

Year 9 Options



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Dear Students and Parents/Carers,

This is a very important time for our Year 9 students, but also an exciting one. For the first time, students and their families will have the opportunity to make a series of choices that will directly influence their future.

Whilst this might feel a little scary, it is important to know that we as a school will support you through this process – ensuring you make the right choices that will lead to you thriving and being successful in all that you do. Teachers and school leaders have many years' experience in this process and know exactly what to do each step of the way.

This booklet is designed to explain the process to you, showing you which subjects you will be continuing with, and which subjects you have a choice in deciding. We have thought carefully about the progress and opportunities of every single student and will be directing you to what we are calling your 'pathway'. The number of subjects you take, which ones are compulsory and the number of choices you get is something we have thought very carefully about in order that we can ensure you are successful.

After the Year 9 KS4 Specialisms Evening, the coming weeks will be busily filled with plenty of decision-making support. We will be looking at careers and choices in PSHE lessons; we will also have special subject collective worships where teachers from each subject will tell students all about the courses, and there will also be subject taster lessons to help you make the right choices.

Please ensure that you read through this entire booklet as we are sure many questions you will have will be answered within.

We understand that these decisions can be difficult so it is important to know that all of our teachers and tutors are here to support and guide you through the process.

Good luck and best wishes.

Mr Coucill

Frequently asked questions

We are sure there will be many questions you have about this very important choices process – whilst we will be able to answer many of these through our interactive videos and lessons - it might be that the following information can answer some of those questions for you now.

I've heard about all of the changes to GCSEs – what are they and how do they affect students?

Education has experienced huge changes to GCSE and A Level subjects over the last few years. Each subject has a revised curriculum with the aim of making British qualifications comparable to those across the world. This has resulted in the inclusion of more difficult content, for which we are already preparing our students.

The government want all children to receive a broad curriculum made up of core subjects; English and maths, EBacc subjects; science, history, geography and a foreign language, as well as other foundation subjects. This range will give them a strong foundation for whatever they choose to do after Year 11.

In addition, the GCSE grading system has changed and students will receive a score on a scale of 1 to 9 (with 9 being the highest). The GCSE grades A* - G no longer exist.

What is the EBacc and why is it important?

The 'English Baccalaureate' or 'EBacc' is a suite of academic subjects: English Language; English Literature; Mathematics; Science; Computing; a modern foreign language (Spanish) and History or Geography. Achievement in the English Baccalaureate is seen as an indicator of a strong performance by a student.

Choosing the Ebacc gives students access to a full range of employment options and the broad knowledge that employers are looking for. If they are thinking of going to university the Ebacc is also recommended by many of Britain's universities.

With good grades in these qualifications you will be well placed able to compete on an equal standing with students from other schools for places at Sixth Form, Colleges or for apprenticeship placements. In order to maximise the chances of as many students as possible achieving the English Baccalaureate, you will be given the choice of either History or Geography and the vast majority of students will continue to study Spanish at GCSE.

To help you understand the Ebacc further, a copy of the government leaflet on the matter is attached to this booklet.

Do you offer any other qualifications?

As well as offering GCSE subjects we will also be offering students the opportunity to study BTEC and Cambridge National qualifications in some subjects.

Both BTEC and Cambridge National qualifications are equivalent to GCSEs but measured slightly differently with students receiving Pass, Merit and Distinctions rather than the number grades used for GCSEs. These subjects are vocational subjects and include a 'centre-assessed' element which is work carried out in school that counts towards the final qualification. Whilst these subjects still include a final exam it will equate for much less of the final grade awarded, often the exam is as little as 25%, with the other 75% coming from the in-school assessment.

BTEC and Cambridge National qualifications are excellent gateway qualifications for students that might be interested in continuing the subject at college or are considering an apprenticeship after school.

How have you chosen the courses and exam boards?

Teachers and leaders have worked hard to research the best courses and exam boards for our students, including working with the Year 9 students themselves through questionnaires and feedback. As a result, we are certain that we have selected a range of courses that will enable our students to thrive and achieve their potential.

What subjects do they need to get into college, university or an apprenticeship?

All students have to remain in education or training until they are 18 years old. The majority of college courses and apprenticeships require good grades in English and maths as a priority.

The new entry requirements for many courses, including A Levels (or equivalent) and apprenticeships include English, maths, and other core subjects at a grade 5 or higher. The most important point is for students to make good progress in all of their subjects and achieve the highest grades possible.

Students hoping to enter university are advised to pursue a traditional suite of subjects which include the EBacc subjects as mentioned previously. Further information about higher level apprenticeships, which lead to A-Level or degree qualifications, will be made available to students as part of their careers unit of work within PSHE.

What support will students receive when making choices?

Following on from the KS4 subject specialisms evening, there will be a series of collective worships where students will learn about some of the subjects available to them, followed by careers and choices lessons in PSHE.

Following this, students will have key stage four taster lessons in all of their subjects, providing them with plenty of opportunities to ask questions about the subjects that they can take in Years 10 and 11.

What if we have no idea what to choose?

If really unsure, it is always best to choose subjects that your child enjoys and can achieve well in. Talking to their class teachers and tutors is always useful too.

All students will have to continue with a broad range of core subjects: English, maths, science, history or geography and Spanish (for most students). All routes after year 11 require these subjects e.g. college, universities, apprenticeships and so any option subjects chosen will not create or stop any potential career paths.

Will students definitely be able to get all of their choices?

We ask students to state their order of preferences for each of the options subjects and we aim for all students to be able to study their highest preferences possible. We cannot guarantee they will get all of their top preferences as we have to fit everything into the timetable and keep the class sizes at a reasonable level.

What do we do now?

- Make sure you read through this booklet, even those subjects that you think you are not interested in!
- Ask questions in your taster sessions, so that you have a clear understanding of what the course will entail. Communicate with your subject teachers if you have any further questions about the subject.
- Listen carefully in your PSHE lessons and the special collective worship sessions we are putting in place to talk through all of the subjects in more detail.
- Complete the draft version of the options form attached. The final electronic form will be emailed out to you on **Friday 17th February** to be completed by **Friday 10th March**.
- All students will receive a letter to inform them of their choices; this is likely to be after Easter as this process takes a long time.

Filling in your specialism choices form

Your specialism choice form is designed for you individually. It will tell you the areas of compulsory study and the areas in which you are allowed to choose, based on decisions made by your teachers, subject leaders and school leader.

It is important to make choices that are broad and balanced so you are more open to options in your future education and employment.

There are some very good reasons for choosing a subject:

- You enjoy it in year nine and it interests you.
- You have performed well in the subject, and know you will succeed with it.
- It is important to you and will help with your future after Year 11.
- Your parents/carers and teachers have advised you that it is a good choice for you.

There are also some reasons that must not influence your decision:

- Your friends have said they are going to choose it – there are no guarantees that you will be in the same class as your friends.
- You think it is an easy course and you will not have to try your hardest
- You like the teacher that teaches you now – again, there are no guarantees that you will have the same teacher in the years to come.

At Derby Cathedral School we want to ensure you make the right decisions for you and will be supporting you every step of the way in this process. Please speak to your form tutor, Miss Nicholson or Mr Coucill if you feel you need extra help.

Core Subjects

All students will continue to study the following subjects throughout years 10 and 11:

English (language and literature), maths, science, Spanish*, PE, PSHCE, religious education (short course) and one of history or geography.

*(A small number of students will not take compulsory Spanish at the discretion of school leaders).

The following section gives further details about each of the courses including those which do not lead to an examination. History and geography information is included in the options section.

All courses followed will have internal assessments, including formal assessment, in order to gauge progress and identify any areas for improvement.

Physical Education

At KS4 the aim of Physical Education is to encourage students to lead a healthy active lifestyle and provide them with the necessary experiences to continue to participate in physical activity after they leave Derby Cathedral School.

Whether students study GCSE PE at key stage 4 or not, all students will still have 2 lessons of core PE per week.

Students will work both individually and in groups following a wide programme of study and activities that include sports such as football, rugby, netball, table tennis, rounders, athletics and netball. Students will also complete assessments which are linked directly to health and wellbeing.

All students will also be given the opportunity to participate in extracurricular activities and events.

Students are informed of their programme of study and are therefore expected to attend lessons with the correct equipment and kit to enable full participation.

PSHE

Although no formal qualification is achieved in PSHE, through the study of Personal, Social and Health Education students learn about and explore the world in which they live. Students challenge their own views and opinions on topics that matter to them. Our aim within PSHE is to inform and create a safe environment for the discussion of issues, develop skills in showing sensitivity and respect to the feelings, experiences and views of every member of the class and encourage employability skills to help with their future aims and ambitions.

Year 10 and 11 can be stressful, difficult and confusing, all whilst trying to find where they as young adults fit in and where they may aspire to fit in the future.

We will study the following themes across the key stage: Being me in my world, Celebrating difference, Dreams and goals, Healthy me, Relationships, Changing me.

This is a key subject for developing Derby Cathedral School pupils into being the best people they can be alongside gaining the best qualifications they can.

Subject: GCSE English Language	Exam Board: AQA
Full course title	
GCSE English Language	
Course code	
8700	
Website address	
https://www.aqa.org.uk/subjects/english/gcse/english-language-8700	
Examination / controlled assessment percentages	
<p><u>Paper 1: Explorations in Creative Reading and Writing</u> Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE</p> <p><u>Paper 2: Writers' Viewpoints and Perspectives</u> Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE</p> <p><u>Non-examination Assessment: Spoken Language</u> teacher set throughout course marked by teachers separate endorsement (0% weighting of GCSE)</p>	
Course outline	
<p><u>Paper 1: Explorations in Creative Reading and Writing</u> Section A: Reading - one literature fiction text Section B: Writing - descriptive or narrative writing</p> <p><u>Paper 2: Writers' Viewpoints and Perspectives</u> Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint</p> <p><u>Non-examination Assessment: Spoken Language</u> Presenting responding to questions and feedback use of Standard English</p>	
Assessment details	
<p>In both Paper 1 and 2 you will be faced with five questions. There will be four questions in the reading section and 1 question in the writing section. As the texts and materials in the exam are 'unseen' until the exam, you will learn how to answer questions in this style. In both papers you will be marked on your technical accuracy for the extended writing tasks.</p> <p>The Speaking and Listening unit runs alongside the GCSE and is graded separately. It will have no impact on your GCSE Language grading, but is compulsory and conducted in school, not an exam.</p>	
Additional Information	
<p>English Language is one of the main foundations of both work and study. Whether or not you choose to study after GCSEs, employers and educational institutions will need you to have shown application and competence in this qualification.</p> <p>You may wish to continue with English, a subject or job that has many similarities, or a career route that seems very different. People have used English as a launch-pad into broadcasting, journalism, acting, teaching and lecturing to mention but a few areas.</p> <p>However, even for professions that may appear to be distinct from English such as medicine or scientific research, the ability to communicate accurately and effectively to your colleagues and peers is vital.</p>	

Subject: GCSE English Literature	Exam Board: AQA
Full course title	
GCSE English Literature	
Course code	
8702	
Website address	
https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702	
Examination / controlled assessment percentages	
<p><u>Paper 1: Shakespeare and the 19th-century novel</u> Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole</p> <p><u>Paper 2: Modern texts and poetry</u> Written exam: 2 hour 15 minutes - 96 marks - 60% of GCSE Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	
Course outline	
<p>You will study Shakespeare and the 19th Century novel for Paper 1 of the exam. Your teachers will ultimately decide on the final texts you study at DCS, but popular plays such as Romeo & Juliet, as well as great 19th Century Novels like The Strange Case of Dr Jekyll and Mr Hyde, would be excellent starting points for your own reading. You will prepare for Paper 2 by studying one of AQA's poetry strands and learning the skills that will enable you to study and analyse unseen poetry. A modern play. Such as J.B. Priestley's An Inspector Calls will also be included in this unit.</p>	
Assessment details	
<p>When you write about Shakespeare and the 19th Century Novel, you will be expected to write in the essay form and be able to relate specified extracts to the novel or play as whole, considering the writer's craft and a range of themes and contextual factors. The poetry you study will be from the AQA Anthology and will require you to cover a cluster of 15 poems. In the exam you will need to compare one 'named' poem with another of your choice. You will also study an unseen poem and again be asked to compare it to another unseen poem.</p>	
Additional Information	
<p>It is important to remember that GCSE English Literature is about the 'study' of a play, novel or poem, not just reading it in class. It would be huge advantage to any pupil to read these texts in their own time, even have a personal copy.</p>	

Subject: Mathematics GCSE		Exam Board: AQA	
Full course title			
AQA GCSE Mathematics			
Course code			
GCSE Mathematics 8300			
Website address			
https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300			
Examination / controlled assessment percentages			
100% Written examination.			
Course outline			
At the start of Year 10 students will be placed on a Higher or Foundation path. Final tier of entry decisions will be made in the Spring term of Year 11 and will be based on formative and summative assessments done throughout Years 10 and 11. All topics will be covered by all pupils with those on the Higher tier path covering them in greater depth with some additional knowledge and techniques.			
Year 10		Year 11	
Congruence, Similarity and Enlargement Trigonometry Representing solutions of equations and inequalities Simultaneous equations Angles and Bearings Working with circles Vectors Ratios and fractions Percentages and Interest Collecting, representing and interpreting data Non-calculator methods Tyles of number and sequences Indices and roots		Gradients and lines Non-linear Graphs Using Graphs Expanding and Factorising Changing the Subject Functions Multiplicative reasoning Geometric reasoning Algebraic reasoning Transforming and Constructing Listing and Describing Show that . . .	
Assessment details			
The course is 100% examinations and allexams will be taken at the end of year 11. There are three, 1hr 30 min, equally weighted papers with 80 marks in each: Paper 1 – Non-calculator; Papers 2 and 3 – Calculator. Each paper has a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. Foundation Tier is awarded at grades 1 to 5 and Higher Tier is awarded at Grades 4 to 9			
Additional Information			
Students will require: Scientific calculator – recommended model is Casio FX-83GTX Scientific Calculator 30cm ruler Pair of compasses Protractor (180°)			

Subject: Religious Studies (short course)	Exam Board: AQA
Full course title	
Religious Studies (short course)	
Course code	
Religious Studies (short course) 8061	
Website address	
https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061	
Examination / controlled assessment percentages	
100% written exam	
Course outline	
<p>Religious Education is a compulsory part of secondary education. At Derby Cathedral School students will study a Religious Studies course that will result in a qualification worth ½ GCSE.</p> <p>What do I study?</p> <ul style="list-style-type: none"> • Christian beliefs and teachings. • Jewish beliefs and teachings • Relationships and Families: Christian teachings about marriage, divorce, sexual relationships, contraception, the role of men and women. • Peace and Conflict: Christian teachings about war, peace, terrorism, forgiveness and reconciliation. 	
Assessment details	
<p>One written exam: 1 hour 45 minutes. A combination of short answer and extended answer type questions.</p>	
Additional Information	
<p>Standard classroom equipment is needed for every lesson. Possible career paths: teacher, social worker, lawyer, police officer, medical professional and many other caring roles. You will gain many transferable skills such as constructing arguments, communication, debating, and evaluation skills as well as having a firm grip on current, worldwide events.</p>	

Subject: Science Trilogy	Exam Board: AQA
Full course title	
Combined Science Trilogy	
Course code	
8464	
Website address	
https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance	
Examination / controlled assessment percentages	
100% Written examination	
Course outline	
<p>Combined science (Trilogy) combines the three sciences (Biology, Chemistry and Physics) to make a double award equivalent to two GCSEs. The course has been designed to inspire and challenge learners of all abilities and aspirations. Over the course of Year 10 and 11, learners will cover the following content:</p> <p>Biology 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology</p> <p>Chemistry 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources.</p> <p>Physics 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism.</p>	
Assessment details	
<p>The qualification is linear so all exams are at the end of year 11. There is no coursework or controlled assessments, 100% of the grade is determined by exams. There will be six exams of equal weighting (covering Biology, Chemistry and Physics), each out of 70 marks, which will combine together to give two GCSEs. Each written exam will be 1 hour 15 minutes, offered at both foundation and higher tier.</p>	
Additional Information	
<p>As well as providing a sound foundation for A-level study in a number of subjects including Biology, Chemistry, Physics, Psychology, Computer Science and Physical Education, GCSEs in the three sciences can lead to a range of careers. These include; dentist, doctor, forensic scientist, teacher, astronaut, astronomer, audiologist, clinical psychologist, ecologist, engineer, laboratory technician, meteorologist, microbiologist, nanotechnologist, electrician, palaeontologist, pharmacologist, psychiatrist, psychologist, sport and exercise scientist, nutritionist, vet, zoologist and many more!</p> <p>Additional equipment students will require: a scientific calculator, a clear 30cm ruler and 360° angle measurer.</p>	

Subject: Science Triple	Exam Board: AQA
Full course title	
GCSE Biology, GCSE Chemistry and GCSE Physics	
Course code	
Biology - 8461 Chemistry - 8462 Physics - 8463	
Website address	
https://www.aqa.org.uk/subjects/science/gcse/biology-8461 https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 https://www.aqa.org.uk/subjects/science/gcse/physics-8463	
Examination / controlled assessment percentages	
100% Written examination	
Course outline	
<p>This course will suit any students with an enthusiasm for Science and an interest in understanding and explaining the biological, physical and chemical world around them. Students following the Triple Science course will study three GCSE's in Biology, Chemistry and Physics. All of these qualifications have been developed in order to inspire and challenge students of all abilities and aspirations. Whilst the content of this course is similar to that studied in the combined Science qualification, it covers topics in more depth and includes additional, more challenging content.</p> <p>Over the course of Year 10 and 11, learners will cover the following content:</p> <p>Biology – 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology.</p> <p>Chemistry – 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources</p> <p>Physics – 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (physics only)</p>	
Assessment details	
<p>The qualification is linear so all exams will be taken at the end of year 11. There is no coursework or controlled assessments, 100% of grade is determined by exams. This qualification will lead to successful students gaining 3 separate GCSEs in Science (Biology, Chemistry and Physics). For each Science there are two exams. These exams are all equally weighted and have 100 marks available in each. Each written exam is 1 hour 45 minutes and is available as both foundation and higher tier.</p>	
Additional Information	
<p>As well as providing a sound foundation for A-level study in a number of subjects including Biology, Chemistry, Physics, Psychology, Computer Science and Physical Education, GSCEs in the three sciences can lead to a range of careers. These include; dentist, doctor, forensic scientist, astronaut, astronomer, audiologist, clinical psychologist, zoologist and many more!</p> <p>Additional equipment that students will require: a scientific calculator, a clear 30cm ruler and a 360° angle measurer.</p>	

Subject: Spanish	Exam Board: AQA
Full course title	
AQA GCSE (9-1) Spanish	
Course code	
8698	
Website address	
https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698	
Examination percentages	
<p>The examination papers and weightings are listed below. All of these skills will be regularly assessed throughout Year 10 and 11. However you will sit the final 4 examinations at the end of Year 11 in Spanish:</p> <p>Paper 1: Listening and understanding in Spanish – 25% of your final GCSE Paper 2: Speaking in Spanish – 25% Paper 3: Reading and understanding in Spanish – 25% Paper 4: Writing in Spanish – 25%</p>	
Course outline	
<p>You will study 3 themes across the course of Year 10 and 11. These 3 themes will include a variety of interesting and cultural topic and sub-topic areas relating to the Spanish-speaking world.</p> <p>Identity and Culture – Me my family and friends/technology in everyday life/free time activities/customs and festivals in Spanish speaking countries or communities. Local, national, international and global areas of interest- Home town, neighbourhood and region/social issues/global issues/travel and tourism. Current and future study and employment – My studies/life at school or college/education post-16/jobs career choices and ambitions.</p>	
Assessment details	
<p>Across the course of Year 10 and 11, you will complete weekly vocabulary tests based on each topic to ensure you are learning the key words and phrases. You will also have regular grammar challenges and a formal assessment at the end of each topic to assess your individual skills for each of the 4 exam papers you will sit at the end of Year 11.</p>	

Specialism Subjects

The following pages give important information about each of the courses available at GCSE level. Students will choose four of these subjects, with Spanish being a compulsory choice for all those students following the English Baccalaureate suite of subjects.

All courses followed will have internal assessments, including formal assessment weeks in each year in order to gauge progress and identify any areas for improvement.

If you require further information about any of these courses, please contact school and ask to be directed to the appropriate member of staff.

Subject: Art and Design	Exam Board: AQA
Full course title	
AQA Art, Craft and Design	
Course code	
8201	
Website address	
https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design	
Examination / controlled assessment percentages	
60% controlled assessment (portfolio of work)	
40% exam (10 hours supervised time)	
Course outline	
<p>Over the two years of study, students will explore and create work associated with at least two of the following areas of study:</p> <p>Fine art: for example drawing, painting and sculpture</p> <p>Graphic communication: for example communication graphics, design for print, advertising and branding, illustration and typography</p> <p>Textile design: for example art textiles, fashion design and illustration, costume design, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings</p> <p>Three-dimensional design: for example sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, three-dimensional digital design and designs for theatre, film and television.</p> <p>Photography: for example portraiture, location photography, experimental imagery, installation, documentary photography, photo-journalism, fashion photography.</p>	
Assessment details	
<p>Students must complete two components:</p> <p>Component one: portfolio A portfolio of work that shows all four assessment objectives have been met. 96 marks available 60% of final GCSE grade.</p> <p>Component two: externally set assignment 10 hours supervised time in school to prepare a piece of work that responds to an externally set assignment. 96 marks available - 40% of final GCSE grade</p>	
Additional Information	
<p>All students will be provided with a sketchbook and art folder which they can transport between home and school. We expect students to bring their art folders to every lesson. Art, craft and design will require students to spend time at home completing portfolio work in order to meet all deadlines.</p> <p>Possible career pathways: artist, fashion design, graphic design, photographer, theatre design, animator, video game designer, illustrator, architecture, product design, ceramics, advertising, publishing, plus many more!</p>	

Subject: Business	Exam Board: OCR
Full course title	
GCSE Business	
Course code	
J204	
Website address	
https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/	
Examination / controlled assessment percentages	
100% examination. You will sit two 90 minute examinations at the end of the course.	
Course outline	
Over the two years of study, students will cover the following areas of study:	
<ul style="list-style-type: none"> • Marketing, including advertising, development of products and setting the best price. • Recruitment, including how businesses get the right staff and keep them working well. • Business structures, including the different ways to set up a business. • Finance, including how businesses get the money to setup, operate and make a profit. • Business operations, including how businesses produce the things we buy. • Influences on businesses, including the environment and how many businesses are operating around the world. 	
Assessment details	
<p>Business paper 1: Business activity, marketing and people Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources. 80 marks – 90 minutes – 50% of final GCSE</p> <p>Business 02: Operations, finance and influences on business Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business 80 marks – 90 minutes – 50% of final GCSE</p>	
Additional Information	
<p>Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially Economics, Accountancy and of course A Level Business.</p> <p>Work will be carried out in A4 exercise books that are provided by school and students will require a scientific calculator for some elements of the course, alongside their usual school equipment.</p>	

Subject: Creative iMedia	Exam Board: OCR
Full course title	
Creative iMedia Cambridge Nationals Level 2	
Course code	
OCR Level 1/2 Cambridge National Certificate in Creative iMedia - <u>J817</u>	
Website address	
https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/	
Examination / controlled assessment percentages	
25% Written examination / 75% Centre-assessed tasks (3x25%)	
Course outline	
<p>Creative iMedia is an option subject that awards a Level 2 Cambridge national certificate. It is a subject that will improve ICT skills as well as looking at customer requirements and briefs and analysing the final created solution. During the course of the subject, students will study for the exam:</p> <p>The purpose and content of pre-production; planning of pre-production; production of pre-production documents; how to review pre-production documents.</p> <p>For one of the pieces of coursework the students will study computer based images using software such as Adobe Photoshop and cover the below topics:</p> <p>The purpose and properties of digital graphics; planning the creation of digital graphics; the creation of digital graphics; how to review created digital graphics</p> <p>As well as two further teacher chosen topics that look at purpose, planning, creation and review chosen from:</p> <p>2D and 3D digital characters; storytelling with a comic strip; multipage websites; digital animation; interactive multimedia products; digital sound sequences; digital photography; game concepts and developing digital games.</p>	
Assessment details	
<p>One written exam: 75 minutes - This question paper:</p> <ul style="list-style-type: none"> • contains a scenario on which all questions are based • consists of two sections, comprising short answer and extended response questions • assesses the quality of written communication <p>Centre Assessed Tasks</p> <p>Three practical centre assessed tasks: 10 hours each (Spread over timetabled lessons)</p> <p>The centre-assessed tasks:</p> <ul style="list-style-type: none"> • will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments 	
Additional Information	
<p>Standard classroom equipment is needed for every lesson, and computers will be used when appropriate. Books will be used to record lesson notes and for the theory side of the course.</p> <p>Possible career paths: marketing, journalism, cinematography and film, graphics designer, games designer, website creator, photographer and advertisement.</p>	

Subject: Computer Science	Exam Board: EdExcel
Full course title	
Computer Science	
Course code	
GCSE Computer Science (1CP2)	
Website address	
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html	
Examination / controlled assessment percentages	
50% Written examination - 50% Practical onscreen examination	
Course outline	
<p>Computer Science is an option subject that is part of the EBac suite of subjects. It is an ever evolving qualification and incorporates both the theory behind computers, as well as practical programming. During the course of the subject, students will study:</p> <p>Computational Thinking – developing computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.</p> <p>Data - learn how different types of data, such as sound, video and images are represented in a computer.</p> <p>Hardware and Software - be familiar with the hardware and software components that make up a computer system.</p> <p>Networks - understand the key principles behind the organisation of computer networks, such as network topographies, LANs vs WANs and the internet.</p> <p>Issues and Impact - be aware of the influence of digital technology and recognise some of the issues and the impact on wider society associated with its use.</p> <p>Problem solving with programming - Learning to program is a core component of a computer science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce readable, robust programs.</p>	
Assessment details	
<p>One written exam: 90 minutes</p> <p>This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items</p> <p>One practical onscreen exam: 120 minutes</p> <p>This paper is practical in nature and requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. Students should then answer the six compulsory questions onscreen using Python 3 (The programming language used as part of this GCSE)</p>	
Additional Information	
<p>Standard classroom equipment is needed for every lesson, and computers will be used when appropriate. Books will be used to record lesson notes and for the theory side of the course.</p> <p>Possible career paths: Software developer, engineer, architect, web developer, games developer, business owner, cyber security analyst</p> <p>You will gain many transferable skills such as problem solving, learning new languages, building solutions, analytical and critical thinking, logical thinking and fixing errors.</p>	

Subject: GCSE Drama	Exam Board: Eduqas
Full course title	
Eduqas GCSE (9-1) in Drama	
Course code	
C690QS	
Website address	
https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_overview	
Examination / controlled assessment percentages	
Component 1: Devising Theatre (Non-Examined Assessment) 40%	
Component 2: Performing from a Text (Non-Examined Assessment) 20%	
Component 3: Interpreting Theatre (Written Exam - 1 hour 30 minutes) 40%	
Course outline	
<p>The course will give learners a strong knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities. Across the three components, learners will study:</p> <ul style="list-style-type: none"> • one complete performance text • two extracts from a second contrasting performance text placed within the context of the whole text • either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. <p>Learners will have the opportunity to work practically as designers and/or performers on: one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre and one performance based on the second contrasting performance text using sections of text from the two extracts.</p>	
Assessment details	
<p>Devising Theatre - learners will create their own piece of theatre from Stimuli (art work, a poem, song lyrics – all set by the board). They will create the story and script and device on their chosen audience. This is videoed, assessed by the teacher and sent to the examination board for moderation.</p> <p>Performing from a Text -learners will be assessed on their performance of scripted drama from a range of texts chosen by the examination board. This is assessed by the teacher and sent to the examination board for moderation.</p> <p>Interpreting Theatre (Written Exam - 1 hour 30 minutes) 40% This is an examination sat at the end of year 11. Learners will be assessed on their understanding of drama texts and drama devices.</p>	
Additional Information	
<p>There are a number of extra-curricular opportunities within the performing arts department at DCS. While it isn't mandatory to take part, attending these sessions will support and enhance students' performing skills and confidence in drama. We are also working with many local providers to ensure there are opportunities for our students to perform within the community.</p> <p>There are many pathways that are supported by studying GCSE Drama as it is a subject that allows students to develop their understanding of performance whilst increasing their confidence to speak in front of others. The course allows for progression to 6th form courses such as Drama and Theatre Studies, whilst providing students with many of the skills necessary to work in many creative and caring occupations from teaching, to social work.</p>	

Subject: Food Preparation and Nutrition (Food Technology) Exam Board: AQA

Full course title

Food Preparation and Nutrition

Course code

8585

Website address

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Examination / controlled assessment percentages

50% exam 50% NEA (non-examination assessment)

Course outline

Food preparation and nutrition equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

There are five key areas of study: **Food, nutrition and health; food science; food safetyf food choice and food provenance.**

Assessment details

Written exam

50% of final grade -100 marks available

20% of paper is multiple choice questions - 1hour 45 minutes

NEA 1 Science Investigation

15% of final grade - 30 marks available

2 hour science investigation and portfolio write up

Example task: *Investigate what type of flour is best for bread making.*

NEA 2 Food Preparation Task

35% of final grade - 70 marks available

3 hour practical exam and portfolio write up

Example task: *Plan, prepare, cook and present a range of dishes which are a good source of fibre and would appeal to teenagers. Present three final dishes.*

Additional Information

Standard lesson equipment will be required in all theory lessons. Practical sessions will happen fortnightly and ingredients will be required for these sessions. (More information about how we can support with ingredient purchases will be given.at the options event).

Possible career paths: Agriculture, food safety and quality, food scientist, nutritionist, dietician, chef, events management, teacher, environmental health officer, health care, marketing, plus many more!

Subject:	Geography	Exam Board: AQA
Full course title		
GCSE Geography		
Course code		
8035		
Website address		
https://www.aqa.org.uk/subjects/geography/gcse/geography-8035		
Examination / controlled assessment percentages		
100% examination		
Course outline		
<p>Physical Geography. Natural hazards including volcanoes, earthquakes, tropical storms and other forms of extreme weather, and the impacts of natural and human induced climate change. Living world including food chains and food webs, and both tropical rainforest and hot desert ecosystems. Physical landscapes of the UK including rivers and coasts</p> <p>Human Geography Urban issues and challenges looking at both low and high income countries and sustainability The changing economic world looking at the impacts of uneven development Resource management – considering energy, water and food resource management.</p> <p>2 contrasting pieces of fieldwork. 1 human and 1 physical geography</p>		
Assessment details		
<p>3 exam papers. All are a combination of multiple-choice questions, short answer, longer answer and essay style questions. 12 marks are available across the 3 papers for spelling, punctuation, grammar and the use of specialist terminology (SPaG)</p> <p>Paper 1: Living with The Physical Environment 1hr 30 mins, 35% of GCSE Paper 2: Challenges in the human environment 1hr 30 mins, 35% of GCSE Paper 3: Geographical Applications 1hr 15 mins, 30% of GCSE</p>		
Additional Information		
<p>The geography GCSE will give you many transferable skills including data analysis and interpretation, constructing arguments and evaluation, place and locational knowledge and develop and understanding of wider global issues and the interconnectedness of world events, environmental issues and sustainability, and the impacts of political and economic decisions on social factors.</p> <p>A good understanding of geography can lead to many varied careers from town planning, surveying and working in the civil service to environmental engineering and pollution control. Transferable skills such as data analysis can support a wide variety of careers in finance and banking services, and analytical and decision making are important in a variety of small businesses. Geographers are also heavily relied on by non-governmental organisations and charities working in a variety of areas across the globe on disaster relief and projects supporting sustainable development.</p>		

Subject: BTEC Health and Social Care

Exam Board: Pearson/Edexcel

Full course title

BTEC Level 1/Level 2 Tech Award in Health and Social Care

Course code

603/0395/5

Website address

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

Examination / controlled assessment percentages

60% internal assessment – 40% external assessment carried out and supervised in school time.

Course outline

Component 1: Human Lifespan Development

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. This part of the course is taught through a variety of activities in lessons and assessed through an internally assessed assignment.

Component 2: Health and Social Care Services and Values

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. This part of the course is taught through a variety of activities in lessons and assessed through an internally assessed assignment.

Component 3: Health and Well-being

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Assessment details

Component 1 - Internally assessed

Component 2 - Internally assessed

Component 3 - The supervised, externally set assessment is carried out in a period maximum of three hours and must be arranged in an allocated time in May of Year 11. It is worth 40% of the final grade.

Additional Information

Studying Health and Social Care enables students to develop many transferable skills including independent thinking, empathy, people skills, compassion and organisation.

Routes to employment and post 16 courses

Students who have studied Health and Social Care go on to study courses at college, sixth forms and universities such as nursing, social work, teaching and health and social care to a higher level.

Students who have studied Health and Social Care have access to a wide range of careers and employment opportunities such as nursing, psychiatry, teaching, research or social work.

Subject: GCSE History	Exam Board: AQA
Full course title	
GCSE History	
Course code	
8145	
Website address	
https://www.aqa.org.uk/subjects/history/gcse/history-8145	
Examination / controlled assessment percentages	
100% Examination to be taken at the end of the course	
Course outline	
<p>This exciting course will allow students to study a range of topics taken from areas of British, European and world history. The course includes the study of a theme across time and also gives students the opportunity to look in detail at specific time periods that have shaped the modern world:</p> <p>Britain: Health and the people – a chance to explore how modern medicine developed from the butchery of the Middle Ages.</p> <p>Norman England – 1066 - 1100 – an in-depth look at the causes and consequences of the Norman invasion of England.</p> <p>Germany, 1890 - 1945 – explore Germany’s journey from dictatorship to democracy and back again and find out what it was like to live in Hitler’s Germany.</p> <p>Conflict and Tension: 1918-39 – Discover how the world went back to war just over 20 years after the First World War ended.</p>	
Assessment details	
<p>The course is assessed through 2 written exams: 2 hours each at the end of Year 11.</p> <p>All questions require a detailed written response that will test your essay writing abilities and your ability to select and evaluate evidence.</p>	
Additional Information	
<p>For history lessons you will need to bring your standard equipment to every lesson.</p> <p>History is an extremely highly regarded subject by many further education institutions and employers. It teaches a broad range of skills, including analysing evidence, justifying points and clear, structured extended writing.</p> <p>History also gives you an understanding of how the current world was shaped by significant events in the past. A study of history and the additional skills it provides is a great way to develop transferable skills that can prove invaluable in almost any profession – but particular for those interested in law, politics, education and public sector roles such as the police and social work.</p>	

Full course title

AQA Certificate Level 2 Further Mathematics

Course code

8365

Website address<https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>**Examination / controlled assessment percentages**

100% Written examination.

Course outline

AQA Level 2 Certificate in Further Maths is offered as an extra-curricular option. It will be covered over two years in a 1 hour after school lessons. AQA Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving mathematicians who are expected to achieve the top grades in GCSE Mathematics (Grades 8 or 9) and are likely to progress to A-level study in Mathematics and possibly Further Mathematics.

Further Mathematics complements GCSE Mathematics by encouraging students' higher Mathematical skills, particularly algebraic reasoning. It builds on the Key Stage 4 curriculum and is intended as an additional qualification to GCSE Mathematics, rather than as a replacement. It doesn't infringe upon AS Level Maths but does help students prepare for the extra rigour required in further studies at Level 3.

Content includes: Number, Algebra, Coordinate Geometry, Calculus, Matrix transformations, Geometry.

Assessment details

The qualification is linear so all exams will be taken at the end of year 11.

100% of the final grade is determined by exams.

There are two 1 hr 45min, equally weighted papers with 80 marks in each.

- Paper 1 – non-calculator
- Paper 2 – Calculator

Content from any part of the specification may be assessed on any paper.

Each paper has a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Additional Information**Benefits of Further Mathematics**

Further Mathematics bridges the gap between GCSE and A-level. The knowledge and skills delivered by the Further Mathematics course are invaluable in helping students cope with the mathematical content of other A-level subjects. For example, Pure Mathematics is useful in Science, Mechanics is useful in Physics and Statistics is useful in Business Studies and Geography. Further Mathematics provides an extra mathematical qualification that will enhance career prospects. Highly numerate students are eagerly sought in all areas of employment especially Science, Engineering, Computing, Accounting, and Business Studies.

Students will require:

Scientific calculator – recommended model is Casio FX-83GTX Scientific Calculator, 30cm ruler, pair of compasses, protractor (180°).

Music Specialisms

We are proud of the range of music qualifications we are able to offer at Derby Cathedral School. There are different routes that you can take dependent on your knowledge and experience and - should you opt to take music - your class teacher will look closely at your level of understanding to make the choice that is right for you.

The main differences between the GCSE and BTEC music qualifications are:

Written examination - GCSE 40% Btec is 25% (in both Music and Music Technology options)

40% of the GCSE Music is assessed through a listening and appraising examination, taken at the end of the course and marked by the examination board. The Btec in Music has written examination, also taken at the end of the course on 'The Music Industry', worth 25%.

Practical Aspect - GCSE 60%; Btec 75%

The remaining 60% of the GCSE in Music is practical; 30% composing and 30% performing - these units are assessed by your subject teacher and moderated by the examination board.

What are the differences between Btec Music and Btec Music Technology?

Btec Music Option

The practical 75% of the course is broken up in to the following:

25% is composing (unit 4),

25% is performing (unit 5)

25% is a project on how students would manage a music product (for example, creating a music album - unit 2).

Btec Music Technology Option

The practical 75% of the course is broken up in to the following:

25% is music recording (unit 6)

25% is music sequencing (Unit 7)

25% is a project on how students would manage a music product (for example, creating a music album - unit 2).

Subject: GCSE Music	Exam Board: Eduqas
Full course title	
Eduqas GCSE Music (9-1) in Music	
Course code	
C660QS – QAN - 601/8131/X	
Website address	
https://www.eduqas.co.uk/qualifications/music-gcse/#tab_overview	
Examination / controlled assessment percentages	
Component 1: Performing (Non-Examined Assessment) 30%	
Component 2: Composing (Non-Examined Assessment) 30%	
Component 3: Written Exam (1 hour 15 minutes) 40%	
Course outline	
<p>Students study music from four different areas of study over the two year course: Musical Forms and Devices; Music for Ensemble; Film Music; Popular Music.</p> <p>Students will also learn two pieces of music in depth; one from area of study 1 and one from area of study 4. Students will be assessed on the listening and appraising aspect of the course in the summer examination series at the end of year 11.</p> <p>Performance -Students prepare a minimum of two performances, one of which must be an ensemble, lasting between 4-6 minutes. One of the pieces performed must link with one of the area of study detailed above. This is non-examined assessment and is marked by the subject teacher and moderated by the exam board.</p> <p>Composition - Students create two compositions, one in response to a compositional brief set by the examination board. The second composition is a free composition in which learners set their own brief. This is non-examined assessment and is marked by the subject teacher and moderated by the exam board.</p>	
Assessment details	
<p>Assessment Objective 1 is assessed through performance (30%) This is assessed by your teacher and sent to the examination board for moderation.</p> <p>Assessment objective 2 is assessed through composition (30%). This is assessed by your teacher and sent to the examination board for moderation.</p> <p>Assessment objectives 3 and 4 are assessed in the written examination (1 hour and 15 minutes) taken at the end of the course. There are 8 questions in total; two on each of the four areas of study:</p> <p>Area of study 1: Musical forms and devices</p> <p>Area of study 2: Music for ensemble</p> <p>Area of study 3: Film music</p> <p>Area of study 4: Popular music</p>	
Additional Information	
<p>Whilst it is not mandatory, students may find it beneficial to have the support of an instrumental music teacher to help them select appropriate repertoire for the performance aspect of the course. This, however, is only advised.</p> <p>The study of GCSE music can lead to the study of A level music and other Level 3 qualifications at college or 6th form. Following this, there are many careers in which GCSE Music is useful or necessary, from professional musician to teacher to music therapists!</p>	

Subject: Btec Level 1/2 Music	Exam Board: Pearson
Full course title	
Btec Level 1-2 First Award in Music	
Course code	
QAN 600/6818/8	
Website address	
https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html	
Examination / controlled assessment percentages	
Unit 1: The Music Industry (externally-assessed) 25% a paper-based examination marked by the examination board. Unit 2: Managing a Music Product (internally-assessed) 25% Unit 4: Introducing Music Composition (internally-assessed) 25% Unit 5: Introducing Music Performance (internally-assessed) 25%	
Course outline	
Over the course of Year 10 and 11 learners will study the following units:	
Unit 1: The Music Industry. If you wish to work in the music sector or intend to progress to higher qualification levels, you will need to understand the various business practices within the industry and the range of job opportunities that exist.	
Unit 2: Managing a Music Product. This unit will enable you to manage the planning, delivery and promotion of a live concert, recording, or other music product.	
Unit 4: Music Composition. This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed.	
Unit 5: Music Performance. Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance; you should be aware of when your performances are due to take place so that you are able to plan your preparation time.	
Assessment details	
Unit 1: The Music Industry (externally-assessed) 25% a paper-based examination marked by the examination board. Unit 2: Managing a Music Product (internally-assessed) 25% - course work assessed through written logs, evaluation, video evidence. This is assessed by your teacher. Unit 4: Introducing Music Composition (internally-assessed) 25% - course work assessed through written logs, evaluation, video evidence. This is assessed by your teacher. Unit 5: Introducing Music Performance (internally-assessed) 25% - course work assessed through written logs, evaluation, video evidence. This is assessed by your teacher.	

Subject: Btec Level 1/2 Music Technology	Exam Board: Pearson
Full course title	
Btec Level 1-2 First Award in Music	
Course code	
QAN 600/6818/8	
Website address	
https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html	
Examination / controlled assessment percentages	
25% of the assessment is a paper-based examination marked by the examination board. There are also 3 internally assessed units that are each worth 25%.	
Course outline	
<p>Unit 1: The Music Industry. If you wish to work in the music sector or intend to progress to higher qualification levels, you will need to understand the various business practices within the industry and the range of job opportunities that exist.</p> <p>Unit 2: Managing a Music Product. This unit will enable you to manage the planning, delivery and promotion of a live concert, recording, or other music product.</p> <p>Unit 6: Music Recording. You will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals.</p> <p>Unit 7: Music Sequencing. You will learn how to create music using a variety of sources, including loops and software instruments.</p>	
Assessment details	
<p>Unit 1: The Music Industry (externally-assessed) 25% a paper-based examination testing students' knowledge of roles and organisations within the music industry.</p> <p>Unit 2: Managing a Music Product (internally-assessed) 25% - course work. This is assessed by your teacher. Students will create their own album, from devising the concept, genre of music, composition, creating art work and finally presenting their product to the class.</p> <p>Unit 6: Introducing Music Recording (internally-assessed) 25% - course work. This is assessed by your teacher. Students will record audio from a range of instruments (acoustic and electric) and will mix these sounds together to create a finished recording.</p> <p>Unit 7: Introducing Music Sequencing (internally-assessed) 25% - course work. This is assessed by your teacher. Students will create music using software and loops, they will manipulate and develop these ideas using effects like reverb, echo and delay and will then create a final mix into an audio file.</p>	
Additional Information	
<p>There are a number of extra-curricular opportunities within the performing arts department at Derby Cathedral School. While it isn't mandatory to take part, attending these sessions will support and enhance students' performing skills and confidence in music. We are also working with many local providers to ensure there are opportunities for our students to perform within the community.</p> <p>BTEC Music and Music Technology is a subject that can lead to many exciting career avenues – whether it be leading to the further study of music at 6th form/college level, or an eventual career in the music and entertainment industry ranging from concert promotion, technical support to music engineering, performance and teaching.</p>	

Physical Education Specialisms

The Physical Education department are proud to offer a range of qualifications to suit the needs of all students. Students will be allocated a route that is fully accessible to them dependent on their knowledge and experience. The two routes in to Physical Education qualifications are GCSE PE and BTEC Sport. The main differences between the GCSE and BTEC qualifications are:

GCSE PE

GCSE 60% - Exam Assessment – 10% Controlled assessment - 2 written Papers 1 hour each.

Paper 1 – Applied anatomy and physiology – 60 marks (30%)

Paper 2 – Social-cultural influences, Sports psychology, Health and fitness – 60 marks (30%)

Controlled assessment – AEP (10%)

Cambridge National

Cambridge national Sport Science is a unit based assessed course in which students are assessed through controlled assessment, practical and online tests. Students will be required to meet strict deadlines and will receive continual feedback on their progress through assessing pupil progress charts. This will help staff, students and parents monitor any outstanding pieces of work that are owed.

Students will be awarded either a pass, merit or distinction and sample pieces of work will be moderated by an external party.

Subject: Physical Education	Exam Board: OCR
Full course title	
GCSE Physical Education	
Course code	
GCSE - Physical Education (9-1) - J587 (from 2016) - OCR	
Website address	
https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf	
Examination / controlled assessment percentages	
<p><u>External Assessment - 60% of Full Course</u> 2 Written Paper 1 hour each Paper 1 – Applied anatomy and physiology – 60 marks Paper 2 – Social-cultural influences, Sports psychology, Health and fitness – 60 marks</p> <p><u>Practical Activity - 80 marks</u> Controlled Assessment - 40% of Full Course 3 practical sports assessments: From a least 1 team game and 1 individual game 1 controlled assessment - Evaluating and Analysing Performance</p>	
<u>Course outline</u>	
<p>The Physical Education option is intended to offer students the opportunity to further their knowledge and understanding of a wide range of topics within the sport & health sector. Students will cover issues to do with anatomy and physiology, health and fitness, socio-cultural effects of sport as well as leadership and practical elements.</p> <p>Students will be continually assessed in a variety of forms, including examination and periodic tests, coursework and extended answer questions as well as practically with their physical performance. Students are expected to have an interest in all aspects of Physical Education as their prior experience; understanding of all forms of physical activity and health will help them access the course to a higher level.</p> <p>Students are required to be committed to Physical Education both inside and outside the classroom by attending or participating in extra-curricular clubs to aid their learning. There are both theoretical and practical elements that are mandatory to successfully completing the course.</p>	
Assessment details	
2 written Papers 1 hour each Paper 1 – Applied anatomy and physiology – 60 marks (30%) Paper 2 – Social-cultural influences, Sports psychology, Health and fitness – 60 marks (30%) Controlled assessment – AEP (10%)	
Additional Information	
<p>The Physical Education option provides a solid basis for students who wish to study A Level Physical Education or BTEC Sport Level 3 National. Students will be given both academic and vocational experiences which are recognised by UCAS and universities towards tertiary education.</p> <p>With the growing popularity of Health & Leisure sector, Physical Education is seen as the ideal stepping stone towards professions such as Physiotherapist, Personal Training, Sport Development Officers, Teaching, Coaching and Performance Analysts.</p>	

Full course title – Sport Science**Course code - Cambridge National – J828****Website address**<https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf>**Examination / controlled assessment percentages**

The vocational option in Sport aims to give students a different experience of the Sport, Health and Leisure profession by looking at it from an Industry perspective. Students will learn valuable professional skills such as report writing, presentation skills, Interview techniques and strategies as well as analysis, promotion and marketing under the framework of ‘planning, performing and reviewing.’ Visits and experiences to Gyms, Universities and other Sport, Health and Fitness environments help provide context to the course. Students will be continually assessed in a variety of forms, including examination and periodic tests, alongside coursework and video evidence to illustrate their progress. They are also assessed in their performance throughout the course. All these methods are used to highlight students’ knowledge. All participants are expected to have an interest in Sport, Health and Fitness to help support their learning; this will help their understanding of the subject allow them to access the course to a higher level. Students are required to be committed to Physical Education and sport both inside and outside the classroom by attending or participating in extracurricular clubs to aid their learning.

Course outline

The Sports Science option is intended to offer students the opportunity to further their knowledge and understanding of a wide range of topics within the Sport & Health sector. Students will cover issues to do with anatomy and physiology, health and fitness, sports injury, as well as leadership and practical elements.

Students will be continually assessed in a variety of forms, including examination and periodic tests, coursework and extended answer questions, as well as practically with their physical performance.

Students are expected to have an interest in all aspects of Physical Education as their prior experience; understanding of all forms of physical activity and health will help them access the course to a higher level.

Students are required to be committed to Physical Education both inside and outside the classroom by attending or participating in extracurricular clubs to aid their learning.

The course contains both theory and practical elements that are mandatory and students must be committed to all aspects if they are to achieve and excel.

Assessment details

Continued assessment through coursework. Externally assessed exam.

Additional InformationWhat next?

The Physical Education option provides a solid basis for students who wish to study A Level Physical Education or BTEC Sport Level 3 National.

Students will be given both academic and vocational experiences which are recognised by UCAS and universities towards tertiary education.

With the growing popularity of Health & Leisure sector, Physical Education is seen as the ideal stepping stone towards professions such as Physiotherapist, Personal Training, Sport Development Officers, Teaching, Coaching and Performance Analysts.

Subject: Religious Studies (Full Course)	Exam Board: AQA
Full course title	
Religious Studies A (Full Course)	
Course code	
Religious Studies A (Full Course) 8062	
Website address	
https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062	
Examination / controlled assessment percentages	
100% written exams	
Course outline	
<p>Religious Education is a compulsory part of secondary education. At Derby Cathedral School students who show a particular interest or ability in the subject will have the opportunity to complete a full GCSE course in Religious Studies.</p> <p>What do I study?</p> <ul style="list-style-type: none"> • Christian beliefs and teachings. • Jewish beliefs and teachings • Relationships and Families: Christian teachings about marriage, divorce, sexual relationships, contraception, the role of men and women. • Religion and life: The origins and value of the universe; The origins and value of human life • The existence of God and revelation: Philosophical arguments for and against the existence of God. • Religion, crime and punishment: Religion, crime and the causes of crime; Religion and punishment. 	
Assessment details	
<p>Two written exams: 2 x 1 hour 45 minutes.</p> <p>A combination of short answer and extended answer type questions.</p>	
Additional Information	
<p>Standard classroom equipment is needed for every lesson.</p> <p>It is extremely desirable for any future career that regularly deals with people e.g. teacher, social worker, lawyer, police officer, medical professional and many other caring roles.</p> <p>Areas of work such as journalism that require thoughtful, reflective thinkers who can skilfully communicate ideas would also benefit. In addition to this, Religious Studies is a well-respected subject in its own right and suitable for entry into a wide range of post 16 courses and other professions.</p> <p>You will gain many transferable skills such as constructing arguments, communication, debating, and evaluation skills as well as having a firm grip on current, worldwide events.</p>	