the importance of pre-conceptual health, reproduction, antenatal care and preparation for birth. They will also learn about postnatal care and the conditions in which a child can thrive. Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

A separate unit explores how to create a safe environment for children from birth to five years in childcare settings. Students will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years.

In addition, students will learn about the physical, intellectual and social developmental norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development. Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

### Course outline

#### Core units include:

- R057: Health and well-being for child development – Examination\*
- R058: Create a safe environment and understand the nutritional needs of children from birth to five years
- R059: Understand the development of a child from one to five years

### How is the course assessed? This is currently under review by the exam board

Assessment includes an externally assessed unit\*; the remaining units are internally assessed and OCR moderated based on a credit system. At the end of the course students will be awarded a Pass, Merit, Distinction or Distinction\* grade (4, 5/6, 7/8.5 respectively). This will be calculated from the credits achieved throughout the course.

### What are the career opportunities and progression routes?

Further courses in Early Years and Children's Play, Health & Social Care, Teaching, Learning and development, Pre Nursing courses. Any related Vocational courses in Health and Social Care and Early Childhood Studies, A Levels, BTECs, CACHE or NVQ. Here, at Carmel 6<sup>th</sup> form, we offer progression through to the Level 3 BTEC Children's Play, Learning and Development and Health and Social Care courses.

These courses are aimed at students who are interested in professions in Early Years, Health Care, Social Work, Teaching, Nursery Working or Nursing. Some of the many possible careers include: Nursery Nurse, Playgroup worker, Child welfare, Primary and Nursery teaching, Nanny, Care Assistant, Social Worker, Health Visitor, Midwife & Therapists.





# Computer Science

## OCR GCSE Computer Science

Specification Code J277

QAN 601/8355/X

### Why study Computer Science?

The course will give students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers however this course will give an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and then progress to study the subject at A Level or university will have an advantage over their colleagues who have not.

Critical thinking, analysis and problem-solving skills develop through the study of computer programming. For many students, it'll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

### Course outline

#### Computer systems

Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols & layers, System security, System software, Ethical, legal, cultural & environmental concerns.

#### Computational thinking, algorithms and programming

Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages, Data representation.

### How will I be assessed and examined?

- Component 01 - Computer Systems- 50% - Examination
- Component 02 - Computational Thinking, Algorithms and Programming - 50% - Examination

Programming skills will be assessed by a range of questions in Component 02 to apply the knowledge and skills they have learned.

### What are the career opportunities and progression routes?

Students can continue their studying of Computing at AS/A-level. Students could also take a vocational route into ICT via the Level 3 Cambridge Technicals in IT. Many careers either use computing directly such as computer programmers, network engineers, web developers, database administrators or systems analysts or they use computers, significantly to allow their work to be more productive and efficient. In this respect, the course will make an excellent preparation for students who want to study or work in areas such as engineering, financial and resource management, science and medicine that rely on critical thinking, analysis and problem-solving skills, especially when applied to technical problems.



# Creative iMedia

OCR Cambridge National in Creative iMedia  
Specification Code J834  
QAN 603/7090/7

## Why study Creative iMedia?

This course is a practical and work-related course. You study by completing projects and assignments that are based on realistic workplace situations, activities and demands. The Media industry is one of the largest and most powerful industries in the world and there are numerous job opportunities in this field. You will be given the responsibility to work independently and the opportunity to gain skills in teamwork, leadership, problem solving and communication. The BTEC Level 1/2 Tech award is broadly equivalent to one GCSE.



## Course outline

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the: Development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products; Process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas; Attitudes that are considered most important in creative media production, including personal management and communication; Knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques. Learners are required to complete and achieve all three components in the qualification.

**Unit R093: Creative iMedia in the media Industry.** You will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences. You will extend your knowledge and understanding by deconstructing existing products in one of the media sectors. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

**Unit R094: Visual identity and digital graphics.** Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit you will learn how to develop visual identities for clients.

**Unit R097: Interactive digital media.** Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge-based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this unit you will learn to design and create interactive digital media products for chosen platforms.

## How will I be assessed and examined?

Assessment includes an externally-assessed unit; remaining units are internally-assessed and based on a credit system. At the end of the course students will be graded over seven grades from L1 Pass to Level 2 Distinction\* grade.

## What are the career opportunities and progression routes?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their level of attainment and performance. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

# Geography

GCSE AQA Geography  
Specification Code 8035  
QAN 601/8410/3

## Why study geography?

Geography allows a deep understanding of both the complex human and physical world students live in and interact with. It has a huge range of transferable skills, such as literacy, teamwork, problem solving and numeracy and is very well regarded by both employers and higher education institutions. Students build on work done at KS3 at GCSE but also are introduced to new elements such as resource management or the changing economic world.



## Course outline

Students will study the AQA GCSE syllabus and they will sit 3 exams, all of these are 1 hour 30 minutes. The link to the new specification can be found at <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

**Paper 1: Living with the Physical Environment.** Students choose a range of questions, some which are data response and multiple choice and others which are far more challenging and require longer, essay style answers. This assessment style is the same for all three papers. The areas of study in paper 1 are hazards, physical landscapes of the UK, tropical rainforests and deserts.

**Paper 2: Challenges in the Human Environment.** The areas of study are urban issues and challenges in London and Lagos, the changing economic world, the challenge of resource management focusing on food issues.

**Paper 3: Geographical Applications.** It is a mixture of pre-release material on a relevant geographical issue and fieldwork skills. Students will conduct fieldwork in Darlington, examining how environmental quality changes with distance from the town centre.

## How will I be assessed and examined?

There are 3 written papers:

Paper 1 1 hour 30 minutes/ 35%  
Paper 2 1 hour 30 minutes/ 35%  
Paper 3 1 hour 30 minutes/ 30%

Each paper has a mix of short multiple choice questions as longer extended answers.

## What are the career opportunities and progression routes?

Students can follow a huge range of careers having studied geography; these range from cartographer, urban planner, environmental management, planning issues, meteorologist, geologist or volcanologist. It also supports students who are more interested in science-based subjects as the discipline has both arts based skills of essay writing and numeracy and statistical skills which work well with STEM subjects.

# Health and Social Care

**Level 1 / 2 Cambridge National in Health and Social Care**  
**Specification Code J835**  
**QAN 603/7116/X**

## Why study Health and Social Care?

This course allows students to study the key aspects of health and social care. The qualification has three units; two are assessed by set assignments and one being assessed through an examination.

The examination unit students will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:

- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings



A separate unit is assessed by a Set Assignment. In this unit students will learn about growth and development through the life stages. They will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- Topic Area 1 Life stages
- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

The third unit is also assessed by a Set Assignment. In this unit students will research health promotion campaigns and learn about their benefits to society. They will also plan and deliver their own health promotion campaign. Topics include:

- Topic Area 1 Current public health issues and the impact on society
- Topic Area 2 Factors influencing health
- Topic Area 3 Plan and create a health promotion campaign
- Topic Area 4 Deliver and evaluate a health promotion campaign

## Course outline

**Core units include:**

- RO32: Principles of care in health and social care settings – Examination \*
- RO33: Supporting individuals through life events
- RO35 : Health promotion campaigns

## How is the course assessed?

Assessment includes an externally assessed unit; the remaining units are internally assessed and based on a credit system. At the end of the course students will be awarded a Pass, Merit, Distinction or Distinction\* grade (4, 5/6, 7/8.5 respectively). This will be calculated from the credits achieved throughout the course.

## What are the career opportunities and progression routes?

BTEC Apprenticeship in Health & Social Care, BTEC Higher National Diploma in Health and Social Care, Child Development courses, Pre Nursing courses. Any related Vocational course, BTEC National Diploma Early Years BTEC National Diploma Early Childhood Studies, BTEC First Diploma in Care, CACHE NVQ, Childcare and Education Level 2/3. Playwork NVQ 3. Here, at Carmel 6<sup>th</sup> form, we offer progression through to the Level 3 BTEC Health and Social Care or Children's Play, Learning and Development course.

These courses are aimed at students who are interested in professions in Health Care, Social Work, Teaching, Nursery Working or Nursing. Some of the many possible careers include: Nursery Nurse, Playgroup worker, Child welfare, Primary and Nursery teaching, Nanny, Care Assistant, Social Worker, Health Visitor, Midwife & Therapists.

# History

AQA History GCSE  
Specification Code 8145 FA  
QAN 601/8217/9

## Why study History?

Aside from the fact that it is interesting and encourages students to be curious about the past and how we got here, it is a challenging and well-respected GCSE subject. It makes students think; it encourages them to ask 'why' all of the time. It is necessary to debate and to discuss different points of view based on the evidence presented. Many of our GCSE students develop a love of history that they carry on to A Level and then on to university.



## Course outline

This exciting GCSE in history has been designed to engage students so that they become successful historians with a love of enquiry. The range of topics covers a broad and interesting range of historical periods to be studied, allowing students to develop an understanding of key developments and periods of significant change in British, European and World history. Students will be able to demonstrate knowledge and understanding of the key features of the periods studied, explain why events happened and try to judge who and what was involved. They will understand how useful different evidence really is and look at a range of evidence to see if the truth can be discovered. Students will also learn how historians use evidence to arrive at their conclusions about the past.

Students will study five areas:

*Paper*    *Title*

<b>Paper 1</b> (50%) 84 marks 2 hours	<b><u>Understanding the modern world</u></b> <b>Period Study:</b> AB Germany, 1890-1945: Democracy & dictatorship <b>Wider world depth study:</b> BA Conflict & tension: The First World War, 1894-1918
<b>Paper 2</b> (50%) 84 marks 2 hours	<b><u>Shaping the nation</u></b> <b>Thematic study:</b> AA Britain: Health and the people: c1000 to the present day <b>British depth study including the historic environment:</b> BA Norman England, c1066-c1100

## How will I be assessed and examined?

Students will be assessed formally throughout their two years on a range of skills including change and continuity, cause and consequence, difference and similarity, significance, evaluation of interpretations as well as source analysis and evaluation. Final assessment comprises two exam papers.

## What are the career opportunities and progression routes?

Achieving a level 6 will allow you to progress to A level history. There are the obvious ones: museum work, archaeology, conservation and history teaching. However, other areas of employment could include lawyer, police officer, marketing, publishing, social work, journalist or civil servant.



# Information Technology

Perarson BTEC Tech Award in Digital Information Technology  
QAN 603/7050/6

## Why study Information Technology?

In short, this qualification is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.



You will plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience. You will also understand the impacts of digital technologies on the individual, organisation and wider society.

The Pearson BTEC approach has resulted in a qualification that offers students a solid foundation for their future studies and careers.

## Course outline

There are three units one of which is examined externally, while the other two are internally assessed and externally moderated. Weightings for the units are illustrated below.

<b>Component 01: Exploring User Interface Design Principles and Project Planning Techniques</b>	<b>Component 02: Collecting, Presenting and Interpreting Data</b>	<b>Component 03: Effective Digital Working Practices</b>
Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.	Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.	Learners will explore how organisations use digital systems and the wider implications associated with their use.
Non-exam, internal assessment. Centre-marked, moderated by Pearson.	Non-exam, internal assessment. Centre-marked, moderated by Pearson.	External, synoptic assessment. Set and marked by Pearson. (90 minutes)
36 Guided Learning Hours (30%)	36 Guided Learning Hours (30%)	48 Guided Learning Hours (40%)

## What are the career opportunities and progression routes?

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. Students can continue their studying of ICT at Level 3 by taking a vocational route into ICT via the Level 3 Cambridge Technicals in IT. It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

# Modern Foreign Languages

AQA GCSE French; AQA GCSE Spanish  
Specification Code 8652; 8692  
QAN 610/2790/ X (French) 601/8160/6(Spanish)

## Why study a language?

Language learning lays good foundations and improves communication skills and understanding of other cultures, allowing students to be adaptable in adult life. Employers seek employees with social skills, the ability to work in a team, problem-solving skills, confidence and open-mindedness, all of which are gained through the study of another language.



## Course outline

The GCSE course enables students to develop the ability to understand and use French/Spanish effectively for purposes of practical communication. Students will take an active part in developing the four skills of listening, speaking, reading and writing. Every student will have access to an online, personalised learning service, to access high quality resources, tailored to the AQA exam specification. The course offers insights into the culture and civilisation of French/Spanish-speaking countries. By the time they sit the examinations, the students will be able to conduct conversations, read signs, brochures and newspaper articles and discuss a wide variety of topics. The main themes covered by the course are People and Lifestyle, Popular Culture and Communication, and the World Around Us.

## How will I be assessed and examined?

Regular assessment within the department forms an important part of the programme. The external GCSE exam consists of four parts, (listening, reading, writing and speaking), each worth 25% of the overall GCSE grade. The four exams will take place at the end of Year 11 and students will sit either the foundation or higher tier. The listening and reading exams will consist of comprehension activities (such as multiple choice questions, open-ended questions, true/false, etc.) which students will have to answer in English or French/Spanish. The speaking and writing exams will aim to elicit spontaneous language from the students and will include various tasks ranging from photo-cards to role-play or open-ended questions.

## What are the career opportunities and progression routes?

In our globalised world, languages are becoming more and more of an asset in any job applications. The main sectors and industries looking for candidates with language skills include the culture sector, business services, charity work, engineering, the media industry, public administration or the fashion industry. If students wish to take their language learning further, the main career possibilities for language graduates are in education (Language secondary school teacher, teacher of English as a second language, etc.), interpreting and translating and in the tourism and hospitality industry (e.g. tour manager).

# BTEC Music Practice

## Pearson BTEC Level 1/2 Tech Award in Music Practice

QAN 603/2973/7

### Why study BTEC Award in Music Practice?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- Development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- Attitudes that are considered most important in the music industry, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles



### Course outline

This course enables students to engage in training that looks at different aspects of the music profession, whether as performers, technicians or in the many other roles associated with what is currently the biggest industry in the UK. Students will complete three components across the two years and develop their musical skills, knowledge and understanding through project-based class work and an external assessment. This is a vocational course and the emphasis is always on using musical skills in a professional way.

### How will I be assessed and examined?

60% internal assessment 40% external assessment.

**Component 1: Exploring Music Products and Styles**

**Component 2: Music Skills Development**

**Component 3: Responding to a Commercial Music Brief**

### What are the career opportunities and progression routes?

Many students want to build on the skills they have developed during the practical projects of the BTEC Tech Award by continuing to study music in Carmel College Sixth Form. Some possible careers in music - musician, composer, arranger, music producer, sound technician, teacher, armed forces musician, music therapist.

# Physical Education

## AQA GCSE Physical Education

Specification Code 8582

QAN Code 601/8279/9

### Why study Physical Education?

You will gain many valuable skills from studying physical education that will help you in other GCSE and A-level subjects as well as your future career. Some of the skills that you will develop include: Communications skills - Through playing team sports and problem solving with others, you will develop clear communication skills that will help you in the workplace. Every employer looks for candidates who are able to communicate well verbally and in writing. Social skills - Physical education is a very social subject and can involve a lot of group work. You will learn how to communicate and socialise with people in an effective way. When you start working, you'll encounter people from a range of different backgrounds, each with different personalities. Studying PE will help you learn how to best communicate with people in a team in order to produce the best results. Analysis and evaluation - At GCSE, PE involves analysing your own and others' performance while looking for ways it could be improved. This is a particularly useful skill to have in your career as you will often have to critique your own work and identify areas for improvement. If you work in management, you will also benefit from the soft skills that PE teaches and will learn how to deliver messages clearly and effectively. Physical fitness - As a PE student, you will also benefit from being physically fit! Not only will this help you in the physical side of the subject itself, but it will also improve your general well-being. Doing regular exercise is proven to relieve stress and promote good mental health



### Course outline

The theoretical content will include applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being. There is also a practical element to the course in three different physical activities.

### How will I be assessed and examined?

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. There are two written exams (each 1 hour 15 minutes), consisting of a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1: The human body and movement in physical activity and sport (78 marks – 30% GCSE).

Paper 2: Socio-cultural influences and well-being in physical activity and sport (78 marks – 30% GCSE).

There is a non-exam assessment based on practical performance in physical activity and sport. This is assessed as a practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context competitive situations (15 marks per activity). There is also an analysis and evaluation of performance to bring about improvement in one activity. Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in a chosen activity. These are assessed by teachers and moderated by AQA (100 marks - 40% of GCSE).

### What are the career opportunities and progression routes?

GCSE PE is an accepted and recognised qualification for those intending to pursue a career in Leisure Management, Coaching, Teaching, Fitness Training and the Armed Forces. Due to the high level of Biology and Physiology in the content of the course, it can be useful in careers such as Medicine, Nursing, Care of the Elderly and Physiotherapy.

GCSE PE can provide a sound platform for further study in Physical Education that is offered at Carmel Sixth Form, potentially leading onto a degree in Sport or PE at university.



# Separate Science: Biology, Chemistry, Physics

AQA GCSE Separate Science: Biology, Chemistry, Physics – Award of Three GCSE Grades

Specification: Biology 8461, Chemistry 8462, Physics 8463

QAN Biology 601/8752/9, Chemistry 601/8757/8, Physics 601/8751/7

## Why study Science?

Students who wish to study Biology, Chemistry and Physics as separate subjects have the opportunity and gain three science GCSE grades. Choosing the separate science as an option gives students a much greater depth of study in science and is strongly recommended for any student with an interest in doing science post-16. All students will experience a learning sequence designed with the application of working scientifically at the core. Students will follow the AQA Separate Science course, leading to the award of three GCSE grades. Maths and science attainment is considered for students opting for separate sciences.

## Course outline

Working scientifically is the sum of all the activities that scientists do. The way scientific ideas flow through the learning sequence will support students in building a deep understanding of science and applying their knowledge to exam questions.

### Biology

- Cell biology (*culturing microorganisms*)
- Principles of organisation
- Infection and response (*monoclonal antibodies; plant diseases*)
- Bioenergetics
- Homeostasis and response (*the eye; the brain; thermoregulation; plant hormones; osmoregulation*)
- Inheritance, variation and evolution (*types of reproduction; DNA structure; cloning; Darwinian evolution; Mendelian genetics*)
- Ecology (*decomposition; impact of environmental change; trophic levels; food production*)

### Chemistry

- Atomic structure & the periodic table (*properties of transition metals*)
- Bonding, structure, and the properties of matter (*size and properties; nanoparticles*)
- Quantitative chemistry (*yield and atom economy; molar solutions; moles of gases*)
- Chemical changes (*titrations*)
- Energy changes (*chemical cells and fuel cells*)
- The rate and extent of chemical change
- Organic chemistry (*alkenes and alcohols; polymers*)
- Chemical analysis (*ion testing*)
- Chemistry of the atmosphere
- Using resources (*using materials; the Haber process*)

### Physics

- Energy
- Electricity (*static electricity*)
- Particle model of matter (*pressure in gases*)
- Atomic structure (*radiation hazards; nuclear fission and fusion*)
- Forces (*moments, levers & gears; pressure in fluids*)
- Waves (*sound waves; waves for detection and exploration; lenses; light; black body radiation*)
- Magnetism and electromagnetism (*loudspeakers; induced potential; transformers; the National Grid*)
- Space physics

*Italics indicate the extra areas within each topic that are studied only by those students who take separate science as an option.*

## How will I be assessed and examined?

Students will be assessed at the end of Year 11 where the exams will include a range of multiple choice, short answer and extended response questions. All students will have two exams in each science subject, a total of 6 assessments which are all 1 hour 45 minutes in length and worth 100 marks. Working Scientifically, practical skills, will be assessed throughout the exam papers where students will be asked to apply their understanding to new experiments.



## What are the career opportunities and progression routes?

The sciences are essential qualifications as they develop the skills of planning, evidence gathering, analysis and critical thinking. Studying science opens doors to many careers and higher education courses such as medicine, engineering, and pharmacy but also the sciences are also regarded favourably for entry into other fields, such as law.



# Sport Studies

## Cambridge National Sport Studies Level 1/2

Specification Code J829

QAN 600/5123/1

### Why study Sport Studies?

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study up to the minute topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having a chance to either explore the world of outdoor sport or the media.



### Course outline

You will study two mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- R184: Contemporary issues in sport (70 marks exam, worth 40% of final grade)
- R185: Performance and Leadership in sports activities (centre assessed task, 80 marks, worth 40% of the final grade)

You will build on the knowledge gained in the mandatory units by completing one further unit (worth 20% of the final grade). The unit we complete as a school is:

- R187: Increasing awareness of outdoor and adventurous activities (40 marks)

### How will I be assessed and examined?

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. The assessment for unit R184: Contemporary issues in sport is a written examination which is marked externally. R185 and R187 is a combination of practical performances, leadership, coaching sessions and detailed coursework.

### How does the course compare to others?

The Cambridge National in Sport Studies Level 2 will be equivalent to a GCSE qualification.

### What are the career opportunities and progression routes?

This qualification will introduce young people to a wide variety of career opportunities within sport.

The course counts equally alongside GCSEs when applying to do further study in either general or vocational qualifications. With further training or study, students can follow careers in: Teaching; Sports & Exercise Coach; Sports & Exercise Instructor; Personal Trainer; Armed Services; Sports Administration; Physiotherapy; Lifeguard and Swimming Attendant; Sports Journalist and Photographer; Sport Centre Attendant; Outdoor Education Instructor; Coastguard; Firefighter; Osteopath; Riding Instructor; Professional Sportsman/Woman.

# Design & Technology – Resistant Materials

AQA Design and Technology  
Specification Code 8552  
QAN 603/0984/2

## Why study Design and Technology?

- You enjoy being creative & have an imaginative way of solving problems
- You are good at visualising 3D concepts
- You are skilled in practical work & enjoy using machinery and tools



## Course outline

This course allows pupils to experience all aspects of design and technology in a creative and stimulating environment. Pupils will develop a range of practical skills, increase their creativity and understand the design process. In year 10 pupils have one workshop lesson where they develop practical skills using Wood, Metal and Plastic to produce high quality products, including; a clock produced in a factory environment; utilising jigs and templates, a metal coat hook focusing on forming and joining metal, and a laminated wine bottle holder to develop an understanding of bending timber. Whilst doing so pupils will develop subject knowledge of the materials, joining methods and the suitable finishes. The second lesson of the week is used to develop pupils Computer Aided Design skills, in this lesson pupils learn 2D and 3D modelling skills to make a personalised set square, 3D printed cookie cutter, alongside developing general CAD skills such as creating an accurate Orthographic Drawing; as used in Industry. Pupils will also complete drawing tasks to develop sketching skills, although not part of the assessment this allows pupils to increase their confidence to be able to communicate their ideas used in their own design work.

In the summer term of Year 10 pupils will begin their non-exam assessment, which involves working through the design process to research, design, and carry out development and testing to create a final prototype of a design of their choice. Allowing pupils to demonstrate the skills they have developed to produce a real life solution.

On this course you will:

- Solve problems in a creative way using a variety of materials and techniques
- Design and make a prototype that meets a given design brief
- Use a combination of wood, metal, plastic and smart materials
- Use CAD/CAM – Utilising design software such as 2D design, Google Sketch up and TinkerCad, this also includes use of the laser cutter & 3D Printer

## How will I be assessed and examined?

Written exam: 2 hours      50% (*multiple choice, short and longer answer questions based on subject knowledge*)  
Non-exam assessment (NEA)      50% approximately 30–35 hours. Themes to be released annually by AQA on 1 June  
Students

## What are the career opportunities and progression routes?

Post-16	A level Product Design (at Carmel College), any Level 3 Design/Engineering based course or apprenticeship.
Degree	Product Design, Design Engineering, Architecture, Interior Design, jewellery Design, Industrial Design, Civil, Mechanical, Aeronautical, Automotive engineering and more.
Possible Careers	Any area within the Design and Engineering industry, traditional crafts and trades and many more.

# Design & Technology – Engineering

WJEC Level 1/2 Vocational Award in Engineering (Technical Award)

QAN 603/7019/1

## Why study Engineering

- You are inquisitive about how products function and enjoy making accurate and high-quality products.
- You wish to develop your CAD skills to create realistic 3D models of your own solutions.
- You enjoy finding innovative solutions to problems.

## Course outline

This course allows students to develop their manufacturing skills and theoretical engineering knowledge. This can range from basic hand tools to complex machinery. Year 10 will focus on making small metalwork projects that develop skills to interpret engineering drawings, planning, and selecting appropriate materials and equipment. Computer Aided Design (CAD) skills will be delivered to allow students to manufacture components using the laser cutter and 3D printer. Year 10 will also cover the subject knowledge required for both the project and written exam components in preparation for commencing Unit 1 at the end of year 10. WJEC release the Unit 1 & Unit 2 Design Briefs on 1 June.

## How will I be assessed and examined?

This qualification is made up of 3 units:

**Unit 1: Manufacturing engineering products.** 20 hours. (40%) Students will need to interpret different types of engineering information to plan how to manufacture a specific engineering product(s) set by the exam board. All students create the same product under high control assessment guidelines. Students will develop knowledge, understanding and skills using a range of engineering tools and equipment to manufacture and test a final product.

**Unit 2: Designing engineering products.** 10 hours. (20%) This unit offers students the opportunity to apply the knowledge and understanding developed during year 10 to adapt an existing component, element or part of the product that they will have manufactured for Unit 1. Outcomes will include product analysis, sketches, technical drawings, modelmaking, CAD prototypes, costings and evaluation.

**Unit 3: Solving engineering problems.** Written exam. 1 hour 30. (40%) The exam assesses material and equipment subject knowledge, in addition to how modern engineering has had an impact on modern day life at home, work and in society in general.

Grading: Level 1 Pass – Level 2 Distinction \* (Level 2 Pass is equivalent to GCSE grade 4)

## What are the career opportunities and progression routes?

Post-16                      A Level Product Design, any Level 3 Engineering based course or apprenticeship.

Degree                      Automotive/Aerospace/Civil/Computer/ Electrical/Mechanical/Product Engineering,  
Design, Product Design, Architecture and more.

Industrial

# Catering and Hospitality

## Why study hospitality and catering?

Being able to plan, prepare and present food is an essential skill within the hospitality and catering industry. This course equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes. You'll master culinary skills and apply appropriate knowledge of food principles when preparing meals and making food choices.

## Course outline

You will develop a wide range of food preparation and cooking skills during the course and present nutritional dishes to meet specific client's needs. Alongside practical lessons you will learn about different types of providers, legislation, food safety and the roles and responsibilities within the sector. Furthermore, this course contributes to the development of an array of transferrable skills from problem solving and communication to organisation and time management.

## How will I be assessed and examined?

The qualification is internally and externally assessed. At the end of the course students will be awarded a Pass, Merit, Distinction or Distinction\* grade (4,5/6,7/8 or 9 respectively).

**Unit 1:** Written paper (externally assessed) 40%

**Unit 2:** Non-examination assessment (internally assessed) 60%

**Unit 2 Task:** Students are presented with three scenarios student will choose one of the scenarios. Students are to identify four nutritious dishes that could be served in the catering outlet. Students will need to prepare, cook and serve two dishes with accompaniments during a set practical lesson.



## What are the career opportunities and progression routes?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector or pursuing an apprenticeship in the field.

## Notes



**Year 9 Parents' Evening  
Tuesday 27<sup>th</sup> January 2026  
4:00pm- 6:30pm**

**Option Form to be sent via MCAS.  
Please complete this electronic  
form by Tuesday 10<sup>th</sup> February  
2026.**