



**Ormskirk School**

Building aspiration. Achieving excellence.



# Key Stage 4 School Curriculum 2021-2023



ORMSKIRK SCHOOL



# Welcome

Dear Parents/Carers

This booklet provides comprehensive information about subject choices and the workload to be expected by students in Years 10 and 11.

In Years 10 and 11 the curriculum followed by students is different from Key Stage 3. At Key Stage 4 students study a combination of compulsory subjects and options. The programme is designed to give students a deeper understanding of their chosen programmes of study that allows for higher course progression post 16 and designed to maximise the outcomes and therefore future opportunities. and whilst this is a very exciting opportunity for students it is important we act as joint guardians of the option process to ensure wise and appropriate decisions are made.

I hope that the option process will be a partnership between teachers, parents and each young person. You will have views on the range of subjects you would like your daughter/son to follow. However, it is the young people themselves who have to complete the courses and so it is vital that we work together with them to enable each pupil to make the right individual choice.

Pathway 1

Core Subjects + 1 Language + 1 Humanity (History/Geography) + 1 other Option  
(English Baccalaureate route)

Pathway 2 Core Subjects + 3 Options

Pathway 1 is recommended for those students who intend to move onto A Level study and then University.

If, when you have been through the curriculum booklet, you have any queries please contact either Mrs Roberts (Head of Year 9) or Mr Stewart (Assistant Headteacher/Curriculum & Data).

Yours sincerely



Mr C G Stewart  
Assistant Headteacher/ Curriculum & Data

# Foreword

Dear Student

This booklet has been prepared to help you make some important decisions about the courses that you will take in Years 10 and 11.

The booklet gives information about all the courses that you will take in Years 10 and 11, explains which courses you have to take and which are optional.

Please do not rush into making your choices. You need to read this booklet and listen to other information that your teachers will give you. You also need to discuss this information with your parents and teachers.

No one is going to tell you that Years 10 and 11 are easy and you will be expected to take increasing responsibility for your own learning and success. Be sure to look ahead, to plan carefully and to organise your time well.

You will be able to gain more information from the subject videos that will be available on the website and at the parents evening in February.

You can gain additional information and guidance from:

- Progress Tutors and Subject Staff
- Jayne North and Jane Pearson (Careers Advisers)
- Mrs Roberts (Careers Leader)

I hope that you will enjoy your work in Years 10 and 11, and that you will achieve to your own highest standards.



Mr C G Stewart  
Assistant Headteacher/ Curriculum & Data

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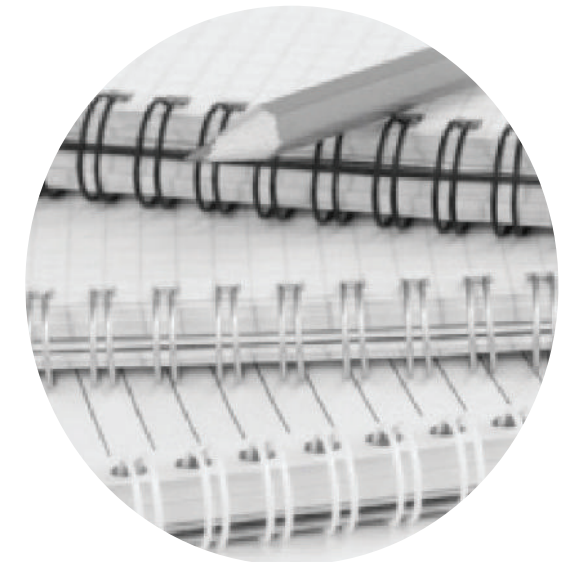
## A Note About Time

Time will probably seem to go more quickly when you are in Years 10 and 11. The 'two-year' courses in fact last for about five school terms, because in May and June of Year 11 you will be taking your final examinations. In any case, there are more demands on your time and the way you organise all your time will be very important.

The school week is currently divided into 25 lessons, each one lasting one hour. Each lesson represents 4% (one twenty-fifth) of the week. English, Mathematics and Science are Core subjects and take up 14 lessons per week (56%) of your time. The option subjects will take up 36% of your time. The remaining time will be taken up with PE.

You will need to make homework a priority. Make sure you plan to make the most of your time, and don't leave everything until the last minute. In Years 10 and 11, homework assignments are sometimes given over a longer period of time and involve different tasks. Organisation, therefore, becomes very important.

Some of the decisions which you need to make about your work in Years 10 and 11 are not decisions about which optional courses you should take, but how you are going to work towards success and achievement in all the courses you will be taking. Your preparation for Year 10 has already begun.



Remember that good attendance is vital for success. Aim for 100% attendance and do not have any time off school unless there are sound medical reasons for doing so. Make sure you not only complete your coursework during the two years, but also that you meet all deadlines and that you finish all assignments to the highest possible standards. Organise your homework carefully and balance your homework with your social life and other worthwhile pursuits. When you are in school, make the most of all the opportunities there are to learn new knowledge and skills in lessons and other activities.

### Important Dates in the Options Process

#### ■ January 2021

Options work in Skills for Life

#### ■ Week beginning 18 January 2021

Virtual Parents' Options Information. Subject videos and opportunities to pose questions.

#### ■ Tuesday 2 February Y9 Virtual Parents Evening

The opportunity to talk with option subjects about the suitability of certain subjects

#### ■ End of February

Students will make choices online through a Microsoft form. Requests for individual appointments can also be made to discuss options with a member of staff.

# Compulsory Courses

Most students in Years 10 and 11 will take the full range of National Curriculum subjects at Key Stage 4.

This range of compulsory subjects is designed to prepare young people for adult life, for further study, training and employment.

Subject	Lessons per week	Examined (Yes/No)
English (Language and Literature)	4.5	Yes – 2 GCSEs
Mathematics	4.5	Yes – 1 GCSE
Science (Double)	5	Yes – 2 GCSEs
General Physical Education	2	No

## Optional Courses

Students have the opportunity in Years 10 and 11 to study 3 additional courses. One subject should be chosen from each of the option columns. These will be shared later. At least 1 choice needs to be either History, Geography, Spanish or French.

We will always try to accommodate your choices; however, this is not always possible.

- If a subject is oversubscribed then we will need to talk to those pupils and if necessary staff will make the decision as to whom they feel the course is most appropriate for
- If only a small number of pupils opt for a course then it may not run; in this case pupils will be asked to make another choice

In both these cases, students will be given time to consider alternative choices and be able to talk to their parents before making a decision.

# Examinations & Qualifications-GCSE

Most of the subjects taken in Years 10 and 11 lead to recognised national qualifications. The separate subject sections in this booklet go into more detail.

GCSE stands for General Certificate of Secondary Education. Most students will take GCSEs in the compulsory subjects of English, Mathematics and Science. Optional subjects also lead to GCSEs in most subjects.

GCSEs have recently been reformed with changes to English and Maths having been made in September 2015 and most other subjects changed from September 2016.

The reformed GCSEs:

- are more demanding
- have been designed for a two-year period of study
- are linear, so students will take all of their exams at the end of the course
- non-exam assessment has been removed or reduced in the majority of GCSEs
- have a new grading scale from 9 to 1 (with 9 being the highest)

The DfE have a factsheet for parents if you would like to read more about the new GCSEs.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/706497/Parent\\_factsheet\\_FINAL\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706497/Parent_factsheet_FINAL_.pdf)

New grading structure	Old grading structure
9	
8	
7	
6	
5	<b>STRONG PASS (D/E)</b> 5 and above = top of C and above
4	<b>STANDARD PASS (D/E)</b> 4 and above = bottom of C and above
3	
2	
1	
U	





## Other Qualifications

This year we are also offering other qualifications including Cambridge Nationals and BTECs for students to follow. These allow students to achieve the equivalent of a GCSE 1-9.

These qualifications tend to be more work related qualifications suitable for a wide range of students built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. The qualifications are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.

These courses offer a practical hands-on approach that is often lacking in more traditional academic routes. Students have to undertake a number of units for which they present evidence, based on real-life work and studies. This allows them to demonstrate their skill and knowledge.

Some students thrive during the pressure of exams; others often fail to achieve their potential due to worries or nerves. When studying this way, progress is measured throughout the course, allowing the student to gauge their own performance on a continuing basis, just like in a real workplace. Students are more engaged and motivated as a result, as they can see their own progress through the course rather than waiting to the end to sit an exam. The courses do include an appropriate element of external assessment; however, this is not necessarily an exam - it could be a task, a test or a performance, depending on the subject. For many students, the non-GCSE route could be the better option.

More information about these courses is given later in the booklet.

Students will be given information, advice and guidance to help them decide which is the appropriate course for them.

## Subject Information

### Help in making decisions

How do you know which is the right pathway for you?  
You need to consider:

1. The nature of the courses
  - Is it theory or practical based?
  - Is it all exam or is there some non-exam assessment?
2. What is right for you
  - Which subjects?
  - Which courses?
3. How do you know which subjects are right for you?
  - Do you enjoy the subject at KS3?
  - Are you showing good progress at KS3?
  - Do you have an idea of your career plan
    - Post 16/A levels/BTEC/applied qualifications/future career, etc?

In addition:

- You should take your time to choose your options
- You should not choose an option just because your friend has chosen it
- You should choose a course for the subject not because of a particular teacher (that teacher may not teach you in Years 10 and 11)

- You should talk to parents and teachers before making your final decision
- You should ensure that you have a broad and balanced curriculum
- It is you who follows the courses so you should be happy with your choices

Be sure to read this entire booklet and give yourself time to receive other information before you complete your Options Form. You need to choose carefully as it is likely to be difficult to accommodate changes and there may be implications for your future career plans.

#### Remember

- If a subject is oversubscribed then we will need to talk to those pupils and if necessary staff will make the decision as to whom they feel the course is most appropriate for
- If only a small number of pupils opt for a course then it may not run; in this case pupils will be asked to make another choice

#### Note:

It is strongly recommended that if you are considering moving onto A Level study and then onto University, you follow Pathway 1 - the English Baccalaureate - where 2 of your options are a Language and a Humanity (History or Geography).

# Compulsory Courses

English

Science

Mathematics

General Physical Education

## GCSE English Language and Literature

All students will study both Language and Literature, leading to two separate GCSE qualifications.

### Why study English Language?

English Language gives students the opportunity to look at the language they use every day in a variety of contexts. It provides students with the opportunity to study selections from a range of prose fiction and a range of 20th and 21st century non-fiction texts. It encourages students to be analytical, logical, creative, accurate and evaluative. Furthermore, English Language provides students with the opportunity to develop the communication skills needed for a successful future.

### GCSE ENGLISH LANGUAGE

Exam Board: Eduqas

The English Language GCSE will be 100% exam assessed. Examinations are in one tier only and students will be awarded a grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- demonstrate an understanding of the conventions of written language, including grammar, spelling and punctuation;
- experiment with language to create effects to engage the audience;
- Express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication;
- form independent views and challenge what

is heard or read on the grounds of reason, evidence or argument;

- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

### The Exam

#### Component 1: 20th Century Literature Reading and Creative Prose Writing

- Section A (20%) Students will answer reading comprehension questions on a fictional prose extract from the 20th Century;
- Section B (20%) Prose writing – students will write a story from a choice of four titles.

#### Component 2: 19th Century and 21st Century Non-Fiction and Transactional Writing

- Section A (20%) Students will answer reading comprehension questions on two non-fiction texts. These texts will be from different eras (21st Century and 19th Century);

#### Component 3: Spoken Language (non-exam assessment)

- Students will present a speech to the class upon a relevant topic of interest and will respond to questions relating to this.

### Why study English Literature?

English Literature provides students with an opportunity to develop their analytical skills; widen their horizons through literature and learn the skills of inference and analysis of language. The ability to consider the way in which people have expressed ideas is an important skill when communicating in the wider world and the study of books and plays is an excellent way that students can demonstrate their ability to do just this. The demanding nature of the course helps students to develop a habit of reading widely and regularly – an increasingly important skill in our communications based society.

### GCSE ENGLISH LITERATURE

Exam Board: Eduqas

The English Literature GCSE will be 100% exam assessed. Examinations are in one tier only and students will be awarded a grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references;
- analyse connections between texts. Comparing features and qualities that connect and contrast the presentation of themes, characters and settings;
- analyse the impact of style, language, structure and form;
- relate texts to their social and historical contexts and to the literary traditions of which they are a part;

- understand how texts from literary heritage have been influential and significant over time.

### The Exam

#### Component 1: Shakespeare and Poetry

- Section A (20%) Shakespeare – students will answer questions on an extract from Macbeth and one essay question upon the whole play. Students will not have a copy of the play in the exam.
- Section B (20%) Poetry from 1789 to present day – Students will answer two questions based on the 18 poems studied.

#### Component 2: Post 1914 Prose/Drama, 19th Century Prose and Unseen Poetry

- Section A (20%) Post 1914 prose/drama – students will answer an essay style question on an extract from An Inspector Calls. Students will not have a copy of the text in the exam.
- Section B (20%) 19th Century Prose – Students will answer an essay-style question on an extract from A Christmas Carol. Students will not have a copy of the text in the exam.
- Section C (20%) Unseen poetry from 20th/21st Century – Students will answer two essay-style questions on two poems they have not read. One question will involve comparison.



# Mathematics

All Year 10 and 11 pupils will follow the GCSE course. Each pupil has access to a number of online resources which allow pupils to practise exam questions and view video clips covering the topics on the GCSE specification.

Mathematics is an important subject required in Further and Higher Education, employment and life generally. It is a challenging and rewarding subject and one that is changing constantly to meet the demands of the modern world. You will be placed in sets according to your mathematical ability. Movement between sets will be considered at appropriate points throughout the course. Setting is

within two parallel bands and this enables pupils to be prepared for the Higher and Foundation Tiers of GCSE entry in both bands.

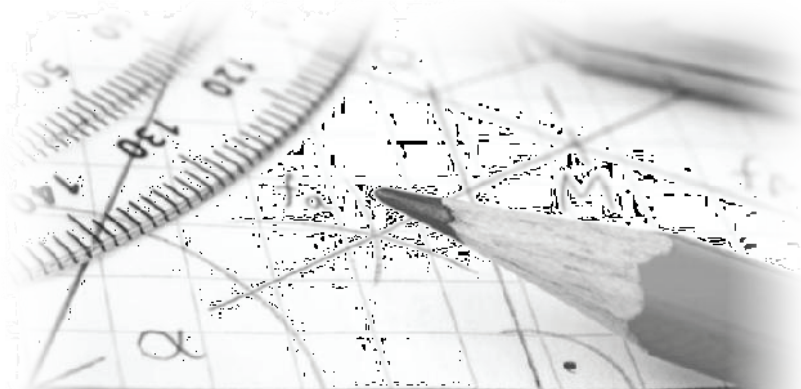
- The course is designed to encourage and develop:
- A positive attitude towards mathematics
  - Perseverance and enjoyment when solving problems
  - Mathematical understanding, skills and knowledge
  - Communication of mathematical ideas and
  - The desire to study the subject to a higher level

Higher Tier	9	8	7	6	5	4			
Foundation Tier					5	4	3	2	1

The Scheme of Assessment is -

Terminal Examination (end of year 11)	100%	Number and Algebra; Shape, Space and Measures; Handling Data
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If you require further information about the GCSE courses, please do not hesitate to seek advice from your present teacher or any other member of the department.



# General Physical Education

Physical Education remains a compulsory subject for all students in Years 10 and 11.

The aims of the programme are as follows:

i)	To show increased knowledge, improved competence and safe performance in your selected activities.
ii)	To understand the rules and officiate in selected activities, to understand the importance of being a responsible participant and spectator.
iii)	To develop life skills through physical activity including communication, sportsmanship, collaboration, resilience and organisation.

In Years 7 to 9 the range of work has provided you with a good base on which you can expand.

The area of work incorporates team games, individual sports and fitness related activities. All of these activities will continue to develop in a friendly and enjoyable atmosphere. During Year 10 we attempt to offer you more of a choice of activities.

A fundamental aspect of the Physical Education programme will be the health related element which will enable you to develop a more informed approach to physical activity and leading a healthy active life style.

Some of the activities offered in curriculum PE include: -

Football	Athletics	Rounders
Rugby	Cricket	Table Tennis
Netball	Softball	Aerobics
Basketball	Tennis	Fitness Session
Badminton	Hockey	Dodgeball

You will be encouraged to take part in a wide and varied extra-curricular programme.

The course is not taken to examination level, but students may choose the GCSE PE or Sports Science course as an option.



# GCSE: SCIENCE (Combined Award and Separate Sciences)

Exam Board: AQA

## How is the course structured?

At the start of Year 9, all students begin study towards AQA's flexible suite of Science GCSEs. This flexibility allows us to personalise the learning of individual students in order that they make the best academic progress and achieve the best possible outcomes.

Year 9, students will take internal exams throughout the academic year, and attainment in these will dictate which route is followed:

## Separate Sciences

Students that have adapted well to GCSE Science and attained highly in Year 9 will go on to study new material in both Years 10 and 11, resulting in the award of three separate Science GCSEs in Biology, Chemistry and Physics.

## 'Combined' Science

Students who find the early transition to GCSE material more challenging will continue to study a less expansive array of Biology, Chemistry and Physics. This will allow a slightly slower pace and time to consolidate learning from Year 9.

## What about coursework?

Coursework and Controlled Assessment are no longer part of the Science GCSE courses. In order that the emphasis on practical work is not reduced, the exam boards will examine students on aspects of some key investigations that they will undertake over the three years. In the final exams, 15% of the marks will be around the following investigations:

## Biology

1. Investigate the effect of antiseptics or antibiotics on bacterial growth (biology only).
2. Investigate the effect of salt or sugar solutions on plant tissue.
3. Investigate the effect of a factor on the rate of an enzyme-controlled reaction.
4. Investigate the effect of a factor on the rate of photosynthesis.
5. Investigate the effect of a factor on human reaction time.
6. Investigate the effect of light on the growth of newly germinated shoots (biology only).
7. Investigate the population size of a common species in a habitat.
8. Investigate the effect of a factor on the rate of decay (biology only).

## Chemistry

1. Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate.
2. Determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration. (chemistry only)
3. Investigate electrolysis using inert electrodes.
4. Investigate factors affecting temperature changes in endo/exothermic reactions.
5. Investigate how changes in concentration affect the rates of reactions
6. Investigate how paper chromatography can be used to separate substances.
7. Identify the ions in a single ionic compound using chemical tests.
8. Distillation of salt solution to obtain water.

## Physics

1. Investigate Hooke's Law.
2. Investigate force, mass and acceleration.
3. Investigate the specific heat capacity of one or more materials.
4. Investigate ways of reducing the unwanted energy transfers in a system. (Physics only)
5. Investigate the reflection of light by different types of surface and the refraction of light by different substances. (Physics only)
6. Investigate, using circuit diagrams to set up a circuit, the factor(s) that affect the resistance of an electrical component.
7. Investigate, using circuit diagrams to construct circuits, the V-I characteristics of a filament lamp, a diode and a resistor at constant temperature.
8. Investigate, using appropriate apparatus, the densities of regular and irregular objects.

## Subject content

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry

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

### Physics

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

## Assessments

There are six papers:

two biology, two chemistry and two physics.

Each of the papers will assess knowledge and understanding from distinct topics.





# Optional Courses

- Art & Design
  - Fine Art
  - Graphic Design
- Religious Studies
- Music
- Cambridge National Information Technologies
- Cambridge National Business Enterprise and Marketing
- Computer Science
- GCSE Design & Technology
- Geography
- History
- BTEC 1/2 Level Tech Award in Health & Social Care
- GCSE Food Preparation & Nutrition
- Spanish and French
- Physical Education
- Cambridge National: Sport Science
- Drama

# Art & Design

Although skills in drawing, written analysis and design work are an advantage, the main requirements for pursuing an Art course in Year 10 and 11 are a genuine interest, enthusiasm and serious commitment. For the interested, we can provide a good basis for a possible future career.

Industry depends on the qualities of designers, craftspeople and creative artists who are employed in a wide range of activities and working situations. Taking Art at GCSE could lead to studying a 2-5 year Art based course at colleges or universities such as:

- Fine Art
- Graphic Design including illustration, advertising, product design, fashion marketing, digital imaging, film, video, animation.
- Fashion and Textiles
- Sculpture
- Photography
- Theatre Design
- Jewellery Design
- Interior Design
- Architecture
- ...and many more.

Art is also useful for students interested in Primary Education, Occupational Therapy, Art Therapy etc. The department offers well equipped Art and Design studios, including a 3D studio, print presses, dark room and computer facilities enhancing the quality of teaching and learning. GCSE is delivered by a highly experienced and qualified team as demonstrated by exceptional results in both Fine

Art and Graphic Art consistently year on year. For September 2018, the Art Department will be offering two Art and Design Courses:

Art and Design: **Fine Art** where students will be required to work in one or more areas such as:

- Drawing
- Painting
- Sculpture
- Installation
- Photography and the moving image
- Printmaking
- Mixed media

Art and Design: **Graphic Design** where students will be required to work in one or more areas such as:

- Communication graphics
- Design for print
- Advertising and branding
- Illustration-drawing and painting
- Package design
- Typography
- Multi-media

Both course structures are assessed through coursework 60% and a controlled test 40% giving an excellent opportunity for a committed student to achieve his/her full potential. The courses are mainly practical but there is a strong emphasis on written analysis of their own and other artists' work. Students' work will be exhibited at regular intervals throughout the year culminating in a final exhibition in June/July of year 2.



# Religious Studies

This GCSE course offers an exciting and relevant opportunity for students to consider responses to fundamental questions of life. Students will develop their knowledge of the beliefs, values and traditions of Christianity and Islam. They will also explore how Christians and Muslims respond to pertinent moral and philosophical issues raised by human and religious experience. Topics covered include:

Unit 1 (50%) Religion and Ethics – Christianity

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

Unit 2 (50%) Religion, Peace and Conflict – Islam

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

What is the GCSE Syllabus?

Pupils will look at religious beliefs and practices from both Muslim and Christian perspectives. They will look at marriage and the family and matters of life and death from a Christian perspective. They will consider crime, punishment, peace and conflict from a Muslim perspective. Over the two years students will follow the 'Edexcel B GCSE 9-1 in Religious Studies', Full course (1RB0).'

What Examinations are taken?

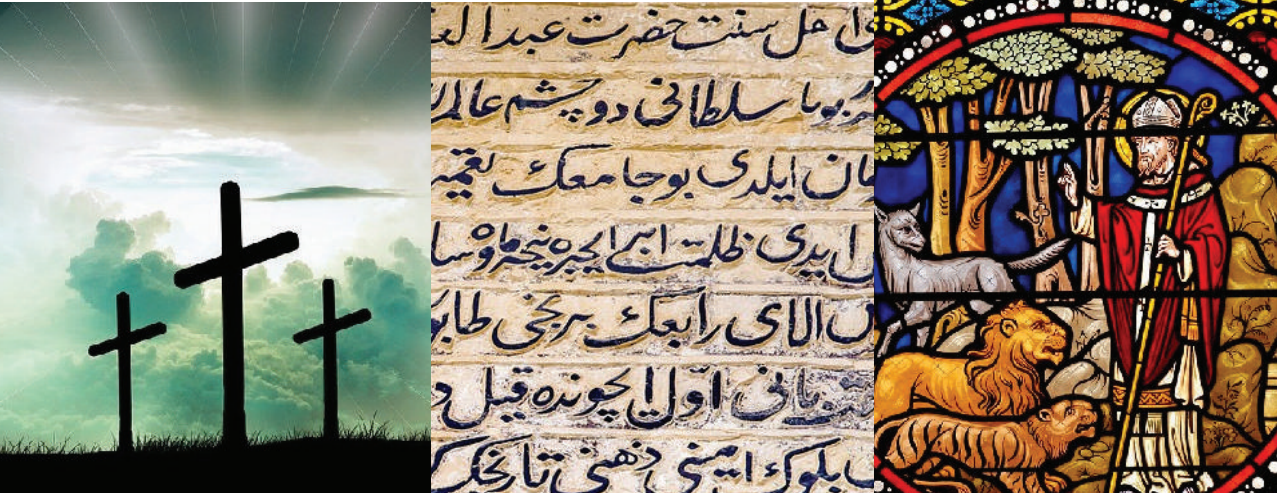
At the end of Year 11 there will be two, 1h45m written exams.

Is there any Coursework?

No, in this GCSE there is no coursework component; assessment is based entirely on the final exam.

What can I do with the course?

It can be a foundation to Humanities courses, including the Religious Studies Philosophy and Ethics course at 'A' level. In the job market, Religious Studies is a qualification that says you can think for yourself, evaluate ideas and present arguments logically and concisely. It might particularly assist jobs in areas like law, social and medical careers, personnel work and journalism.



# Music

The aim of the course is to foster the students' knowledge, understanding, skill and enjoyment of music through involvement in performing, composing and listening to a wide range of music from different times and cultures.

The course is rewarding and stimulating and there is scope for individual interests and aptitudes. The course is suitable for those who wish to study further, BTEC/Music or Music Technology A-Level, or for those who have a genuine interest in the subject.

All students must be able to demonstrate their ability to perform both individually and in a small group of between two and five players. Any instrument is allowed including the voice.

Students will be expected to take an active role in the musical life of the school. There are many extra-curricular musical activities for students to become involved with.

There are visiting teachers for string, wind, brass, guitar, drums, keyboard, piano and voice. It is strongly recommended that students are in receipt of instrumental/singing lessons either in or out of school during their GCSE studies.

Students have access to our suite of Apple Mac computers and Logic Pro X and can make use of our recording studio to work on their compositions.

The Eduqas course consists of three units:

Unit One	<p><b>Performance (30%)</b> Students will perform for between 4 and 6 minutes. This will generally consist of at least one individual piece and an ensemble piece. The standard requirement is Grade 3 by the Autumn term of Year 11.</p> <p><b>Assessment:</b> Work is marked by the teacher and then moderated by the exam board.</p>
Unit Two	<p><b>Composition (30%)</b> candidates will compose two pieces of music -one in any style/genre and one in response to a choice of four briefs set by the exam board.</p> <p><b>Assessment:</b> Work is marked by the teacher and then moderated by the exam board.</p>
Unit Three	<p><b>Listening and Appraising (40%)</b> The listening paper is based on the study of two set works based on four areas of study.</p> <p><b>Assessment:</b> A listening examination at the end of the course which is externally marked.</p>

“ Music can change the world ”

Ludwig van Beethoven



# Business Enterprise and Marketing

Hands on Practical Engaging Creative Industry relevant

**Do you have a creative business mind? Maybe you aspire you run your own Business in the future?**

If so then this is the course for you! Cambridge National in Enterprise and Marketing gives you the knowledge of business in the real world including the impact they have on local, national and global economies. This course will prepare you for the world of work, equipping you with detailed knowledge of business terms and models as well as a whole bank of skills that are sought after in the world of

business. The qualification is made up of three units, two of which are project based as well as one examined unit. All units are closely related to the real world of business, building skills and knowledge that will be hugely beneficial to you in further education or employment; studying for a qualification in business can open doors to a host of opportunities.

<b>R065</b> Design a Business Proposal	<ul style="list-style-type: none"><li>• <b>Project work</b></li><li>• <b>Market and Design a new hat/pizza</b></li></ul>
<b>R064</b> Enterprise & Marketing Concepts	<ul style="list-style-type: none"><li>• <b>Exam</b></li><li>• <b>This is building on the skills and knowledge from Unit: R065</b></li></ul>
<b>R066</b> Market & Pitch a Business Proposal	<ul style="list-style-type: none"><li>• <b>Project work</b></li><li>• <b>Pitch your business idea to a group of Business professionals</b></li></ul>

Students go on to study Accounting, Economics, ICT, iMedia, Art, English and Maths.

**“I was so nervous when I pitched my own hat idea, but I felt so proud of myself afterwards. I have definitely grown in confidence which helps me in my other subjects.”**

**“The most important stage of any enterprise is the beginning”**

*Plato*



**Cambridge National Information Technologies**  
The future is here - give yourself a head start!

This qualification is:

Hands on Practical Engaging Creative Industry relevant

Cambridge National in Information Technologies will raise your confidence in using IT and develop your digital skills. Skills that are so vital in today's world. You will gain the practical experience of a variety of software packages that will prepare you for further education and employment.

This qualification will develop your knowledge of a range of different applications, applied knowledge, and practical skills in the creative use of information technologies. You will build on the excellent work that you have already done in year 9 studying topics that are broken down into four main themes:

- Project design, planning and review
- Collecting, processing and storing data
- Creatively developing meaningful information for a specific customer

You will also investigate how IT is impacting the world that we live in today and you will investigate the importance of the law and how it is constantly being updated. You will look into moral, ethical issues that arise when using technology and you will gain an understanding of cyber security and what is put in place to protect us.

Are ICT and Computer Science the same thing?

No, that's a common mistake that people make but it's like confusing Chemistry and Physics. The most important thing to remember is that ICT is all about you using the applications, communicating using the technology and showing that you can work in a way that gets the best out of the technology. Its great preparation for the software that you will use in other subjects, in further education and also when you start working.

**“The software that I use in ICT is used in lots of jobs. I love that ICT is giving me skills that look great on my CV”.**

**“I have an exam to sit but also I can complete projects and coursework, I like to work this way”**





# GCSE Computer Science

**You are living in a digital revolution!  
Give yourself a head start!**

Problem solving is an essential skill for life. You will study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. But it's not just about programming. You will also learn about how devices work, what the internet is, how networks function and how these advances in technology have impacted every aspect of our lives.

Businesses today require an ever increasing number of technologically aware individuals that can develop Apps, computer games and websites.  
The future is exciting for Computer Scientists!



**“It is key to making sure every kid can compete in the high-tech global economy of today.”**  
**Barack Obama**

Structure:

		Marks	Duration	Weighting
Exam paper 1	Computer Systems	80	1 hour 30 mins	50% of the total GCSE
	<ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• Systems software</li> <li>• Moral, legal and environmental concerns</li> </ul>			
Exam paper 2	Computational Thinking, Algorithms and Programming	80	1 hour 30 mins	50% of the total GCSE
	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>			
Controlled Assessment	Programming Project		20 hours	
	<ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>			

**“Everyone should know how to program a computer because it teaches you how to think.”**  
**Steve Jobs**

# GCSE Design and Technology

Exam Board:  
AQA

## Why should I study Design & Technology?

Studying Design & Technology at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new technologies. It certainly is an exciting sector to work in. The main industry areas include Engineering, Architecture, Graphic Design, and the Construction Industry. The opportunities within this field are endless.

## How is the course examined?

The Assessment consists of:

50% Component 1: Non - Exam Assessment.

The non-exam assessment (NEA) for this specification is made up of a single design and make task.

50% Component 2: Exam.

The subject content for the exam has been split into three sections as follows:

- Core technical principles.
- Specialist technical principles.
- Designing and making principles.

The exam and non - exam assessment will measure how students have achieved the following assessment objectives:

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
  - technical principles
  - designing and making principles.

## What will I study?

The course encourages students to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- use imagination, experimentation and combine ideas when designing.
- develop the skills to critique and refine their own ideas whilst designing and making.
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- consider the costs, commercial viability and marketing of products.
- demonstrate safe working practices in design and technology.
- use key design and technology terminology including those related to: designing, innovation. and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

## What can this course offer me?

Throughout the GCSE course, students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawings of all different forms and to research and analyse products. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self-confidence, responsibility and organisation. This course will develop student's knowledge, skills and understanding of Design & Technology, whilst giving them an excellent foundation should they choose to study any form of design at Post 16 or take an employment route into the creative industries.

# Geography

1. Am I interested in Geography?  
Well, you should be, as it tackles major issues.
  - environmental responsibility
  - global interdependence
  - cultural understanding and tolerance
2. How useful will my chosen GCSE subject be to my future education and career?  
Geography can offer you:  
**High academic standards** – is welcomed as a subject by universities and colleges.  
**Transferable skills** – you'll be skilled in the use of primary and secondary data analysis and evaluation, report writing, researching, discussion and presentations.  
**IT skills** – Word-processing, Powerpoint, Spreadsheets, CD-ROMs, the Internet, a variety of Apps and Geographical Information Systems.  
**Practical competence** – through fieldwork, environmental investigations and decision making  
**A bridge** between the arts and sciences giving you flexibility if you decide to go on to higher education  
**A wider range** of job opportunities than almost any other subject.

3. What will I be learning over the next two years?  
We follow the AQA Specification.  
  
**There are three units in GCSE Geography.:**  
  
Living with the physical environment  
This unit is concerned with dynamic nature of physical processes and systems, and human interaction with them at a variety of places and a range of scales.

“ Geography is the subject which holds the key to our future. ”  
Michael Palin

You will study three topics:

- The challenge of natural hazards
- The living world
- The physical landscapes of the UK

**Challenges in the Human Environment**  
This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporarily. They are studied in a variety of places at various stages of development and at a range of scales.

You will study three topics:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

**Geographical Applications**  
In this unit you are required to draw together knowledge, understanding and skills from your GCSE Geography.

There are two parts to this unit:

- Issues Evaluation
- Fieldwork - students will undertake two geographical enquiries to collect primary data

4. How is the subject assessed at GCSE?  
Paper 1 - Living with the physical environment = 35%  
Paper 2 - Challenges in the human environment = 35%  
Paper 3 - Geographical applications = 30%

# Geography continued

5. What careers will use my Geographical knowledge and skill?  
**GCSE Geography is a facilitator subject meaning...**  
GCSE Geography always counts towards a Further or Higher Education Course. It can help you qualify for AS levels, AVCEs etc in many subjects. For many jobs it is a real advantage if you have taken GCSE Geography.  
  
The subject covers a wide range of skills, so consider the subject seriously if you are interested in a particular field of work.  
  
**GCSE geography is a pivotal subject meaning...**  
Combining GCSE Geography with other GCSE options which interest you could lead to jobs such as:
- “ Without Geography you’re nowhere! ”  
Michael Palin

GCSE Geography with:	Potential Careers:
Art & Design / IT	Advertising, Cartography Landscape Architecture, Surveying
Science (Biology, Chemistry)	Agriculture, Environmental Health, Estate Management, Nature Conservation
Business Studies / Economics	Banks, Business, Accountancy, Civil Services
History	Archaeology, Publishing, Law
Modern Languages	Leisure and Tourism, European Business
Maths & Science (Physics)	Civil Engineering, Meteorology, Mining, Navigation
Physical Education	Leisure Services, Sport and Recreation Management

“As a young man, my fondest dream was to become a geographer. However, while working in the customs office I thought deeply about the matter and concluded it was too difficult a subject. With some reluctance I then turned to physics as a substitute” Einstein

“The Earth is just a billion tonnes of geography rolling through the sky. People look down on stuff like geography and meteorology, and not only because they’re standing on one and being soaked by the other. Geography is only physics slowed down and with a few trees stuck on it, and meteorology is full of excitingly fashionable chaos and complexity. Douglas Adams - author of the Hitchhiker’s Guide to the Galaxy.

“We are citizens of the world. The tragedy of our times is that we do not know this.  
(Woodrow Wilson - Twenty-Eighth President of USA)

Did you know?  
  
**Michael Jordan:** As well as being alright at Basketball, Michael also studied Geography as a Major at University.  
  
*Prince William:* William, the future King, changed University courses from History of Art to Geography.  
  
*Matthew Pinset:* Our brilliant Olympic rower also studied Geography at University.  
  
*Stuart Pearce:* Ex England Captain, Nottingham Forest, Newcastle, Manchester City player and Manager left school with two qualifications. One was Geography!  
  
*Nick Hodgson:* The drummer from Kasier Chiefs, studied Geography and Media at Trinity and All Saints College.

# History

History is an essential, compulsory subject at Key Stage 4 in every country in Europe, except one! Why is it almost universally judged to be so important a subject for young people to study?

## History and Jobs

People with qualifications in History do a wide range of jobs, including: architect, barrister, civil servant, economist, journalist, market researcher, personnel officer, police officer, publisher, retail store manager, social worker, solicitor. Employers have found that people who have studied History are well prepared for such jobs because History is:-

## About People

Real people, well-known and unknown, good and bad, who face real situations, some of which are very like those we face today, some of which are very different. In History we study their words and actions and try to work out their motives and beliefs. Clearly this is useful in any job which involves understanding what makes people tick and how they are motivated.

## About Investigating

When we study History, we investigate the lives of people in the past by using the evidence that survives. We will help you to examine evidence and consider its importance in making judgements about the past. However many people differ in their opinions of the past and we try to understand different interpretations and the reasons for this, in order to develop your own ideas. Clearly this is a useful skill in any job which involves weighing up arguments, sifting through a mass of material and reaching a conclusion.

## About Communicating

Making judgements and decisions is important but these also need to be well communicated. This means giving a clear explanation

in an organised way, and using the evidence to support your points. This is often, but not always, in writing.

**Clearly this is useful in any future ambition which involves explaining something to others, preparing and presenting a report or justifying decisions.**

In short, employers in this rapidly changing world want people who are

- Open-minded, independent thinkers
- Capable of understanding others
- Good at problem-solving
- Good at communicating

So they often choose people who have studied History.

## History and Education

We want to help you understand the world around you, and support you in finding your place in the world. Only History gives an understanding of continuity and rapid change in the modern world. History helps young adults to develop an understanding of moral issues and a sense of identity. History is a unique discipline but is incredibly valuable because it supports nearly every other area of the school curriculum, including literacy, numeracy, political literacy, information technology, and study skills.



# History continued

“History is a priceless preparation for citizenship, work and leisure.... All pupils should receive the best possible teaching in History.”  
(Government History Working Group)

“The teaching of British History should be at the heart of the modern school curriculum.”  
(Rt.Hon. Gordon Brown: former Prime Minister, who was awarded a place at Edinburgh University to read History, aged 16).

Apart from that, History is interesting! The particular course offered at Ormskirk School has plenty of variety, covering topics ranging from understanding the causes of wars to impact of powerful rulers such as Elizabeth I.

“History is not a burden on the memory but an illumination of the soul.”

Lord Acton

GCSE	GCSE History
Examining Board	AQA
Entry Arrangements:	There are no different tiers of entry in this subject. All candidates take the same exam papers which will allow them to gain a GCSE grade up to 9.
Course Outline:	<p>Students will study four topics covering British, European and World History:</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"><li>• USA 1840-1895 (World depth study)</li><li>• Conflict and Tension in Europe 1918-1939 (European depth study)</li></ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"><li>• Power and the People, 1170 - the present day (British breadth study)</li><li>• Elizabethan England, 1568-1603 (British depth study)</li></ul>
Assessment:	Two exams Paper 1 - 2 hours Paper 2 - 2 hours
Study Visit:	A study visit is being planned.



# Health & Social Care BTEC Level 1/2 Technical Award

## Why choose this course?

It is an ideal qualification if you want a broad background of the knowledge skills, and understanding required in health and social care, and also experience of vocationally based learning to enable you decide if this route is suitable for you. Even if you decide that it is not, it will have equipped you with some of the skills you will need in any workplace, or in further education or training such as;

- Independent learning and improving your own learning
- Investigation and evaluation skills
- Problem solving and decision making
- Working with others
- Communication skills

These skills are in great demand and are highly valued by employers and colleges.

To gain maximum benefit from this course, it is important that you have a lively and enquiring mind, a willingness to explore new ideas and the ability to communicate these ideas in a variety of ways. You will need to be prepared to meet deadlines and take responsibility for your own learning. Also, expect to be 'hands on'. This course is about learning new things and applying them in practical situations.

## Course content:

- Human Lifespan Development (Portfolio - internal assessment)
- Health and Social Care Services and Values (Portfolio - internal assessment)
- Health and Well Being (External assessment - A written task under exam conditions set and marked by the exam board)

For each of these Units, you will be taught the relevant knowledge and skills and how to apply your knowledge. Then you will complete a series of assignments, where you have to demonstrate this knowledge and understanding effectively.

Your final grade (Pass L1 /Pass L2/Merit/ Distinction) will be based on all three of these

## What further education or employment can I progress to at the end of my course?

Students gaining a level 2 qualification in Health and Social Care could progress to employment such as: Nursery Nurse, Care Assistant, Childminder, Pre-school/Nursery School Assistant.

You could also go onto **further training** in Nursing, and professions such as Occupational Therapy, Physiotherapy, etc and for working with people with disabilities.

Within Ormskirk School Sixth Form, we offer Health and Social Care at **BTEC Level 3**.

It could also contribute to the entry requirements for **further education** courses in Teaching, Social Work and Midwifery etc.

# GCSE Food Preparation and Nutrition

Exam Board: AQA

## Why should I study Food Preparation and Nutrition?

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## What will I study?

The Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

## How will I be assessed?

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. The second part of the assessment will be nonexamination assessment and will consist of two tasks, involving practical work.

**Task 1:** Students will carry out an investigation into the scientific principles that underpin

the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

**Task 2:** Students will plan, prepare, cook and present a 3 course menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

## What skills will I learn?

This is a GCSE course with a strong practical focus. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You'll also develop transferable skills such as:

- analysis
- evaluation
- communication skills
- working independently
- time management
- the ability to interpret information and data.

## What can this course offer me?

Food preparation and nutrition helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike. Upon completion of this course, students will be able to go on to further study, or embark on an apprenticeship or full time career in a wide range of food and health related industries.

# Modern Foreign Languages

## SPANISH AND FRENCH

The acquisition of a foreign language offers students an appreciation of other cultures and societies, the ability to converse confidently with native speakers on holiday and, of course most importantly, it opens many avenues for further study in the Sixth Form, at University and for the world of work.

## WHICH LANGUAGE?

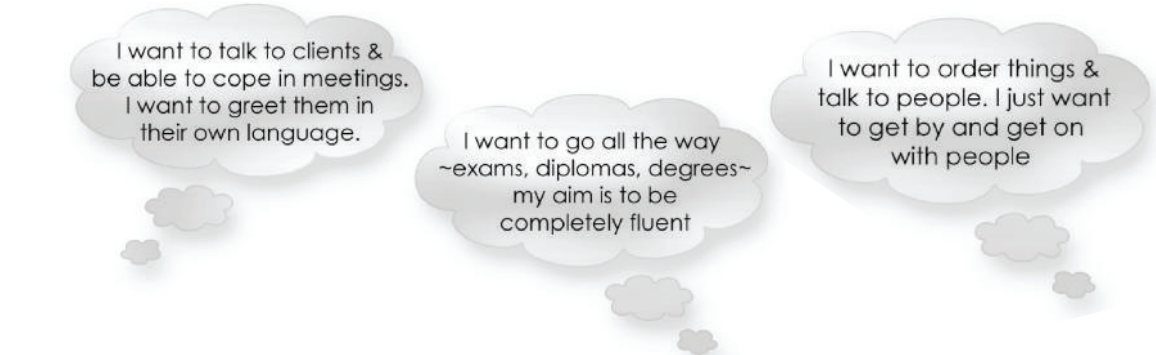
You should be in a position to study at GCSE level any of the languages which you have taken in Years 7, 8 and 9. They are all equally useful from the point of view of the 21st Century world of work. Spanish and French are all official EU languages.

Spanish is extremely useful in the field of international relations, as a commercial, cultural and diplomatic language. Many firms have subsidiaries in Latin America. It is the third of the world's most spoken languages and is now more widely spoken than English in North America. French is spoken in about 50 countries (in Europe, Africa, in the Far East, the Caribbean and Canada).

French is a language much in demand, because of its importance in the EU and is highly rated by UK business managers.

There are also a growing number of degree courses, which combine foreign languages with subjects such as Marketing, Management, Chemistry and Law. In the jobs market there is a high demand for people who can speak one or more foreign language.

## Here is what some people have said about learning languages:



## SPANISH AT GCSE

In GCSE Spanish, you will build on the skills you have already acquired so that your fluency in speaking and writing increases. With an increase in international business with South America and Central America, it is a great tool for business careers. It is a great skill to have if you like travelling as you would be able to communicate with as many as 580 million people all over the world! Results in GCSE Spanish are some of the highest in school. Our students do very well. Work hard and you will be well placed in accessing opportunities not only in the English speaking world but also in the United States, Spain, Latin America and even Africa!

## FRENCH AT GCSE

The French GCSE course builds on the firm foundations laid at Key Stage 3. The topics already covered are expanded on at greater depth, using a wide variety of resources. You will have the opportunity to develop your skills and build up your confidence, in particular in speaking and writing. French is spoken worldwide by over 270 million people, on all 5 continents and is the official language of 29 countries. It is useful for working in international relations, economics, the tourist industry and for engineering.

# Modern Foreign Languages

## THE SYLLABUS

The syllabus covers three contexts: Identity and culture; local, national, international and global areas of interest; education.

All languages assess the four skills of Speaking, Listening, Reading and Writing. The GCSE examinations are taken at one of two levels:-

Higher	Grades 4 - 9
Foundation	Grades 1 - 5

Activity in the classroom is quite varied so that regular practice of all four skills is provided. You will use an online textbook, and you will need to buy a grammar book for homework.

## A WORLD OF OPPORTUNITIES!

You will be actively encouraged to take part in visits abroad, of which opportunities are plentiful.

In recent years we have undertaken expeditions to Peru, Venezuela and Ecuador, and a voluntary placement in Lima, Peru. In addition, we run exchanges every year with our partner schools in Granada. We also run separate trips to Spain and France. We also have link with a school in Paris.

At University, you can choose to study languages, or combine them with another subject. Modern combinations include things like a language and website design. Modern languages graduates are statistically amongst the most employable people. They work in business, banking and communications.

Languages are highly prized and the skills that language learning develops are a real plus.

“ We have historically strong results in MFL at Ormskirk. In fact when compared to peers nationally, Ormskirk students outperform other students of the same ability year on year. ”

## THE EXAMINATION

**Spanish GCSE AQA**  
Oral/Reading/Writing  
and Listening Examinations

**French GCSE AQA**  
Oral/Reading/  
Writing and  
Listening Examinations

GCSE Spanish students at Ormskirk school outperform their peers nationwide. Work hard and you will do well here!

You are very lucky at Ormskirk. Less than 30% of schools run exchange programmes. You have the opportunity to do this at Ormskirk – take these opportunities!

We have visited Perú, Venezuela and Ecuador. Are you ready for the next one?

# Physical Education

*If you opt for PE as an option you will be placed on either a GCSE PE course or the Cambridge National Sport Science OCR course, based on the staff knowledge of which will best suit you and allow you to have the best possible outcome, i.e. exam result.*

## GCSE PHYSICAL EDUCATION (AQA)

GCSE Physical Education will appeal to pupils who have already shown a strong interest in sport and a commitment to the sporting life of the school. You will be expected to take an active role by participating in extra-curricular activities and representing school teams.

### Component 1

THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY & SPORT  
30% of total marks, examined by a 1 hour 15 minute written paper.

This will consist of multiple choice, short answer and extended writing questions focussing on applied anatomy & physiology, movement analysis, physical training and the use of data.

### Component 2

SOCIO-CULTURAL INFLUENCES AND WELL BEING IN PHYSICAL ACTIVITY & SPORT  
30% of total marks, examined by a 1 hour 15 minute written paper.

This will consist of multiple choice, short answer and extended writing questions focussing on sports psychology, socio-cultural influences, health, fitness and well-being and the use of data.

### Component 3

PRACTICAL PERFORMANCE IN PHYSICAL ACTIVITY & SPORT  
40% of total marks, internally assessed and externally moderated.

This will consist of practical assessment in 3 activities (one team, one individual and one other) forming 30% of total marks and analysis & evaluation of practical performance forming 10% of total marks.

#### Team Activities:

Football, Rugby, Badminton, Basketball, Cricket, Dance, Hockey, Netball, Squash, Table Tennis, Tennis, Volleyball.

#### Individual Activities:

Boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Golf, Gymnastics, Equestrian, Rock Climbing, Skiing/ Snowboarding, Squash, Swimming, Table Tennis, Trampolining, Tennis.

# Cambridge National: Sport Science

EXAM BOARD: OCR

## Overview

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. This course provides students with a broad knowledge and understanding of different aspects of sports and equips students with practical skills such as learning to design and evaluate a training programme.

### Unit R041: – Reducing the risks of sports injuries

Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions. This unit is externally assessed through an OCR set and marked 1-hour exam. (25%)

### Unit R043: The body’s response to physical activity

Students explore how the body changes and responds to physical activity. They develop knowledge and understanding of the musculoskeletal and cardio-respiratory systems and some of the changes that occur in response to physical activity, both short term and long term.

### Unit R042: Applying principles of training

Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

### Unit R045: Sports nutrition

Students explore the role that diet plays in different sports and activities and the importance of a healthy, balanced diet that includes essential nutrients in the correct quantities. They use the knowledge they gain to produce an appropriate, effective diet plan for a performer. These units are internally assessed by the Physical Education department and externally moderated by OCR. Assignment marked /60. (25% each unit)

**This course is 25% exam (one 1 hour exam) and 75% coursework based.**

## Post 16 Opportunities:

A- Level, Level 3 Extended Certificate in BTEC Sport and Degrees in a variety of PE related subjects as well as careers in professional sports, coaching, fitness, leisure, education, sports science, physiotherapy and much more.



# GCSE Drama

## Specification AQA

This subject offers the opportunity to develop theoretical understanding and practical skills in Drama. There are many opportunities for students to participate in performance. All students will devise drama, explore texts practically and develop their skills as a performer or designer. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. This course provides a platform for those interested in later studying Drama and Theatre at A Level and beyond.

**The subject content for GCSE Drama is divided into three components:**

1. Understanding drama
2. Devising drama
3. Texts in practice

In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

## Assessments

### Component 1: Understanding drama

### What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

### How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

## Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

### Component 2: Devising drama (practical)

### What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

### How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

**Component 3: Texts in practice (practical)**

### What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

### How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA.

# NOTES