



# Mount Carmel

RC HIGH SCHOOL

*A family of faith & learning*



KEY STAGE 4

# 2019 - 2021

CURRICULUM

NAME \_\_\_\_\_

FORM \_\_\_\_\_



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



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# Key Stage 4 Curriculum

## Dear pupils

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

- Our Catholic feeder college for Post 16 is St. Mary's College Blackburn, but there are lots of other providers in the area which also 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 parents and options information evening on **28th February** you will have opportunity to meet the Senior Leadership Team with your parents, to have a one-to-one interview to discuss your option choices ensuring you have made the right decisions. These dates will be either **Thursday 7th March** or **Monday 11th March**. On the options information evening we will make the appointment for you and your parents. You will need to **bring your choices** forms to this appointment.

Subject teachers, Form Tutors, Mr Barrett CEIAG (Careers, Education, Information, Advice and Guidance), Mr Neill, Year 9 Achievement Coordinator and Ms Caruthers, Senior Assistant Head teacher, will do their best to assist you make the most of all available opportunities and be well prepared.

**Mr X Bowers**  
**Head teacher**

# 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 a 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 arithmetically, 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 resitting will not be needed.
- Maths, science and languages will continue to be tiered as Foundation and Higher.

For more information visit [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## GCSEs

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

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

**AWARDING**  
4 and above = bottom of C and above

## TECHNICAL AWARDS

Technical Award Grade	Old Grade Equivalent	New Grade
L2 Distinction*	A*	8/9
L2 Distinction	A	7
L2 Merit	B	6
L2 Pass	C	4/5
L1 Advanced Credit	D/E	2/3
L1 Credit	F/G	1/2



# The EBacc and Progress 8 measure

## What is the English Baccalaureate?

1. The government believes that schools should offer pupils a broad range of academic subjects to age 16 and the English Baccalaureate (EBacc) promotes this aspiration.
2. 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.
3. The EBacc will cover achievement in English, mathematics, sciences, a language and a humanities subject (geography or history).
4. The government intends to measure individual pupils' achievements over a range of eight subjects that includes EBacc qualifications.
5. The school ensures that pupils of appropriate ability and interest 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 or French). 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.

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 have your Senior Leadership Team Options Interview you will have made your choice of subjects which you will study for the next two years, leading up to the GCSE or other approved examinations.

*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 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 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 - Ms Camthers, Senior Assistant Head teacher or Pastoral leader Mr Neill
2. Queries about careers - Mr Barrett 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, citizenship, PHSE

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

Choose one of these subjects

- French GCSE
- Spanish GCSE (M1 & M2 only)
- History GCSE
- Geography GCSE
- Computer Science GCSE

Pupils then choose any two of the following subjects (plus a reserve) from the list below

- Art, Craft and Design (Fine Art) GCSE
- Computer Science GCSE
- Design Technology GCSE (Resistant Materials Focus)
- Food Preparation and Nutrition GCSE
- French GCSE
- Geography GCSE
- Health & Social Care BTEC
- History GCSE
- iMedia Technical Award
- Physical Education GCSE
- Performing Arts Technical Award
- Spanish GCSE (M1 & M2 only)

## C O R E S U B J E C T

# Re l i g i o u s S t u d i e s G C S E



### EXAMINATION BOARD: EDUQAS Route 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 life style, behaviour and philosophy.
- 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.

#### Component One: Religious, Philosophical and Ethical Studies in the Modern World

Weighting: 50% Exam: 2 hours

#### Component Two: Study of the beliefs, teachings and practices of Christianity

Weighting: 25% Exam: 1 hour

#### Component Three: Study of the beliefs, teachings and practices of Islam

Weighting: 25% Exam: 1 hour





## C O R E S U B J E C T

# English Language GCSE

# English Literature GCSE

### EXAMINATION BOARD: AQA

The ability to communicate effectively using both spoken and written formats is essential in today's world. During Year 10 and 11, pupils at Mount Camel continue to build on the skills to achieve this. 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.

All pupils will take both the English Language and English Literature courses.

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.

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.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>one literature fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>descriptive or narrative writing</li> </ul>	<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>one non-fiction text and one literary non-fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>writing to present a viewpoint</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Shakespeare</li> <li>The 19th-century novel</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Modern texts</li> <li>Poetry</li> <li>Unseen poetry</li> </ul>
<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>64 marks</li> <li>40% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 2 hour 15 minutes</li> <li>96 marks</li> <li>60% of GCSE</li> </ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (2 x 8 marks)</li> <li>1 extended question (1 x 20 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>1 extended question (1 x 16 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<b>Questions</b> <b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. <b>Section B The 19th-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	<b>Questions</b> <b>Section A Modern texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text. <b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. <b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
↓			
<p>Pupils will also complete a Spoken Language unit where they will be expected to present their ideas, respond to questions on a topic, feedback to a small group and use standard English.</p>			



# C O R E S U B J E C T

## Ma t h e m a t i c s G C S E

### EXAMINATION BOARD: EDEXCEL

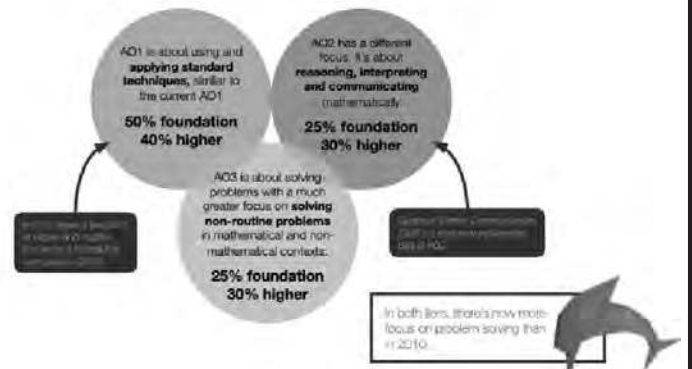
The re a re t w o t i e r s f o r G C S E M a t h s w h i c h a l l o w s f o r t h e w i d e s c o p e o f a b i l i t y i n M a t h e m a t i c s . T h e f i n a l d e c i s i o n w i l l b e m a d e i n Y e a r 1 1 s o u n t i l t h e n s t u d e n t s w i l l f o l l o w t h e c o u r s e w e b e l i e v e f i t s t h e i r a b i l i t y b e s t f r o m Y e a r 9 t h r o u g h t o Y e a r 1 1 .

Foundation (grades 1-5)	<b>Paper 1</b> Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes	<b>Paper 2</b> Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	<b>Paper 3</b> Calculator 33.3% weighting 80 marks 1 hour and 30 minutes
	<b>Paper 1</b> Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes	<b>Paper 2</b> Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	<b>Paper 3</b> Calculator 33.3% weighting 80 marks 1 hour and 30 minutes
Higher (grades 4-9)	<b>Paper 1</b> Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes	<b>Paper 2</b> Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	<b>Paper 3</b> Calculator 33.3% weighting 80 marks 1 hour and 30 minutes

Paper 2 and Paper 3 are both calculator papers and it is essential that both foundation and higher students have a scientific calculator. These can be purchased from the Maths department.

All students are required to have a protractor and a compass in addition to their standard equipment (rule, pencil etc.)

M o r e t h a n e v e r b e f o r e t h e M a t h s e x a m s f o c u s o n r e a s o n i n g a n d p r o b l e m s o l v i n g — t h i s i s w h a t m a k e s m a t h e m a t i c a l s k i l l s s o v a l u e d b y e m p l o y e r s ! H o w e v e r t h i s i s a s k i l l y o u w i l l h a v e t o c u l t i v a t e o v e r y o u r t h r e e y e a r s s t u d y i n g G C S E M a t h s : j u s t b e i n g a b l e t o a n s w e r t h e A O 1 s t y l e s h o r t q u e s t i o n s i s n ' t e n o u g h — b e i n g a b l e t o r e a s o n ( A O 2 ) a n d p r o b l e m s o l v e ( A O 3 ) a r e j u s t a s i m p o r t a n t !



I n y o u r t i m e s t u d y i n g y o u r M a t h s G C S E y o u w i l l s t u d y s i x b r o a d c o n t e n t a r e a s : a l l o f t h e s e a r e i m p o r t a n t a n d w i l l b e o n y o u r e x a m ! Y o u w i l l l e a v e u s i n Y e a r 1 1 w i t h a w e l l r o u n d e d a p p r o a c h t o M a t h s h a v i n g d e v e l o p e d y o u r s k i l l s i n a l l o f t h e s e a r e a s .

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



## C O R E S U B J E C T

# Combined Science GCSE

### EXAMINATION BOARD: AQA

As a National Core subject there is a programme of content that all candidates must study at KS4. At Mount Camel this is covered by the following route:

### AQA GCSE Combined Science: Trilogy

All pupils will study GCSE Combined Science. It's similar to the current GCSE Core and GCSE Additional Science, and a double award: GCSE Combined Science is therefore equivalent to two GCSEs. Setting of pupils in science is based on robust assessment during Year 9, moderated by the science teachers' professional judgements.

This route leading to GCSE Combined Science means that all pupils will be in a position to pursue Science 'A' levels, if successful at GCSE and interested so to do.

Careers in science are wide and varied and science qualifications can lead to careers including opportunities in areas such as:

- Life sciences, such as physiology, pharmacology, microbiology, plant sciences
- Earth sciences, like geology, meteorology and oceanography
- Medical research
- Physical sciences, including chemistry, physics, mathematics, materials science and geoscience
- Industrial science, like food and petrochemicals
- Research and development in the textiles industry

All assessment is terminal at the end of Year 11 with exams sat at either higher or foundation tier. The grades awarded are on a 17-point scale: 1-1 to 9-9 – where 9-9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1-1 to 5-5. Students who fail to reach the minimum standard for grade 1-1 will be recorded as U (unclassified) and will not receive a qualification certificate. A student taking Higher Tier assessments will be awarded a grade within the range of 4-4 to 9-9. A student sitting the Higher Tier who just fails to achieve grade 4-4 will be awarded an allowed grade 4-3. Students who fail to reach the minimum standard for the allowed grade 4-3 will be recorded as U (unclassified) and will not receive a qualification certificate.

Finally, there is no element of controlled assessment or what used to be called "coursework". The assessment is 100% exam based.

## C O R E S U B J E C T

# 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.

### **Sports included are;**

- Football
- Netball
- Fitness aerobic s/ yoga/ circuits
- Boxing
- Handball
- Volleyball
- Badminton
- Table Tennis
- Dance
- Ultimate Frisbee
- Rounders
- Cricket
- Athletics
- Gym
- Archery
- Dodgeball
- Cross Country



## OPTIONAL SUBJECT

# Art, Craft & 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



## OPTIONAL SUBJECT

# 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 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 3 elements as shown below

Paper 1: Computational thinking and problem-solving	Paper 2: Written assessment	Paper 3: Programming project
<b>What's assessed</b> Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science.	<b>What's assessed</b> Theoretical knowledge from subject content.	<b>What's assessed</b> 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.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>Written exam set in practically based scenarios: 1 hour 30 minutes</li><li>80 marks</li><li>Presently 50% of GCSE but under review</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>Written exam: 1 hour 30 minutes</li><li>80 marks</li><li>Presently 50% of GCSE but under review</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>Report: totalling 20 hours of work</li><li>80 marks</li><li>Up to 20% of the final grade may be assessed through the programming project.</li></ul>
<b>Questions</b> A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem-solving and computational thinking skills.	<b>Questions</b> A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.	<b>Tasks</b> The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.



## OPTIONAL SUBJECT

# 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
<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>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>

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>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>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

## OPTIONAL SUBJECT

# Food Preparation and Nutrition GCSE



### EXAMINATION BOARD: AQA

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 five sections:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

##### How is the GCSE assessed?

**Paper 1:** Food preparation and nutrition undertaken at the end of Y11 (50% of GCSE).

- Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 (as above).
- Written exam: 1 hour 45 minutes.

##### Non-exam assessment (NEA) x2

##### Task 1: Food investigation (30 marks)

- 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.

##### Task 2: Food preparation assessment (70 marks)

- Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen 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.

##### Future Prospects

Both ACCROSS and Blackburn colleges teach numerous food 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. Nothcote is a business that has taken on past students, one of which has recently won 'Young Chef of the Year'



## OPTIONAL SUBJECT

# French GCSE

### EXAMINATION BOARD: 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 multi-lingual world and UK companies need foreign languages to trade internationally.

Students at Mount Carmel can study GCSE French in Year 10 and 11.

#### 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 French 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. This means young people who study a language at GCSE may well enjoy better job prospects and better salaries than those who don't.

# OPTIONAL SUBJECT

## 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 McDonald'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 sea-side and mountains
- 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
- use of information technology
- ability to work as part of a team
- analytical, problem-solving and decision-making skills
- numeracy and literacy skills through using lots of different writing styles and data
- organisation and motivation
- report production and presentation

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

### Geography at Mount Camel

A great deal of time has been invested in choosing the most suitable syllabus for pupils at Mount Camel. 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 UK, climate change, coasts, rivers and ecosystems – woodlands, rainforests, deserts
- **Paper 2 - Challenges in the Human Environment**  
Rio de Janeiro, Nigeria, Bristol, 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 Year 11.





# OPTIONAL SUBJECT

## Health & Social Care

### BTEC

#### EXAMINATION BOARD: BTEC LEVEL 2

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 course work 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 course work on care 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
I2 Distinction	A/A*	8/9
I2 Merit	B	6/7
I2 Pass	C	4/5
L1 Merit	D/E	2/3
L1 Pass	F/G	1/2

## OPTIONAL SUBJECT

# 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)

#### 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



## OPTIONAL SUBJECT

# 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 course work 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 life cycle 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 covers all the different pre-production documents and skills that are used in producing different media products. The course work 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)

## OPTIONAL SUBJECT

# Performing Arts Technical Award



EXAMINATION BOARD: OCR

This 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, lighting and sound 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)

You will be asked to come up with a performance idea based on a chosen brief, for example- 'Struggle,' or, 'Urban Myths and Legends.' You will 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.

#### 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 two disciplines 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. 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

A combination of multiple choice questions, short answers, extended responses, design/devising questions.



## OPTIONAL SUBJECT

# 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.

Content Overview	Assessment Overview
<ul style="list-style-type: none"><li>- Applied anatomy and physiology</li><li>- Physical training</li></ul>	(01) Physical factors affecting performance 60 marks 1 hour written paper
<ul style="list-style-type: none"><li>- Socio-cultural influences</li><li>- Sports psychology</li><li>- Health, fitness and well-being</li></ul>	(02) Socio-cultural issues and sports psychology 60 marks 1 hour written paper
<ul style="list-style-type: none"><li>- Practical activity assessment</li><li>- Analysing and evaluating performance (AEP)</li></ul>	(03) Performance in physical education 80 marks Non-examination (NEA)

**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 Sciences.

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.



# OPTIONAL SUBJECT

## 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 closer 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. This means young people who study a language at GCSE may well enjoy better job prospects and better salaries than those who don't.



# 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 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, RE, P.E + 3 options
- You have to select at least one 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 2019



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Please bring this form to your Senior Leadership options appointment.

All pupils study English, maths, science, PE, RE, citizenship, PHSE

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

Choose one of these subjects

- |  |  |
|--|--|
| <input type="checkbox"/> French GCSE                 | <input type="checkbox"/> Geography GCSE        |
| <input type="checkbox"/> Spanish GCSE (M1 & M2 only) | <input type="checkbox"/> Computer Science GCSE |
| <input type="checkbox"/> History GCSE                |  |

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

- |  |  |
|--|--|
| <input type="checkbox"/> Art, Craft & Design (Fine Art) GCSE               | <input type="checkbox"/> Health & Social Care BIEC       |
| <input type="checkbox"/> Computer Science GCSE                             | <input type="checkbox"/> History GCSE                    |
| <input type="checkbox"/> Design Technology GCSE (Resistant Material Focus) | <input type="checkbox"/> iMedia Technical Award          |
| <input type="checkbox"/> Food Preparation and Nutrition GCSE               | <input type="checkbox"/> Performing Arts Technical Award |
| <input type="checkbox"/> French GCSE                                       | <input type="checkbox"/> Physical Education GCSE         |
| <input type="checkbox"/> Geography GCSE                                    | <input type="checkbox"/> Spanish GCSE (M1 & M2 only)     |

Signatures Parent \_\_\_\_\_ Pupil \_\_\_\_\_

Date \_\_\_\_\_

## Staff use only

Spanish M1 & M2 only Yes  No