

# Mount Carmel

R.C. HIGH SCHOOL



## Key Stage 4 Curriculum 2023-2025



NAME \_\_\_\_\_

FORM \_\_\_\_\_

[www.mountcarmelhigh.co.uk](http://www.mountcarmelhigh.co.uk)



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# Headteachers' message



Dear pupils

You are now reaching another important milestone in your education. From September 2023 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 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, Spanish 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.

There are lots of post-16 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](mailto:cbarratt@mountcarmelhigh.lancs.sch.uk)

Options choices will be made via the enclosed form which will be made available following the Year 9 Parents' Evening on Thursday 2<sup>nd</sup> March 2023.

Submission of options forms can be made from Monday 6<sup>th</sup> March 2023.

**Mr X Bowers Headteacher**

# The EBacc



## 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.
- Mount Carmel ensures that all pupils are able to gain an EBacc qualification.

## How does this affect your options?

- At Mount Carmel, English, maths, science, Religious Education, Spanish are all compulsory core GCSE subjects. To encourage pupils to achieve the Ebacc, options choices are split into subject blocks with all pupils selecting at least one compulsory Ebacc choice (history or geography)
- This is consistent with the rationale behind the DfE's 'Ebacc' aspirations.

## Why have we made studying a language compulsory?

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 are 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 (GCSE), English literature & language (GCSE), mathematics (GCSE), science (GCSE), PSHCE, computing 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 utmost 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 also 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 discussing 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 Mr Cottam, 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, Spanish computing.



## Option choice 1

**Pupils then choose one humanities subject from the box below.**

Choose **one** of these subjects indicating your choice with a tick

☐

Geography GCSE

☐

History GCSE

## Option choice 2

**Pupils then choose one of the following subjects (plus 1 reserve), from the list below thereby indicating your preference with a tick and reserve 1 (R1)**

Choose **one** of these subjects using the code shown above:

☐

Art & Design (Fine Art) GCSE

☐

Computer Science (GCSE)\*\*

☐

Design Technology (Resistant materials) GCSE

☐

Food Preparation & Nutrition GCSE

☐

Health & Social Care BTEC

☐

iMedia Technical Award\*\*

☐

Performing Arts BTEC

☐

Physical Education (GCSE or Vocational)\*

**\*Pupils will be placed on the most suitable Physical Education course by Mr Low.**

**\*\*Pupils will be placed on the most suitable computing course by Mr Evans.**

# 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

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#### **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

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#### **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

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#### **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:

**Choose one of:**

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

## 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

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

## 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	<i>An Inspector Calls</i>
Willy Russell	<i>Blood Brothers</i>
Alan Bennett	<i>The History Boys</i>
Dennis Kelly	<i>DNA</i>
Simon Stephens	<i>The Curious Incident of the Dog in the Night-Time</i> (play script)
Shelagh Delaney	<i>A Taste of Honey</i>

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

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 Hurlstone**



# 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 Jewish 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 Jewish 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 Jewish 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 Judaism

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 Mr Davies*

# 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 Practical's 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***

# Spanish GCSE

EXAMINATION BOARD: PEARSON EDEXCEL



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 closer together, so communicating and networking with speakers of different languages from all over the world has become very important. We live in a multilingual world and UK companies need foreign languages to trade internationally.

## Subject Content

Students study all 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*

# Physical Education

**EXAMINATION BOARD:** This is a non GCSE subject



All pupils will participate in one hour of core P.E. per week. 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. Pupils will also continue to learn the importance of and how to maintain, a health active lifestyle.

**Sports included are:**

## Team Games

- Cricket
- Football
- Handball
- Netball
- Rounders

## Individual Sports & Activities

- Athletics
- Boxing
- Badminton
- Cross Country
- Dance
- Fitness
- Gym
- Table Tennis
- Trampolining
- 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*

# 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 analytical, visual, tactile, 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: OCR



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 mathematical 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 2 main elements as shown below:

<b>PAPER 1</b>	1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	<b>90 minutes</b> <b>50% of Overall Grade</b>
<b>PAPER 2</b>	2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments	<b>90 minutes</b> <b>50% of Overall Grade</b>
All students are also given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.		

*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)
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Core technical principles</li><li>• Specialist technical principles</li><li>• Designing and making principles</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• Core technical principles</li><li>• Specialist technical principles</li><li>• Designing and making principles</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 2 hours</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• NEA approx. 30-35 hours</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• <b>Section A:</b> Core technical principles (20 marks). Multiple choice and short answer questions assess broad technical knowledge.</li><li>• <b>Section B:</b> Specialist (30 marks). More in depth questions about chosen material study.</li><li>• <b>Section C:</b> Designing and Making principles (50 marks).</li></ul>	<b>What should students produce:</b> <ul style="list-style-type: none"><li>• Substantial design and make task based on one of the challenges released by the exam board (AQA)</li><li>• Assessment criteria to include the following:<ul style="list-style-type: none"><li>- Investigating</li><li>- Designing</li><li>- Making</li><li>- Analysing and evaluating</li></ul></li></ul>

## 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 chemical 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 has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, economic change, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

In Geography, you will be an active learner who will experience the subject in a variety of different ways. You will be required to research information using a variety of different sources, conduct geographical enquiries using information in the classroom, sequence and classify information, investigate and analyse information using ICT. You will learn to use, interpret and evaluate visual information including maps, images and graphs. You will be expected to undertake intensive independent learning and revision to support your knowledge and skills development to ensure you reach your full potential in the subject.

Geography is particularly useful if you are thinking of a career in: construction, business, banking, law, politics, accountancy, marketing, armed forces, media, journalism, relief/aid work, travel and tourism, environmental management, surveying, architecture, police/ social work, education, management, land management, retail.

## Will I enjoy geography?

Yes - if you:

- enjoy learning about people and places and wonder why there are so many differences in the world
- 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

## 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:

- The ability to analyse statistics, information, graphs, maps and diagrams
- Think critically and solve problems based on current geographical issues
- Develop ability to synthesise information and form reasoned conclusions
- Identify, use and evaluate different data collection and presentation methods

## GCSE Specification

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

Paper 1 (35%) You are examined on your understanding of the Physical Environment.

Paper 2 (35%) You are examined on your understanding of the Human Environment.

Paper 3 (30%) Geographical Applications. Questions based on pre-release material, fieldwork and graphical skills.

***For further information see Mr Procter***

# Health & Social Care BTEC

EXAMINATION BOARD: Pearson



This is a dynamic new course which will give you a practical understanding of the health and social care sector. You will learn new skills which are not generally covered in GCSE courses, and you will not only develop a good understanding of whether or not the health and social care sector is for you, but if so, which part of it you might want to study further.

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Social care employees, such as care assistants and social workers, work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

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?

● **Human Lifespan and Development** gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. You will also look at the factors that may affect growth and development throughout the lifespan, such as lifechanging events like marriage or death of a partner. You will explore how individuals cope with these changes, as well as investigate the types of support available to help them.

- 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

● **Health and Social Care Services;** you will investigate common services as well as those for specific needs and consider how they may work together to meet an individual's needs. You will examine the barriers to individuals accessing services and how they may be overcome. You will explore the skills, attributes and values that are required in health and social care, and their importance in making sure that the people who use these services get the care they need.

- 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

● **Health and Wellbeing** explores the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes

- 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

***For further information please see Mr. Cottam***

# 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 historical periods
- Explain and analyse historical 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
- Politics
- Business
- Journalism
- Economics
- Teaching
- Social research
- Archaeology
- Marketing

***For further information see Miss Mortensen***

# iMedia Technical award (Creative media)

EXAMINATION BOARD: OCR



iMedia has changed significantly in the latest specification. It is now much more focussed on the media industry. The course focusses on the high-level skills required to produce professional standard media, as well as the theory behind effective marketing. This course would be ideal for students hoping to pursue a career in media such as graphic design, web design or marketing.

## Things to be aware of:

- The exam is worth 40% and unlike in previous years can only be completed once at the end of year 11. There is now more theory and more long answers so you must be comfortable with your writing skills.
- The remainder of the course is non-exam assessment (NEA). This work has to be done independently and teachers can only provide limited support and guidance. Therefore, you must be self-motivated, creative and comfortable working independently.

**An overview of the content for the exam unit and NEA units is outlined below:**

R093	Creative media in the media industry	<ul style="list-style-type: none"><li>• Sectors of the media industry.</li><li>• Products in the media industry.</li><li>• Job roles in the media industry.</li><li>• How purpose influences style, content and layout.</li><li>• Client requirements</li><li>• Target audiences</li><li>• Research methods</li><li>• Media codes used to create impact &amp; engage audiences.</li><li>• Pre-production planning techniques.</li><li>• Pre-production planning documents.</li><li>• Legal considerations.</li><li>• Health and Safety.</li><li>• Distribution of media products.</li><li>• File types and properties.</li></ul>	Externally marked Examination	40%
R094	Visual identity and visual graphics	Planning and creating visual identity and graphic product such as a magazine cover, DVD cover, poster etc.	Centre Assessed Task (OCR Moderated)	25%
R097	Interactive Digital Media	Planning, creating and testing an interactive media product such as an information point, virtual museum exhibition etc.	Centre Assessed Task (OCR Moderated)	35%

***For further information see Mr Evans***

# Performing Arts BTEC

EXAMINATION BOARD: Pearson



This exciting new course combines drama, music, dance and design options. It gives you the opportunity to develop knowledge and technical skills in a practical learning environment. You will look at the roles and work 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. There is no written exam and you do not have to perform if you'd like to design. But all practical work must be documented in the form of written Logbooks, journals, research and assignments.

**SPECIFICATION AT A GLANCE** - You will complete three components:

## **UNIT 1: Exploring the Performing Arts (Internally assessed, externally moderated)**

To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles. In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. This component will give you an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles.

## **UNIT 2: Developing Skills and Techniques in the Performing Arts (Internal assessment, externally moderated)**

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre. In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future.

## **UNIT 3: Responding to a Brief (Externally assessed)**

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.

*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 class 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 Physical 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
<b>Component 1</b>	<b>Physical Factors Affecting Performance</b> Anatomy and Physiology Physical Training	60	1 hour	<b>30%</b>
	<b>Section A</b> 30 marks, 20 questions ranging in size/mark allocation across the topics	30		
	<b>Section B</b> 3x10 mark questions, 2 on A&P and 1 on Physical Training; <b>broken down into part questions</b> . Including the use of extended response and use of data	30		
<b>Component 2</b>		60	1 hour	<b>30%</b>
	<b>Section A</b> 30 marks, 20 questions ranging in size/mark allocation across the topics	30		
	<b>Section B</b> 3x10 mark questions, one on each topic, <b>broken down into part questions</b> . Including the use of extended response and use of data	30		
<b>Component 3</b>	<b>Performance with Physical Education</b>	80	NEA	<b>40%</b>
	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 can 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**

# Physical Education Sports Studies

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.
- Enjoying sports and activities.
- Want to follow a course that develops knowledge and understanding through practical sport.
- Want to study a course that is active and that you will enjoy.
- Are considering a sports-related career or a 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 Physical 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. This course is heavily based on coursework assignment completion.

Unit	Marks	Duration	GLH*	
<b>R051: Contemporary issues in sport (Exam)</b>	60	1 hour	30	Written paper, OCR-set and marked
<b>R052: Developing sports skills (Assignment)</b>	60	Approx. 10 hours	30	Centre-assessed task, OCR moderated
<b>R053: Sports leadership (Assignment)</b>	60	Approx. 10 hours	30	Centre-assessed tasks, OCR moderated
<b>R054: Sport and the media (Assignment)</b>	60	Approx. 10 hours	30	Centre-assessed tasks, OCR moderated

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

Sports Studies allows for progression to related vocational qualifications. 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 can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

***For further information see Mr Low.***

# 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, Spanish computing + 2 options
- 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 2023



Pupil Name \_\_\_\_\_ Form \_\_\_\_\_

The window for submitting this form to Mr Georgy opens on Monday 6th March 2023.

All pupils study English, maths, science Spanish, PE, RE, PHSCE, computing.

## Option Choice 1

**Pupils then choose one humanities subject from the box below.**

Choose **one** of these subjects indicating your choice with a tick

☐

Geography GCSE

☐

History GCSE

## Option Choice 2

**Pupils then choose one of the following subjects (plus 1 reserve), from the list below thereby indicating your preference with a tick and reserve 1 (R1)**

Choose **one** of these subjects using the code shown above:

☐

Art & Design (Fine Art) GCSE

☐

Computer Science (GCSE)\*\*

☐

Design Technology (Resistant materials) GCSE

☐

Food Preparation & Nutrition GCSE

☐

Health & Social Care BTEC

☐

iMedia Technical Award\*\*

☐

Performing Arts BTEC

☐

Physical Education (GCSE or Vocational)\*

**\*Pupils will be placed on the most suitable Physical Education course by Mr Low.**

**\*\*Pupils will be placed on the most suitable computing course by Mr Evans.**