Mount Carmel
RC HIGH SCHOOL

A family of faith & learning

KEY STAGE 4 CURRICULUM

2021-2023

NAME _____

FORM _____

www.mountcarmelhigh.co.uk /MountCarmelHigh

Contents

Key Stage 4 Curriculum

Dear pupils

You are now reaching another important milestone in your education. From September 2021 you will follow courses that continue your education between the ages of 14-19. Some courses will involve you continuing work that you have already started e.g. maths, English, science, RE, while other courses will be completely new to you. This is the most exciting part of your education so far. It is very important that the courses you follow are right for you and that you and that you consider your long and short-term future.

Our aim is to support you in these difficult decisions and ensure that you are happy, following the right courses and able to achieve to the very highest level.

All pupils must follow the core curriculum, this includes: religious studies, English, science and mathematics which are studied at GCSE level.

When making choices from the subjects offered, consider carefully which you enjoy, are good at, or will help you in a career choice later. At this stage you should also be thinking about what you might want to do after leaving school and which choices will ensure that in the future you are able to compete nationally against other pupils for college and university places without being disadvantaged. With this in mind, we would strongly advise you to consider choosing a language, as a number of universities are now placing a greater emphasis on studying a language at GCSE as an entry requirement.

Our Catholic feeder college for Post 16 (St. Mary's College, Blackburn) has recently announced its pending closure, but there are lots of other providers within the local area which will enable you to take both academic and vocational pathways such as:-

- Modern Apprenticeships
- Employment-training scheme

Your aim should be to leave school with the best school record you can achieve, in terms of examination qualifications and a good personal reference for qualities such as commitment, good attendance and punctuality, helpfulness and interpersonal skills.

Discuss your thoughts with your parents and teachers; ask in school for any advice or help you need.

Following the launch of the options process, there will also be an opportunity to meet with our careers advisor, to have a one-to-one interview to discuss your option choices ensuring that you have made the right decisions.
These can be booked directly with our school careers advisor Mr Barratt through the email address:
cbarratt@mountcarmelhigh.lancs.sch.uk

Options choices will be made via an online form which will be made available following the Year 9 Parents' Evening on Wednesday 10th March 2021.

Mr X Bowers Headteacher

Grading the new GCSEs

There is now a new grading system in place for the GCSE exams which will no longer be A* - G but a scale of 1-9, for Level 2 Technical Awards grades are Distinction *, Distinction, Merit and Pass, these equate to GCSE 9-point grading system (see below).

Key points

Statistical predictions will be used to ensure there is alignment between the new and current grading structures. The new grading structure will be applied to other GCSE subjects in 2019 (see below) such that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- broadly the same proportion of students will achieve a grade 1 and above as currently achieve a grade G and above GCSE,
- All other grade boundaries will be set arithmetic ally, as now. For example, the boundaries at grades 5 and 6 will be set based on the difference in marks between grades 4 and 7; grade 5 will be set at one third of the difference in marks, and grade 6 at two thirds the difference in marks.
- The government's definition of a 'good pass' will be set at grade 5 for GCSEs. A grade 4 will still be accepted by Further Education institutions as an acceptable pass in English and maths so re sitting will not be needed.
- Maths, science and languages will continue to be tiered as Foundation and Higher.
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For more information visit www.ofqual.gov.uk

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
	E
2	
	F
1	G
U	U

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

AWARDING: 4 and above = bottom of C and above

Level	Qualification Grade	2019 Performance table points (based on 2018)
Level 2	Distinction*	8.5
	Distinction	7
	Merit	5.5
	Pass	4
Level1	Distinction	3
	Merit	2
	Pass	1.25

The EBacc and Progress 8 measure

What is the English Baccalaureate?

- The government believes that schools should offer pupils a broad range of academic subjects up until age 16 and the English Baccalaureate (EBacc) promotes this aspiration.
- The EBacc is not a new qualification. It will recognise pupils' achievements across a core of selected academic subjects getting good passes in rigorous GCSEs.
- The EBacc will cover achievement in English, mathematics, sciences, a language and a humanities subject (geography or history).
- The government intends to measure individual pupils' achievements over a range of eight subjects that includes EBacc qualifications.
- The school ensures that all pupils are able to gain an EBacc qualification.

How does this affect your options?

- At Mount Carmel English, maths, science and religious education are all compulsory core GCSE subjects. In order to meet the Progress 8 measure all pupils need to select at least one EBacc subject (history, geography, computer science, Spanish).
- This is consistent with the rationale behind the DfE's 'Progress 8' performance measures.
- Of course, it is still best to make sure the subjects that pupils select are the most appropriate for them. In some cases, this will not necessarily be 8 subjects and for a small minority of pupils nor an EBacc subject. This will be explained in more detail at the combined parents and options evening.

Why should I consider choosing a language?

Universities are increasingly placing a greater importance on the requirement of studying a language at GCSE as an entry requirement

UCL (a top university belonging to the Russell Group) has an entry requirement which includes a GCSE in a language. This is an example of the new demands that top universities as placing on pupils studying a language. Below is a direct quote from the UCL:

'UCL is committed to Modern Foreign Language (MFL) education. All UK Honours Degree students, must enter UCL with, or have developed by graduation, a basic level of competence in a MFL.

In order to satisfy UCL's MFL requirements, students must undertake one of the following: Hold a C grade or higher in GCSE, or equivalent, in a Modern Foreign Language.'

Advice and guidance is available in school

Making your choices

You will first need to know what subjects are available to you next year, what the course will be like and what will be expected of you if you make certain choices. There are some subjects that everyone must study; they are religious education, English, mathematics, science and physical education.

Final Choices

By the time you make your final choice of subjects which you will study for the next two years, leading up to the GCSE or other approved examinations., you will have watched each of the subject videos, read through this booklet, attended parents' evening and taken the opportunity to ask teachers questions regarding the courses on offer.

We will do our upmost to satisfy the choices of all pupils. It is, however, never possible to do this for all due to the hundreds of different combinations which may be chosen. A few individual pupils will, unfortunately, be disappointed by having to make slight alterations to their original choices.

Careful consideration will have to be given to the size of teaching groups. We may be unable to permit certain courses to operate if student numbers are too low.

Once course choices have been made, the timetable for next year will be built to fit them. It may be difficult, if not impossible, to change course at a later date. Please stress to your son/daughter the importance of thinking things through carefully and disc using choices thoroughly with everyone in order 'to get it right first time'. Once you have started the course, the school will expect to see your commitment to it.

The subjects you choose could affect the choice of career available to you when you leave Year 11 for further study or employment. At this stage, you may not have made up your mind about your future career and, even if you feel sure of your plans, you could easily change your mind later. If you have a career in mind, you will need to consider the entrance requirements, but it is important not to be too narrow in your choices at this stage. Your choice of career may require subjects which you cannot manage, and this could mean you should consider an alternative career. Listen to all the advice available! In addition, when thinking about your personal curriculum you should not make a decision about a subject simply because you like or dislike a teacher. Remember that you may not have that teacher next year. Also, you should not make your choice because you wish to be with friends - they may not be in the same group as you are. This cannot be stressed too much - it is the **subject** you should be choosing.

If there is **ANYTHING** that you do not understand at any stage, then talk to one of the people listed below.

The decisions you make over your options are some of the most important you make. They determine what you do for the next two years and can make a big impact on what you go on to achieve.

People to contact

If there is anything that you do not understand at any stage during this decision-making process, then get in touch and discuss your problem with your form tutor or with the most suitable person from the following list:-

1. Queries about overall choice and/or balance of subjects – Mr Georgy, Assistant Headteacher or Miss Javaid, Pastoral leader
2. Queries about careers - Mr Barratt CEIAG (Careers, Education, Information, Advice and Guidance)
3. Queries about individual subjects - refer to the teacher named at the bottom of each subject page in this booklet.

Do not forget! Keep your options open and discuss, discuss, discuss!

KS4 Pathways

All pupils study English, maths, science, PE, RE, PSHCE, computing

Pupils then choose one of the EBacc subjects below. This is your first choice.

Choose **one** of these subjects:

- Computer Science GCSE
- Geography GCSE
- History GCSE
- Spanish GCSE

Pupils then choose any **two** of the following subjects (plus two reserves) from the list below:

- Art & Design (Fine Art) GCSE
- Computer Science GCSE
- Design Technology (Resistant Materials) GCSE
- Food Preparation & Nutrition GCSE
- Geography GCSE
- Health & Social Care BTEC
- History GCSE
- iMedia Technical Award
- Performing Arts Technical Award
- Physical Education GCSE
- Spanish GCSE
- Triple Science GCSE

English Language GCSE

EXAMINATION BOARD: AQA

During Year 10 and 11, pupils at Mount Carmel learn to have the ability to communicate effectively using both spoken and written formats that are essential in today's world. There is no tiered entry in this subject; all pupils complete the same two examination papers.

For GCSE English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

All pupils are provided with opportunities to: talk and listen in a variety of contexts, and for a range of purposes; study a variety of fiction and non-fiction texts; write for a variety of purposes and in a variety of forms.

Pupils will study the AQA English Language GCSE Specification (8700).
Pupils will complete a linear course with examinations taken at the end of Year 11. There are no longer different tiered GCSE entries in the subject; all pupils will complete the same examination papers at the end of the course. Controlled Assessments have also been removed from the programme of study.

Paper One – Explorations in Creative Reading and Writing

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper Two – Writers' Viewpoints and Perspectives

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

English Literature GCSE

EXAMINATION BOARD: AQA

Pupils will study the AQA English Literature GCSE Specification (8702) in order to obtain a second GCSE which counts towards their Progress 8 score.

The English Literature GCSE is also a linear course with examinations taken on completion of the course in Year 11. There is no tiered entry in this subject; all pupils complete the same two examination papers.

Pupils will have the choice of:

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare plays
- The 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Choose one of:

- *Macbeth*
- *Romeo and Juliet*
- *The Tempest*
- *The Merchant of Venice*
- *Much Ado About Nothing*
- *Julius Caesar.*

Author	Title
Robert Louis Stevenson	*The Strange Case of Dr Jekyll and Mr Hyde*
Charles Dickens	*A Christmas Carol*
Charles Dickens	*Great Expectations*
Charlotte Brontë	*Jane Eyre*
Mary Shelley	*Frankenstein*
Jane Austen	*Pride and Prejudice*
Sir Arthur Conan Doyle	*The Sign of Four*

Paper 2: Modern texts and poetry

What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Author	Title
JB Priestley	*An Inspector Calls*
Willy Russell	*Blood Brothers*
Alan Bennett	*The History Boys*
Dennis Kelly	*DNA*
Simon Stephens	*The Curious Incident of the Dog in the Night-Time* (play script)
Shelagh Delaney	*A Taste of Honey*

Author	Title
William Golding	*Lord of the Flies*
AQA Anthology	*Telling Tales*
George Orwell	*Animal Farm*
Kazuo Ishiguro	*Never Let Me Go*
Meera Syal	*Anita and Me*
Stephen Kelman	*Pigeon English*

The titles of the two clusters are:

- Love and relationships
- Power and conflict.

This specification encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature encourages to read widely for pleasure and for studying literature at a higher level.

For further information see Miss Sutcliffe

Mathematics GCSE

EXAMINATION BOARD: Edexcel

GCSE Mathematics equips students with the ability to reason and problem solve with their Mathematical skills. Highly prized by employers, GCSE Mathematics gives students the tools to go on to careers that look for logical and analytical skills. Mathematics is one of the few subjects that has foundation and higher tiers: this allows the scheme of work to go into significant depth and gives students the chance to broaden their knowledge as much as possible. The Foundation tier covers all content from Grade 1 to Grade 5, whereas Higher begins at Grade 3 and goes up to a Grade 9.

Students will develop their knowledge of Mathematics in six key areas but these are of different weightings based on the tier you will be sitting.

	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		

All students will require Mathematical equipment in every exam (protractor and a compass) and will need a scientific calculator. These can be purchased from the Maths department. Revision guide order forms will be given out in Year 11 and school will place these orders.

GCSE MATHEMATICS	KEY INFORMATION
Exam Board	Edexcel
Examinations	3 examinations, two with calculator and one without, each 90 minutes in length at the end of Year 11. Each exam paper is equally weighted and worth one third of the final grade.
Course Description	The GCSE Mathematics assessment objectives are to: use and apply standard techniques; reason, interpret and communicate Mathematically; solve problems within mathematics and in other contexts.
Post 16 applications	All colleges ask for a pass (Grade 4) in GCSE Maths. A higher grade may be required for A-Level Mathematics and certain Sciences, BTEC qualifications or Psychology.

For further information see Mrs Robinson

Religious Studies GCSE

EXAMINATION BOARD: Edexcel Specification A

Religious education is not about making you 'religious'; it is about enabling you to think for yourself about religious and moral issues.
Religious education will encourage and challenge students and equip you to lead a constructive life in the modern world.

GCSE religious education enables you to:

- adopt an enquiring, critical and reflective approach to the study of religion;
- explore Christian and Islamic beliefs, reflect upon fundamental questions, engage with them intellectually and respond personally;
- enhance your spiritual and moral development, and contribute to your health and well-being;
- enhance your personal, social and cultural development, your understanding of different cultures locally, nationally and in the wider world to contribute to social and community cohesion;
- develop your interest and enthusiasm for the study of religion, and relate it to the wider world;
- reflect on and develop your own values, opinions and attitudes in light of your learning.
- demonstrate knowledge and understanding of the Roman Catholic and Islamic traditions upon aspects of ethical issues, such as those surrounding relationships.
- produce evidence and arguments to support and evaluate points of view arising from the study of religious concepts, beliefs and practices.

Many employers (especially the Police, Armed Forces and caring professions) regard GCSE R.E. as a good qualification. It involves a lot of thinking and writing which shows you are aware of other people's beliefs and the nature of the society in which we live.

- It helps you think through some of the big issues of life about which adults argue all the time.
- It helps to remove the ignorance which causes prejudice, hatred and violence (many wars are caused through misunderstandings about religion)
- Religious education protects you from indoctrination. It gives you the opportunity to explore Catholic and Islamic beliefs in a safe and questioning environment so that you can become sure of your own beliefs and explain them clearly to others.
- It is another GCSE qualification for you.

Paper 1: Area of Study 1 – Study of Catholic Christianity
Weighting: 50% Written examination: 1 hour and 45 minutes
102 marks

Paper 2: Area of Study 2 – Study of Islam
Weighting: 25% Written examination: 50 minutes
51 marks

Paper 3: Area of Study 3 – Philosophy and Ethics
Weighting: 25% Written examination: 50 minutes
51 marks

For further information see Miss Rushton

Combined Science GCSE

EXAMINATION BOARD: AQA

Science has something to offer every pupil. A vast number of careers require a firm grounding in Science. If, for example, you want to go on to train as a doctor, vet, nurse, physiotherapist, chemist, forensic scientist, beautician, surveyor, engineer, electrician, oceanographer, farmer or sports trainer, secure scientific knowledge and understanding will be required. There are thousands of other careers for which Science will be similarly essential.

Studying Science will help you to find out about how things work, from the tiny subatomic particles to the infinite Universe. You will discover how your body works, how to stay healthy and how we can look after our planet. You will explore how and why atoms react together.

All pupils are required by the National Curriculum to study Science GCSEs. At Mount Carmel, pupils will study AQA Combined Science. This provides a route into Science A levels for those wishing to continue their studies in the any, or all, of the three Sciences.

Topics you will learn about:

- Biology - Cells and organisation, Disease and bioenergetics, Biological responses, Genetics, Evolution and Ecology.
- Chemistry – Atoms, bonding and moles, Chemical reactions and energy changes, Rates, equilibrium and organic chemistry, Chemical analysis and Earth's resources.
- Physics – Energy and energy resources, Particles at work, Forces in action, Waves and Electromagnetism.

Practical work is a vital and compulsory part of GCSE Science. There are several Required Practicals for all three Science disciplines, through which you will learn to apply your scientific knowledge and understanding whilst developing your investigative and practical skills.

How Science GCSEs are externally assessed

This qualification is linear. Linear means that you will sit all your exams at the end of the course. There are six exam papers: two biology, two chemistry and two physics. There is no coursework or controlled assessment.

There are two tiers for GCSE Science - foundation and higher. Pupils will be entered for the tier that best fits their ability, with the final decision being made towards the end of Year 11.

Pupils will receive a double GCSE grade for Science. The grades awarded are on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade. The grades available on the foundation tier range from 1–1 to 5–5. The grades available on the higher tier range from 4-4 to 9-9.

For further information see Mrs Bancroft

Physical Education

EXAMINATION BOARD: This is a non GCSE subject

All pupils will participate in one hour of core P.E. per week. As far as possible pupils will get a choice of at least two sports every half term. Within these sports/ activities they will have the opportunity to build on the skills learnt in key stage 3, as well as developing tactical awareness and decision making.

Sports included are:

Team Games

- Cricket
- Football
- Handball
- Netball
- Rounders

Individual Sports & Activities

- Archery
- Athletics
- Boxing
- Badminton
- Cross Country
- Dance
- Fitness
- Gym
- Table Tennis
- Yoga

For further information see Mr Low

Additional MFL GCSE

EXAMINATION BOARD: EDEXCEL

At Mount Carmel, we are always looking for ways to ensure that the talents of all our pupils are recognised. In recent years, we have been able to facilitate some of our pupils taking GCSEs in languages that they speak at home. Although these languages will not be taught in school time, please let us know if your child may be interested in sitting GCSE examinations in any of the following languages:

- Polish
- German
- Italian
- Portuguese

For further information see Mrs Herbert

Higher Project Qualification (HPQ)

Examination Board: AQA

At Mount Carmel, we strive to raise the aspirations of all pupils and to support those students who are considering studying at University in the future. With this in mind, students are offered the opportunity to take part in the Higher Project Qualification in Year 10.

This is an extra-curricular qualification, equivalent to half a GCSE, with limited places so pupils must apply for it. It runs alongside the three GCSEs that they pick, and sessions will take place predominantly after school.

Content

The HPQ is designed to encourage students to think and work independently while gaining skills which would support them in a college or University setting, and is the GCSE-level equivalent of the EPQ, an enrichment opportunity which is offered by most top colleges and sixth-forms. There is a 60 hour guided learning requirement, of which 30 hours are teacher-led sessions teaching relevant skills such as critical thinking, academic research, referencing, etc. The other 30 hours are independent learning carried out by the students. There is no set curriculum, it is developed by each school's Curriculum Leader based on the needs of those students taking part. Each student is paired with a "Supervisor" who supports that pupil's learning throughout the process. The taught sessions are designed to be delivered in a style more similar to University than school, in order to help prepare students for that environment.

Assessment

The HPQ is entirely coursework based. Students are required, with appropriate supervision and support, to:

- Choose an area of interest which is NOT covered in their existing course of study.
- Draft a title and aims for the project which must be approved by the Curriculum Leader.
- Plan, research and carry out the project.
- Deliver a presentation to a non-specialist audience.
- Provide evidence of all stages of project development and production for assessment.

For most pupils, the project will take the form of a 2000 word written report on a topic of their choice, which must be researched and referenced using appropriate academic sources. Throughout the year, they must complete (with the support of their supervisor) a Production Log, which evidences the planning and research of their project and asks them to self-evaluate their progress. Finally, after completing their project they must deliver a presentation about their topic and their findings.

Application

If students wish to take part, there is an application process which they must go through. This is a scaled-down version of the University application process – students must first send a letter of application to the Curriculum Leader, and based on the letters received, offers are given out, either Unconditionally or Conditionally, to those students whose applications are of the highest quality. Students with a Conditional offer must then take part in an interview, and candidates who are successful at interview will receive a place on the course.

There will be a launch assembly for students and parents following the Options process, if your child is interested in taking part, please indicate this on your Options form.

For further information please see Mr Barratt

Art & Design GCSE (Fine Art)

EXAMINATION BOARD: AQA

This is a broad course exploring practical Art & Design which includes investigating the history of art and artists relevant to a theme. The pupil will work in a wide range of media, processes, new media and technologies to produce work in 2D and/or 3D. Pupils will produce a portfolio of work which includes practical and contextual work (study of art and artists) in the following endorsement (style of study)

Fine Art – drawing, painting, sculpture, mixed media, print making, lens based media, installation and land art.

The examination consists of the following components:

Coursework = 60%

One extended project beginning in Year 10 plus a selection of further work based on mini skills foundation projects. Drawing activities are an essential part. Students must provide evidence for each of the 4 assessment objectives.

A01 Study of artists and styles
A02 Experiments, exploring using a wide range of media, materials and techniques.
A03 Recording ideas through drawing and annotations.
A04 Create personal artworks that are linked and developed from the theme and the visual research.

Externally set task = 40%

This is set by the exam board and will be completed during the spring term of Year 11. Pupils will choose their own starting point from the list.
They will be required to prepare sketch book studies and a final personal response/piece.

- Preparation time – spring term
- Personal response – 10 hours under supervision
- Evidence of all four objectives must be demonstrated

During the course the pupil will build on their Key Stage 3 experience, work in sketch books and on design sheets to produce their own work.

The portfolio and set task are assessed internally against four objectives and then externally moderated by the exam board.

We currently have 4 computers, a 3D printer and an A3 colour printer for pupils to use in Art. Art is a subject that will help develop a pupil's creative thought and expression. It helps to enhance a pupil's analytic al, visual, tac tile, sensory abilities and experiences. Art & Design enables us to become critical and discerning consumers. It will develop your visual skills and self expression, you will use your imagination and explore feelings to create your own compositions. Pupils will be able to purchase a starter pack from school at the start of year 10.

Career Paths:

There are Art & Design college, university and work based courses in a range of areas: Graphic Design, Fine Art, Textiles & Fashion, A Level Art, BTEC.

Careers:

Graphic Designer, Printer, Architect, Illustrator, Tattoo Artist, Fashion Designer, Product Design, Artist, Teacher, Gallery/Art museum worker as well as Art for Pleasure and Relaxation

For further information see Mr Thompson or Miss Mollart

Computer Science GCSE

EXAMINATION BOARD: AQA

This qualification is ideal for those wishing to pursue a career in Computing. GCSE Computer Science is a challenging but rewarding course which is held in high regard by employers and colleges alike. Due to the high amount of mathematic al content, it is advisable that pupils wishing to study this course are confident in maths. Above all else however you should be enthusiastic, able to persevere with challenging tasks and enjoy solving problems.
The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving pupils a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for pupils who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

The course is made up of 3 elements as shown below

Paper 1: Computational thinking and problemsolving	**Paper 2: Written assessment**	**Paper 3: Programming project**
What's assessed Computational thinking, problem solving, code tracing and applied computing as well as theoretic al knowledge of computer science.	**What's assessed** Theoretic al knowledge from subject content.	**What's assessed** The programming project will assess a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem-solving of the subject content.
How it's assessed • Written exam set in practically based scenarios: 1 hour 30 minutes • 80 marks • Presently 50% of GCSE but under review	**How it's assessed** • Written exam: 1 hour 30 minutes • 80 marks • Presently 50% of GCSE but under review	**How it's assessed** • Report: totalling 20 hours of work • 80 marks • Up to 20% of the final grade may be assessed through the programming project.
Questions A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem-solving and computational thinking skills.	**Questions** A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretic al knowledge.	**Tasks** The development of a computer program along with the computer programming c ode itself which has been designed. written and tested by a student to solve a problem. Students will produce an original report outlining this development.

For further information see Mr Evans

Design Technology GCSE

EXAMINATION BOARD: AQA

Design and Technology is everywhere and in everything. It is difficult to imagine what would happen without the creative minds developing new products and solutions to essential everyday problems. Through the study of Design and Technology, students will be skilled in the design and manufacture of high quality outcomes in a variety of materials. They'll learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as creativity, analytical thinking, collaboration, communication and problem solving.

Course involvements

Design and Technology involves designing and making innovative products to a professional standard. Throughout Year 10, students will learn key knowledge, skills and understanding through a range of design and make assignments. These assignments will enable students to explore:

- Full use of cutting-edge machines/equipment (e.g. 3D Printing, Laser cutting, Sublimation systems, workshop equipment…)
- Advanced use of industry standard computer design software
- 3D Virtual modelling and Rapid Prototyping
- Professional drawing techniques
- Product Analysis and deconstruction
- Project management/management skills
- The evolution of Design
- Product marketing and packaging
- Design theory underpinning commercial design and manufacture.

With our continued aim to provide students with engaging and challenging curriculum opportunities and enable them to work with a range of materials and processes, students will be expected to contribute toward the cost of materials and components. Letters will be sent home detailing the requirements.

How is the GCSE assessed?

The course is made up of 2 elements as shown below:

Unit 1: (50%) - Examination	**Unit 2: (50%) - Non-Exam Assessment (NEA)**
What's assessed • Core technical principles • Specialist technical principles • Designing and making principles	**What's assessed** • Core technical principles • Specialist technical principles • Designing and making principles
How it's assessed • Written exam: 2 hours • 100 marks • 50% of GCSE	**How it's assessed** • NEA approx. 30-35 hours • 100 marks • 50% of GCSE
Questions • **Section A:** Core technical principles (20 marks). Multiple choice and short answer questions assess broad technical knowledge. • **Section B:** Specialist (30 marks). More in depth questions about c hosen material study. • **Section C:** Designing and Making principles (50 marks).	**What should students produce:** • Substantial design and make task based on one of the challenges released by the exam board (AQA) • Assessment criteria to include the following: - Investigating - Designing - Making - Analysing and evaluating

Future Prospects:

Careers in Product Design, Graphic Design, Photography, Architecture, Joinery, Engineering, Fashion Design, Interior Design, Theatre Set Design, Advertising/Marketing and many more!

For further information see Mr Thompson.

Food Preparation and Nutrition GCSE

EXAMINATION BOARD: EDUQAS

GCSE food Preparation and Nutrition will teach you the practical cooking skills to enable you to develop a thorough understanding of good nutrition, food provenance and the working characteristics of food. It aims to nurture practical and research skills to give a strong sense of independence and achievement.

Course involvements
Subject content
Food preparation skills integrated into six sections:

- Food Commodities
- Principles of Nutrition
- Diet and Good Health
- The Science of Food
- Where food comes from
- Cooking and food preparation

How is the GCSE assessed?

Component 1: Principles of Food Preparation and Nutrition (50% of GCSE) undertaken at the end of Y11

- Theoretic al knowledge of food preparation and nutrition from Sections 1 to 6 (as above).
- Written exam: 1 hour 45 minutes.

Component 2 - Food Preparation and Nutrition in Action
Assessment 1: Food investigation (15%)

- Students' understanding of the working characteristics, functional and c hemic al properties of ingredients, undertaken by Practical investigations.
- Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Assessment 2: Food preparation assessment (35%)

- Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the c hosen task.
- Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.
- Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Information: Students will be expected to bring in ingredients and will cook weekly

Future Prospects
ACCROSS and Blackburn colleges have a few practical cookery courses numerous. North Lancs Training Group, based in Accrington also offer Apprenticeship courses. The Catering Industry is still one of the biggest employers in the country. Past students have gone on to apprenticeship courses which offer an insight into this industry. Northcote is a business that has taken on past students, one of which has recently won 'Young Chef of the Year'.

For further information see Miss Clarke

Geography GCSE

EXAMINATION BOARD: AQA

There is no getting away from geography. It is all around us. It is the world around us. Geography is fascinating because it's about everyone's favourite topic: us, and the excitement of our lives. It asks why we live, how and where we do, and how we fit into our environment - plus, what happens when it goes wrong.

Will I enjoy geography?

Yes - if you:

- enjoy learning about people and places and wonder why there are so many differences in the world
- ever wonder why there is a Mc Donald's in every town or city you visit
- are excited about cities and how they grow and change
- like thinking about the environment and its future
- enjoy the 'great outdoors' and are eager to find out about how the Earth's landscape was created
- are interested in the natural world, including volcanoes, the coast and rivers.
- like finding out about places at different scales - locally, nationally and globally
- like discovering places on holiday

Geographer's Skills

Through studying geography, the pupil will learn lots of skills that can be used in the outside world. Some of these skills are:

- effective communication, organisation and motivation
- use of information technology
- ability to work as part of a team
- analytical, problem-solving and decision-making skills
- numeracy skills through using lots of data presentation and interpretation
- literacy skills through reading texts and extended writing
- report production and presentation

Geography graduates are amongst the most employable due to this diversity of skills (Guardian 2014).

Geography at Mount Carmel.

A great deal of time has been invested in choosing the most suitable syllabus for pupils at Mount Carmel. Geography has proved to be very popular and increasing numbers of pupils are choosing to study geography at GCSE. It is one of the collection of subjects that constitute the English Baccalaureate.

New GCSE Specification

Any pupils that are wishing to take geography GCSE will be studying the new AQA syllabus. This consists of three terminal examinations and cover the following areas:

- Paper 1 - Challenges in the Physical Environment: earthquakes, tropical storms, extreme weather in the U.K, climate change, coasts, rivers and biomes – woodlands, rainforests, hot deserts
- Paper 2 - Challenges in the Human Environment: Rio de Janeiro, Nigeria, Manchester, rich and poor countries, population, North/South divide in the UK, resources – food, water and energy
- Paper 3 - Applications and Evaluating Geographical Issues: a series of questions based on fieldwork carried out in Year 10 and a pre-release booklet.

For further information see Mrs Mc Donnell

Health & Social Care BTEC

EXAMINATION BOARD: EDEXCEL

This is a dynamic new course which is informative and replaces the previous GCSE in Health and Social Care which is no longer available. It is also recognised as being suitable for Progress 8.

If you want to go into the following careers you should consider
Health and Social Care as an option:

- Nursery Nursing
- Care Work
- Nursing
- Social work
- Working with children or the elderly

What is involved?

Component 1 – Human Lifespan Development

- 30% of the total course
- Undertaken in Year 10
- Internally assessed assignment where students have to complete 2 pieces of coursework about the lives of people and how they change over time

Component 2 – Health and Social Care and Values

- 30% of the total course
- Undertaken in Year 11
- Internally assessed assignment where students have to produce a piece of coursework on carers work in the NHS and Social Care sectors

Component 3 – Health and Wellbeing

- 40% of the total course
- Undertaken in Year 11
- Externally assessed task (exam) 2 hours in length. Students are taught about what is health and how it can be measured? Students have to answer questions based on case studies

GRADE CONVERSION

BTEC Health and Social Care	**Old Grade Equivalent**	**New Grade**
L2 Distinction	A/A*	8/9
L2 Merit	B	6/7
L2 Pass	C	4/5
L1 Merit	D/E	2/3
L1 Pass	F/G	1/2

For further information see Miss Clarke

History GCSE

EXAMINATION BOARD: EDEXCEL

'But it's all in the Past, Why is History Useful to Students Now?'

It would be great to know what could happen before we make an important decision wouldn't it? Well, studying history can help us do this on a big scale.

By analysing past events we learn about the consequences of people's actions, from Kings and Queens to the London baker who forgot to put his fire out on September 2nd 1666.

If we apply this knowledge to the present; governments, businesses and individuals can learn lessons from past mistakes or successes and make informed choices about their futures.' (success at school.org)

In GCSE history you get the chance to study:

- **Paper 1:** Warfare and British society 1250-present and London and the Second World War
- **Paper 2:** Anglo Saxon, Norman England and the American West
- **Paper 3:** Weimar and Nazi Germany

In GCSE history you learn to:

- Demonstrate your knowledge and understanding of historic al periods
- Explain and analyse historic al events
- Analyse and evaluate sources
- Develop and share your opinions about interpretations of the past

In GCSE history you get the opportunity to:

- Visit London

If you study GCSE history you could go follow a career in:

- Law
- Politic s
- Business
- Journalism
- Economics
- Teaching
- Social research
- Archaeology
- Marketing

For further information see Miss Mortensen

iMedia Technical award

EXAMINATION BOARD: OCR

Who is this qualification for?

This is a qualification which is designed for students who wish to develop applied knowledge and practical skills in using creative technologies. This is a practical course that focuses on the real ICT skills that are needed to take full advantage of the opportunities that have arisen in the information age so that students can become active participants in it.

It would suit students who want to progress onto other related study, such as qualifications in IT, Digital Media or Computer Science.

How is this qualification assessed?

Students will study coursework units in:

- Creating digital graphics
- Creating interactive multimedia products
- Creating digital sound

These units are internally assessed by the teacher and externally moderated and there is an externally assessed written paper. Each unit contributes 25% of the final qualification. The focus of these units is to produce products that meet an assignment brief. Each project follows the system lifecycle approach and students will learn how to analyse, plan, create and evaluate a project. They will also learn about the different pre-production documents that need to be produced which will help them in preparation for the exam.

There is also an externally assessed examination unit also worth 25% of the final qualification. The exam is one hour 15 minutes:

- Pre-production skills

This examined unit c overs all the different preproduction documents and skills that are used in producing different media products. The coursework units support the preparation for the examination.

Summary

This course is 25% Examination and 75% controlled assessment. Learners can re-sit the examination once if necessary before they complete the qualification. The 75% coursework and possibility of an exam re-sit make this course suitable for students who are more comfortable with coursework than examinations.

What qualification will I gain

- 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

For further information see Mr Evans

Performing Arts Technical award

EXAMINATION BOARD: AQA

This exciting new course combines drama, music and dance and allows you to perform, learn production skills and discover more about careers in the performing arts sector. It gives you the opportunity to develop knowledge and technical skills in a practical learning environment. You will look at the roles and responsibilities of different actors, musicians, directors, stage managers lighting, sound, set, props, makeup and costume designers; as well as the approaches to creating work. This will be done through a variety of practical workshops. You will learn how to create, design, develop and rehearse.

SPECIFICATION AT A GLANCE
You will complete three units:

UNIT 1: Unlocking creativity (internally assessed, externally moderated) 30%- Written Portfolio-15% Pitch-15%
You will be asked to suggest an idea for a production based on a chosen brief, for example- 'Struggle,' 'Fate,' 'Re-interpretation,' or, 'Urban Myths and Legends.' You will research, understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. You will produce a portfolio of research, planning and ideas to enable you to put on a performance. You will then go on to do a, 'Dragon's Den style,' pitch idea as a group to camera. Short extracts of your performance idea will also be presented. You have total freedom to do whatever you are interested in however you must take on one performance role and one production role. **Please note at the early stages of the course, you will be expected to participate in, and write about workshops in both Music and Drama, even if you choose to go on to specialise in just one. Everyone is also expected to speak with confidence and charisma during the pitch presentation regardless of whether they choose to specialise in performance roles later on in the course. This course is designed to give students an all-round experience of the Perf Arts industry in order to prepare for the written exam so you have to be comfortable with speaking in front of an audience.**

UNIT 2: The production/performance (internally assessed)
You will work towards producing a performance to an audience by choosing from five different exciting briefs. You will choose one discipline from either a list of performance roles including acting, dancing, singing, instrumental musician or a list of production roles including costume, set design, props, make-up, lighting, sound, stage, original script/song writing, directing or choreography. Once again you can play any piece of music, sing any song, choreograph any dance or act out any scene that is of interest to you. It may be something that you have been working on outside of school that can count towards the course. The briefs include;- 'The Best of British' and 'Once Upon a Time.'

UNIT 3: The performing arts experience (externally assessed)
What's assessed?

- Roles and responsibilities within performing arts and the role of performing arts in society
- Working as a deviser/performer/director and approaches to rehearsal
- Marketing, public relations, Health and safety, Design and technical elements
- Reviewing performance and Theatre/film in education.

How it's assessed: Externally assessed by a Written exam: 1 hour 30 minutes 40%
A combination of multiple choice questions, short answers, extended responses, design/devising questions.

Please note, there is as much written work on this course as there is practical work. You are expected to keep detailed and organised notes of all practical work undertaken and hand in a written portfolio and Log Book. Written home works are given out on a weekly basis. In addition to this, lunchtime and after school rehearsals for UNIT 2 are also compulsory so you must be committed and passionate about at least one area of the Performing Arts in order to succeed.

For further information see Miss Bell or Miss Javaid

Physical Education GCSE

EXAMINATION BOARD: OCR

The GCSE physical education course will appeal to you if:

- You have a keen interest in sport and recreation and always look forward to your PE lessons
- Take part in sport/recreation outside of c lass time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A-level/higher level education course

What do I need to know, or be able to do, before taking this course?

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physic al Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active lifestyle. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

		Marks	Duration	Weighting
Component 1	**Physical Factors Affecting Performance** Anatomy and Physiology Physical Training	60	1 hour	**30%**
	Section A 30 marks, 20 questions ranging in size/mark allocation across the topics	30		
	Section B 3x10 mark questions, 2 on A&P and 1 on Physical Training; **broken down into part questions**. Including the use of extended response and use of data	30		
Component 2		60	1 hour	**30%**
	Section A 30 marks, 20 questions ranging in size/mark allocation across the topics	30		
	Section B 3x10 mark questions, one on each topic**, broken down into part questions**. Including the use of extended response and use of data	30		
Component 3	**Performance with Physical Education**	80	NEA	**40%**
	1) Performance practical in three activities, equally weighted at 20 marks each	60		
	2) Analysing and Evaluating Performance (AEP)	20		

What can I do after I've completed the course?

As well as being the ideal preparation for the A-level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Science.

The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This c an include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

Students who find this course difficult may be offered the opportunity to follow an alternative Physical Education qualification at Key Stage 4, which will better suit their needs.

For further information see Mr Low

Triple Science GCSE

EXAMINATION BOARD: AQA

Whatever career you are considering, taking triple science GCSE will set you up well for later life. Employers are crying out for candidates with science-based skills. If you're already thinking about university and careers and are interested in science-based degrees and jobs, then it is definitely worth considering taking Triple science GCSEs. Most top universities prefer applicants for science subjects to have taken the triple award option at GCSE.

At Mount Carmel, pupils can choose to study AQA Triple Science as one of their options. By taking sciences separately at GCSE level you will cover more content, so you'll be better prepared if you want to take science A-levels. Pupils who take separate science GCSEs are also more likely to get higher grades in A-level sciences.
But if you decide not to go for all three science GCSEs, don't worry, it doesn't necessarily mean you can't go on to do science at A-level (but entry requirements may mean a higher grade is needed if you have studied combined science).
If you choose Triple Science then there are extra areas that you will study, including:

- Biology
  - Monoclonal antibodies and their applications in medicine
  - Brain structure and function
  - Control of body temperature
  - The kidney, kidney transplants and how dialysis works
  - DNA structure and how it codes for our characteristics
  - The history of genetics
  - Issues surrounding living more sustainably.

- Chemistry
  - Transition elements
  - Nanoparticles and their uses
  - Titrations, atom economy and more detailed quantitative chemistry
  - Reactions of chemicals including alkenes, carboxylic acids, esters and alcohols
  - Polymers
  - Testing for positive and negative ions
  - Using Earths resources.

- Physics
  - Uses of nuclear radiation in medicine, nuclear fission and fusion
  - Infrared radiation
  - Moments
  - Momentum, impact forces and safety
  - Sound waves, seismic waves and uses of ultrasound
  - Light including reflection, refraction, colour and lenses
  - The generator effect and uses of transformers
  - Space Science.

There are additional Required Practical's for all three Science disciplines, through which you will learn to apply a greater range of scientific knowledge and understanding whilst developing your investigative and practical skills.

How Science GCSEs are externally assessed

These qualifications are also linear. There are still six exam papers: two biology, two chemistry and two physics, though these are 30 minutes longer than Combined Science exams. There is no coursework or controlled assessment.

There are still two tiers for GCSE Science - foundation and higher. Pupils will be entered for the tier that best fits their ability, with the final decision being made towards the end of Year 11.

Pupils will receive a separate GCSE grade for each of the three Sciences. The grades awarded range from 1 to 9 where 9 is the best grade. The grades available on the foundation tier range from 1 to 5. The grades available on the higher tier range from 4 to 9.

For further information see Mrs Bancroft

Spanish GCSE

EXAMINATION BOARD: EDEXCEL

This option is only available to pupils who have studied Spanish in Year 9

Languages are really important in the world we live in and give you useful skills for the rest of your life. The internet has brought everyone much c loser together, so communicating and networking with speakers of different languages from all over the world has become very important. We live in a multi-lingual world and UK companies need foreign languages to trade internationally.

Subject Content

Students study all of the following themes on which the assessments are based.

- Identity and culture
- Local area, holidays and travel
- School
- Future plans and aspirations
- International and global dimension

Assessments

GCSE Spanish students are entered for either Foundation (grades 1-5) or Higher (grades 4-9) tier.
You will be assessed in four different areas.

Paper 1 - Listening Exam

- Written exam:
- 35 minutes (Foundation), 45 minutes (Higher)
- 25% of total qualification

Paper 2 - Speaking Exam

- Internally conducted and externally assessed
- 7-9 minutes (Foundation), 10-12 minutes (Higher)
- 25% of total qualification

Paper 3 - Reading Exam

- Written exam
- 45 minutes (Foundation), 60 minutes (Higher)
- 25% of total qualification

Paper 4 - Writing Exam

- Written exam
- 70 minutes (Foundation), 80 minutes (Higher)
- 25% of total qualification

English is not enough!

UK companies already do business with over 200 countries worldwide. This means UK employers need people with language skills if they are to stay on top of their game, and will seek out people who have them. Therefore, young people who study a language at GCSE may well enjoy better job prospects and better salaries than those who don't.

For further information see Mrs Herbert

Checklist

Choices for Key Stage 4

1. Which courses should I choose?

Choose courses that:

- You know you can do well in
- Are in subjects that you like
- Reflect your interests and personal qualities
- Help you learn in the best way for you
- Will help you keep your options open in the future

2. Why should I not choose some courses?

Don't choose courses because:

- You like the teacher, or reject the course because you don't like them - the teacher might be different next year
- Your friends are choosing them - they are different from you and have different strengths and interests

3. What else should I consider?

If you:

- Have a clear idea about doing a particular work-based training or a specific job - find out the most appropriate courses for it.
- Have a general idea of the broad area of work you'd like to go into - find out whether you can do any courses which would start you on the way without stopping you from doing other things if you change your mind.
- Want to continue in learning - find out what subjects you could do and whether you need to take certain courses to help you achieve your aim.
- Don't have any clear ideas now, it doesn't matter - choose a range of courses that fit point 1 above and, if possible, check them out with Mr Barrett - our school Careers Advisor.

Remember:

- **All pupils will study a core curriculum of English, maths, science, R.E., P.E. PSHCE, computing + 3 options**
- **You have to select at least <u>one</u> subject from the following;**
  - **A language**
  - **Computer Science**
  - **Geography**
  - **History**
- **You will have more routes to achieving your goals than your parents/carers had**
- **Think carefully about your next steps, follow your strengths and interests**
- **Check out information in the careers resource area of the school library**
- **Ask for help**

Year 9 Options form 2020

This year your options choices will be submitted using the online form which will be made available following the Year 9 parents evening.

This paper form has been included to assist you in your decision making.
All pupils study English, maths, science, PE, RE, PHSCE, computing

Pupils then choose one of the EBacc subjects from the box below. This is your first choice.

Choose one of these subjects

- ☐ Computer Science GCSE
- ☐ French GCSE
- ☐ Geography GCSE
- ☐ History GCSE
- ☐ Spanish GCSE

Pupils then choose any two of the following subjects (plus 2 reserves), from the list below thereby indicating 2nd (2) 3rd (3)choice, reserve 1 R1) and reserve 2 (R2).

Choose two of these subjects using the code shown in brackets:

- ☐ Art & Design (Fine Art) GCSE
- ☐ Computer Science (GCSE)
- ☐ Design Technology (Resistant materials) GCSE
- ☐ Food Preparation & Nutrition GCSE
- ☐ Geography GCSE
- ☐ Health & Social Care BTEC
- ☐ History GCSE
- ☐ iMedia Technical Award
- ☐ Performing Arts Technical Award
- ☐ Physical Education GCSE
- ☐ Spanish GCSE
- ☐ Triple Science GCSE