
YEAR 9 OPTIONS

2024



OUR LADY & ST. BEDE

CATHOLIC ACADEMY

The Key Stage 4 Curriculum

The Core Curriculum

All pupils study the following 5 subjects; these are referred to as the core curriculum. These subjects account for six of the nine subjects that pupils study at Key Stage 4.

- GCSE Religious Education
- GCSE Mathematics
- GCSE English Language
- GCSE English Literature
- GCSE Combined Science – Double Award
- Core PE (Not examined)



As a Catholic community Religious Studies is at the core of our school, not only is the subject very successful academically, it provides important moral and spiritual education which is vital to the formation of every child and adult. Religious Studies develops a deeper understanding of the world in which we live, our interconnectedness as human beings and our relationship with God. At Our Lady and St. Bede we believe Religious Studies provides an understanding and perspective that is central to the long term success of our pupils.

High levels of literacy and numeracy are crucial to future success, health, and opportunities for pupils whether they go straight into the world of work, apply to college or for an apprenticeship. As such all pupils study for GCSEs in English Language, English Literature and mathematics.

Combined Science is a double award qualification called Science Trilogy. Pupils study the three scientific disciplines of Biology, Chemistry and Physics and receive two GCSE grades averaged across their performance in each discipline. All pupils study science as part of the core curriculum. There is an option for pupils to study each science discipline as a separate subject attaining three separate GCSE grades, one in each science subject. To do so pupils should opt for separate science as an option choice.

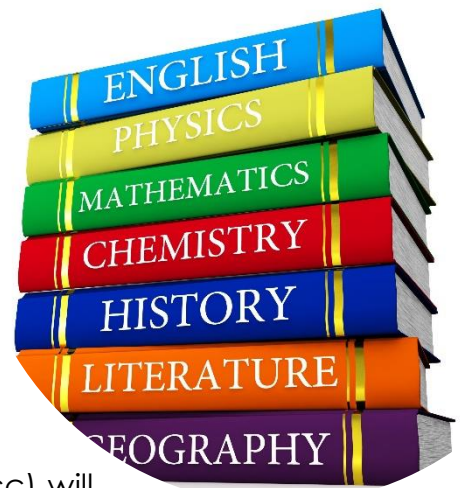
Core PE is essential to pupils' health and wellbeing. All pupils participate in core PE, but this is not an examined subject. If pupils would like to attain a qualification in PE then they need to opt for Sport and they will study for a qualification in Cambridge Nationals PE or GCSE PE.

The Key Stage 4 Curriculum

The English Baccalaureate

The Government introduced a concept called the English Baccalaureate a number of years ago. This provides recognition to any pupil who achieves a good GCSE pass in **all** the following areas:

- Mathematics
- English Language
- 2 sciences: either double award or the best two grades from 3 separate sciences.
- A Modern Foreign Language or Ancient Language
- History or Geography



The Government believes that the English Baccalaureate (EBacc) will encourage pupils to study a broad range of academic qualifications. The EBacc is made up of subjects which are considered essential to many degrees and to the needs of business and the UK economy. These subjects are considered enabling subjects which significantly increase the life chances of pupils who study them. Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school. A study by the University College London Institute of Education shows that the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. The Sutton Trust research reveals that studying the EBacc improves a young person's performance in English and mathematics.

No University has yet made the English Baccalaureate an entry requirement, though many oversubscribed universities may look at the EBacc to differentiate between applicants. The only GCSE entry requirements made at University level include English, maths and increasingly a Modern Foreign Language. However, with the Government drive to ensure more pupils achieve the English Baccalaureate it is likely this may become a stipulation for University entrance in future.

The Government's aim was for 75% of pupils to attain the EBacc by 2022, and 90% of pupils by 2025. All schools across the country are working towards meeting these targets. At Our Lady and St. Bede we strive to ensure that our pupils are equipped with the knowledge and skills they need to be successful and to complete effectively for the best opportunities in further education and the labour market. Therefore, we encourage the majority of pupils to study the full English Baccalaureate. However, for some pupils they are able to choose one English Baccalaureate subject in addition to the core curriculum as well as having the option to choose to study the full English Baccalaureate by opting for a humanity and a Modern Foreign Language.

It is important that pupils at Our Lady and St Bede make choices that they are happy and confident with. For a pupil to succeed at GCSE they must be interested in and motivated by the subjects they study. Regardless of banding, there are many courses on offer at Our Lady and St Bede that are outside the English Baccalaureate subjects. These courses all have strong academic rigour, provide excellent preparation for work and further study and broaden pupils' knowledge and cultural horizons.

The Optional Curriculum

There are two main options routes, one for pupils where their prior attainment suggests the EBacc to be the most beneficial route.

Pupils must choose:

- **one language** which should be the language they have studied at Key Stage three – Spanish or French
- **one humanity:** History or Geography.
- **one further option from group C.**

	A: Choose One Language	B: Choose One Humanity	C: Choose One Subject
EBACC	<ul style="list-style-type: none"> • French • Spanish 	<ul style="list-style-type: none"> • Geography • History 	<ul style="list-style-type: none"> • 3D Design • Computer Science • BTEC Digital Information Technology • Drama • Fine Art • Geography • History • Health & Social Care (Cambridge National) • Music • Photography • Sport (GCSE) • Separate Science <p><i>Please note that once pupils have chosen their preferred options, we will be able to make definite decisions about which subjects will run.</i></p>

The Optional Curriculum

The other option route is called the Open route where pupils must choose at least one 'English Baccalaureate' subject: **geography, history or Spanish / French (whichever language they have studied at KS3)**. Pupils then choose two further options from column B but cannot choose two discounting qualifications as explained below.

	A: Choose One Subject	B: Choose Two Subjects
Open	<ul style="list-style-type: none"> • Geography • History • Spanish / French (the language they have studied at KS3) 	<ul style="list-style-type: none"> • 3D Design • Computer Science • BTEC Digital Information Technology • Drama • Fine Art • Geography • History • Health & Social Care (Cambridge Nationals) • Music • Photography • Sport (GCSE) • Separate Science
	<p><i>Please note that once pupils have chosen their preferred options, we will be able to make definite decisions about which subjects will run. There are no promises at this stage.</i></p>	

Discounting Qualifications (subjects you cannot take together)

3D Design and Fine Art are part of the same suite of Art and Design qualifications and discount against each other. This means that if a pupil was to study two or more of these subjects only one grade would count. For this reason, we ask that pupils choose only one of these subjects.

BTEC Digital Information Technology and Computer Science are also discounting qualifications and pupils may choose to study either one or the other but not both qualifications. To find out more about our computing qualifications please see the subject pages later in this booklet.

For a small number of pupils there are bespoke option routes which we will discuss with pupils and parents individually.

Making A Reserve Choice

We cannot always guarantee each pupil's first choice in subjects. Sometimes subjects do not attract enough pupils to run in more than one option block causing clashes with other subjects they have chosen. Sometimes a subject is over-subscribed, and it is not possible to allocate places for all pupils. For these reasons we ask that pupils make a reserve choice. We will let you know if we need to allocate your reserve rather than your first choice and will explain the options available to you.

Making the Best Choice

GCSE, BTEC & Cambridge National Qualifications

GCSE qualifications are academic qualifications which are examined externally. We currently offer one BTEC qualification in Digital Information Technology and one Cambridge National Qualification which are vocational qualifications. Vocational qualifications provide a better understanding of how the subject applies in the workplace. Vocational qualifications are composed predominantly of internally assessed portfolio work with a smaller externally examined component typically accounting for 25% of the qualification. Where Vocational options are available it is important to discuss with your subject teacher which route would be best for you.

Options – Your Road to the Future

Choosing your options is your first chance to influence your educational future. Until now, decisions such as which school you attend, the subjects you study and the groups you are in have been made by someone else. This is your chance to choose the subjects to study that will best help you to achieve your chosen career.

There are many people around you to help decide which subjects are right for you. These people are your parents or carers, your subject teachers, Heads of Department and your Form Tutor and Head of Year.

Most careers require a good, broad based general education and it is the Core Curriculum alongside a Humanity and Modern Foreign Language which make up the English Baccalaureate which will provide you with the greatest options and opportunities in the future. Though where you have real passion and skills in a particular subject area such as Art & Design, Music or Sport your options choices will enable you flourish in these areas. Whilst the choices that you make now are important there will be many further opportunities for you to diversify or specialise your educational experience as you move into further education post 16 education. It is a good idea to begin to look at the courses offered



by local colleges, universities and apprenticeship providers to begin thinking about what you might like to do and which subjects would best support you to get there.

Making the Best Choice

How to Choose Your Options

Give all subject areas careful consideration before you make your choice.

- Don't just think of your experience in Year 9 think of your experience of each subject from the beginning of Year 7.
- Don't choose subjects because your friends are doing them. It is your future, not theirs. It is quite likely you will be in different groups anyway regardless of picking them in the same group of subjects on the options form.
- Don't drop a subject only because "you don't like it", that subject may be important in keeping open a wide range of future career opportunities. You may enjoy the subject much more in Key Stage 4. Talk to your teachers about what each subject is like and how it may differ from what you have studied previously.
- Do not assume that certain subjects are easy. There are no 'soft options' at either GCSE, BTEC or Cambridge National level.
- Keep your mind open! Your experience of studying GCSE might be very different to taking subjects in your first few years at Our Lady and St. Bede.

Remember, your education is not just about the subject requirements of employers and professional bodies. By studying a wide range of different subjects, you will learn new skills, gain understanding and knowledge which will help you in your hobbies, at home and with friends, as well as in college or in employment now and in the future.

Reformed GCSEs

Reformed GCSE Grading Structure

All GCSE qualifications have now been reformed and follow the 9-1 grading structure. Grade 9 is the highest grade and grade 1 is the lowest pass grade. The academic demands of the reformed GCSEs are higher than the previous qualifications. A table from Ofqual shows how the reformed GCSE grades equate to the old A*-G system.

The actual figures will vary slightly each year and between subjects however, typically in any given GCSE subject:

- 99%-97% of pupils nationally will achieve a Pass of Grade 1 or above.
- The bottom of Grade 4 is in line with the old GCSE Grade C and approximately 70% of pupils nationally will achieve a Grade 4 or above.
- **A Good Pass is now defined as a Grade 5** which is slightly above the old Grade C. About 50% of pupils nationally are expected to achieve Grade 5 or above.
- The Grade 7 is set at a similar level to the old GCSE Grade A and approximately 20% of pupils nationally will achieve a Grade 7.
- A Grade 9 is not equivalent to the old A* but is a new grade. About 11% of pupils nationally will achieve a Grade 8, but only 3% of pupils nationally will achieve a grade 9 in that subject.

New GCSE Grading Structure		Ofqual
9		A*
8		A
7		A
6	GOOD PASS (DfE)	B
5	5 and above = top of C and above	B
4	AWARDING	C
	4 and above = bottom of C and above	C
3		D
2		E
1		F
		G
		U
		U

Examinations

All GCSE qualifications are assessed by external examinations that take place at the end of year 11 between May and June. The examinations are terminal examinations and there are no opportunities for resits. However, if pupils do not reach the expected standard of Grade 4 in Maths and English, they will be required to retake the qualifications when they go to college.

BTEC qualifications have one examination worth 25% of the qualification which may be taken at any point during the course. Pupils can resit the examined component of BTEC qualifications.

Controlled Assessment

Controlled Assessment previously known as coursework has been removed from most reformed GCSE qualifications, apart from practical qualifications such as Art & Design, Music and PE. Instead most GCSEs are assessed entirely by external examinations taken at the end of the course. Vocational qualifications such as BTEC Digital Information Technology and Cambridge Nationals have a higher proportion of internally assessed controlled assessment which typically accounts for 75% of the qualification. Details of each course and how assessment is completed is given later in this booklet.

University Applications

The most important factor in applying for university places are a pupil's A Level results, however, **GCSE grades are also increasingly important**. The Russell Group (the top 20 British Universities) has given some guidance on GCSEs and how these might affect an application for university. There are no hard and fast rules that apply here as each University can take a different approach to applications, however, the summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses.

- A growing number of Universities require a modern language for entrance to **any** course, e.g. University College London, Edinburgh, Oxford and Cambridge are some examples.
- Applicants to study Medicine are usually required to have very good GCSE results in Maths, Science, and English.
- For a degree in English, Universities often look for applicants to have a GCSE in a modern or classical language.
- For a Business degree, a good pass in GCSE Maths is often required.
- To study Science, Computer Science, Psychology or Engineering at University often applicants will need Mathematics at Advanced Level though where courses will accept applications without this pupils will need to have achieved a good grade in Maths and Science at GCSE.

Entry requirements vary by course and university. Pupils are encouraged to look carefully at the entry requirements for courses and institutions at which they are interested in studying.

If pupils need careers advice, please speak to Mr York. There will also be careers advice and colleges represented at the Year 9 Options Evening on Tuesday 5th March from 4:15 – 6pm.

The following pages give you much information about the subjects you all study in year 10 and year 11 and those you can choose from.

Core GCSE: Religious Studies

Contact: Mr M Hughes

Course Structure & Overview

Exam Board: Eduqas

Syllabus: Route B

Component 1: Fundamental Catholic Theology

Component 2: Applied Theology

Component 3: Judaism

This exciting and highly relevant GCSE aims to develop learners' knowledge of two Abrahamic religions, as well as giving them the opportunity to explore non-religious beliefs such as atheism and humanism. Learners will experience knowledge of different beliefs, teachings and practices, sources of wisdom through key texts as well as a greater study of religious art and imagery. Students will develop their ability to construct well-informed arguments with balance and structure, providing further opportunities to engage in questions of belief, meaning, purpose, value and truth. Religious Studies challenges learners to develop their own beliefs and values and contributes to their preparation for adult life in a pluralistic and global society.

Course Content

The GCSE is made up of three sections.

Paper 1: Foundational Catholic Theology – 1 hour 30 minutes examination. 37.5% of GCSE

There are 2 themes to this first component which include Origins and Meaning and will cover creation, sources, forms of expression through painting, forms through symbolism and practices covering loving and serving. The second theme of this exam will cover the theme of Good and Evil. Topics for this element will focus on an understanding of trinity, incarnation, Jesus' moral authority, sculpture and statuary and popular devotion.

Paper 2: Applied Catholic Theology – 1 hour 30 minutes examination. 37.5% of the GCSE

Again there are 2 themes to this second component. Theme 3 is on Life and death which covers eschatology, magisterium, artefacts, music and the funeral rite and prayer. Theme 4 is on the theme of sin and forgiveness which focuses on crime and punishment, redemption, Church, religious buildings, sacraments, mission and evangelisation.

Paper 3: Study of a World faith- Judaism – 1 hour examination. 25% of the GCSE

There are 2 themes to component 3. Beliefs of Judaism covering the topics of the nature of God, Messiah, covenant, life on earth and afterlife. The second theme is on practices and the areas of study include worship, the synagogue, rituals, daily life and festivals.

Skills Developed

- Communication skills.
- Scriptural understanding (exegesis).
- Spiritual enrichment and understanding of another Abrahamic faith.
- Literacy, historical enquiry and artistic skills.
- Understanding the purpose of the individual and charity.
- Interpersonal skills through debate, argument and discussion

Progression Routes

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond. Many of our students go on to study the subject at A Level. As many of the skills developed in the subject are transferable, they will also prove useful in vocational post-16 courses such as the armed services, the police service, social work and health professions as well as religious vocations such as chaplaincy, priesthood or other religious orders. Many employers value GCSE Religious Studies due to the variety of skills the subject develops and the enriching respect for the individual.

Future Careers

Future careers include teaching, armed services, police, health professions, chaplaincy, religious orders, social work and charity organisation work.



Core GCSE: Maths

Contact: Mr R. O'Connor – Head of Maths

Course Structure & Overview

Exam Board and Syllabus: Edexcel 1MA1 (Higher)
Exam Board and Syllabus: OCR J560 (Foundation)

GCSE Mathematics is a two-year course which will be assessed through 3 equally weighted written examination papers at either Foundation or Higher tier.

Edexcel Higher Tier	OCR Foundation Tier
	 <small>Oxford Cambridge and RSA</small>
Paper 1: Non calculator paper (80 marks) Paper 2: Calculator paper (80 marks) Paper 3: Calculator paper (80 marks)	Paper 1: Calculator paper (100 marks) Paper 2: Non calculator paper (100 marks) Paper 3: Calculator paper (100 marks)

Questions are targeted at grades 1 -5 at Foundation tier and grades 4-9 at Higher tier.

Course Content

The new Mathematics GCSE is more demanding than the previous examination with additional content. The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Skills Developed

GCSE Mathematics covers a wide range of mathematical knowledge and skills. You will use your learning in many situations throughout your life. Much of what you learn can also be used for other academic subjects.

Aims of the GCSE:

- To provide opportunities for learners to demonstrate their knowledge of mathematics across a whole range of topic areas.
- To allow learners to develop their problem-solving strategies and provide the confidence and skills required to tackle unfamiliar challenges.
- To build on work carried out in Key Stage 3 to prepare the learner to function mathematically.



Core GCSE: Maths

Progression Routes

GCSE Mathematics is a qualification that provides a strong foundation for further academic and vocational study and for employment. It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

Future Careers

GCSE Maths is a requirement for all degree courses and many jobs. It teaches accuracy and precision in work. The analytical and problem-solving skills you learn are valuable in many different careers.

Since everyone has to study maths at GCSE it is worth remembering that a Grade 5 or above is crucial to progressing towards a maths related career.

Some Apprenticeships that relate to Maths

Payroll Administrator - Level:3 (equivalent to A levels at grades A to E). Typical length:18 months
Actuarial technician - Level: 4 (equivalent to certificate of higher education). Typical length: 24 months
Financial services administrator- Level:3 (equivalent to A levels at grades A to E). Typical length:12 months
Assistant Accountant - Level:3 (equivalent to A levels at grades a to E). Typical length:18 months
Workplace Pensions (administrator or consultant) - Level:3 (equivalent to A levels at grades A to E). Typical length:18 months
Financial Services professional - Level:6 (equivalent to bachelor's degree). Typical length:42 months
Motor Finance Specialist - Level:3 (equivalent to A levels at grades A to E). Typical length:24 months
Investment operations technician - Level: 3 (equivalent to A levels at grades A to E). Typical length: 18 months

If you intend to go to college to study A level Maths a grade 7, 8 or 9 is highly desirable due to the challenge involved in this course. However, A level Mathematics still remains the most popular A level subject due to the number of career opportunities it provides.

Some Professional Careers that involve Maths

Accounting technician, Acoustics consultant, Actuary, Aerospace engineer, Air traffic controller, Bank manager, Civil engineer, Credit controller, Criminologist, Cyber intelligence officer, Data analyst-statistician, Economist, Electrical engineer, Finance officer, Financial adviser, Insurance underwriter, Investment analyst, Meteorologist, Research scientist, Software developer, Stockbroker, Tax adviser, Doctor



Interview with Professor Reidun Twarock on her career as an award-winning mathematical biologist.
<https://www.mathscareers.org.uk/an-interview-with-professor-reidun-twarock-mathematical-biologist-and-winner-of-the-2018-ima-gold-medal/>

Core GCSE: English Language

Contact: Miss R. Chapman – Head of English

Course Structure & Overview

Exam Board: AQA

Syllabus: GCSE (9-1) English Language - 8700

Paper 1: Explorations in creative reading and writing (8700/1) 50%

Paper 2: Writers' viewpoints and perspectives (8700/2) 50%



English language is a very exciting, creative and interesting subject to study and can lead pupils into a wide range of interesting careers. This course is designed to enable students to draw upon a range of texts as reading stimulus and engage with creative and real and relevant contexts. Students will have opportunities to develop higher order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. The course is also designed to ensure that students can read fluently and write effectively, demonstrating a confident control of Standard English and write grammatically correct sentences.

Course Content

The GCSE examination is made up of four sections, with two papers each containing two sections.

Paper 1: Explorations in Creative Reading and Writing – 1 hour, 45 minutes – 50% of GCSE

This is a single paper combining both reading and writing sections. The reading questions on this paper involves answering questions on one literature fiction text and cover one short form question, two longer form questions and an extended question. The second half of the paper involves answering one extended writing question where the student will have to produce a descriptive or narrative piece. The reading section and writing section are equally weighted, with both sections being out of 40 marks, combining together so the overall paper is out of 80 marks.

Paper 2: Writers' Viewpoints and Perspectives – 1 hour, 45 minutes – 50% of GCSE

Again, this is another single paper covering reading and writing questions. This time the reading section will involve answering questions on one non-fiction text and one literary non-fiction text. There will be four reading questions to answer, one short form question, two longer form questions and an extended question. Like Paper 1, the second half of the paper will involve answering one extended writing question, but this time the student will need to write to present a viewpoint and it is non-fiction. This paper is also out of 80 marks, with 40 marks allocated to the reading section and 40 marks allocated to the writing section.

Skills Developed

English Language involves

- Fluent reading, with a good understanding of 19th, 20th and 21st century texts from a wide range of genres.
- Critical reading of texts with an ability to make comparison between texts
- An ability to summarise or synthesise information or ideas from texts.
- Using knowledge gained from wide reading to inform an improve written skills.
- Being able to Write effectively and coherently, using standard English appropriately.
- Using grammar correctly and being able to punctuate and spell accurately.
- Acquiring and apply a wide vocabulary.
- Listening to and understanding spoken language and using Spoken English effectively.

Core GCSE: English Language

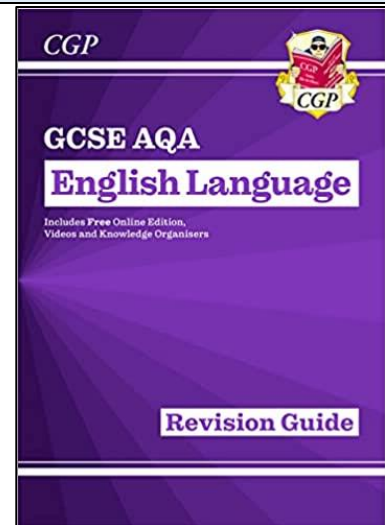
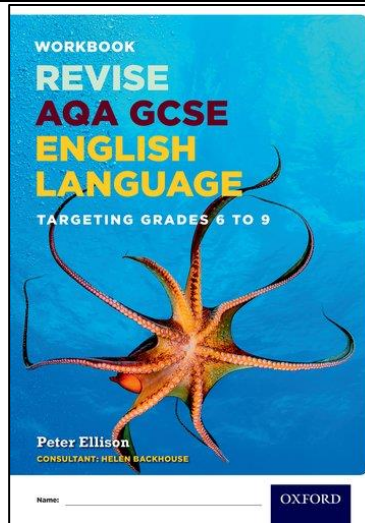
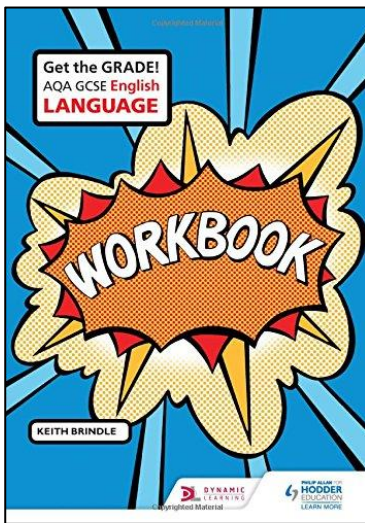
Progression Routes

Many of the students who enjoyed studying English Language have gone on to study A-Level English Language. However, as the subject contains a lot of skills that are transferrable any course would welcome pupils with a good qualification in the subject.

Future Careers

Future careers include: teaching, media, advertising, sales, social work and law. In fact, most employers would welcome a candidate with an English Language background and all the transferrable skills that person would bring with them.

Revision guides and exam text books



Core GCSE: English Literature

Contact: Miss R. Chapman – Head of English

Course Structure & Overview

Exam Board: AQA
Syllabus: GCSE (9-1) English Language - 8702
Paper 1: Shakespeare and the 19th Century Novel 40%
Paper 2: Modern Texts and Poetry 60%



English literature is a very exciting, creative and interesting subject to study. It encourages students to develop knowledge and skills in reading, writing and critical thinking. Through Literature students have the chance to develop culturally and acquire knowledge of the best that has been taught and written. Studying GCSE English Literature will also encourage students to read widely for pleasure.

Course Content

The GCSE examination is made up of two papers:

Paper 1: Shakespeare and the 19th Century novel – 1 hour 45 minutes - 40% of GCSE

Section A of the paper involves students answering a question on the Shakespeare play, Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B will require students to answer one question on the novella, 'A Christmas Carol'. Again, they will be required to write in detail about an extract from the play and then to write about the novella as a whole.

Paper 2: Modern Texts and Poetry - 2 hours, 15 minutes – 60% of GCSE

Section A will involve students answering one essay question from a choice of two on the drama text, Blood Brothers. Section B will require students to answer one comparative question on one named poem printed on the paper and one other poem from the Power & Conflict anthology cluster. The final section of the paper, Section C, will involve students answering one question on one unseen poem and one question comparing this poem with a second unseen poem.

Skills Developed

English Literature involves:

- Literal and inferential comprehension.
- Critical reading.
- Evaluation of a writer's choice of vocabulary, grammar and use of structural features.
- Comparing texts.
- Producing clear and coherent texts
- Accurate standard English.

Progression Routes

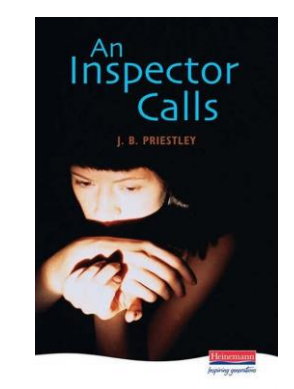
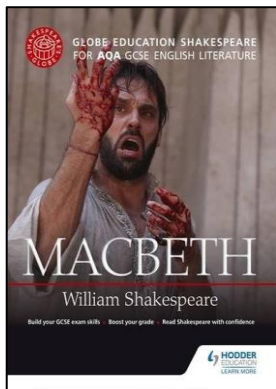
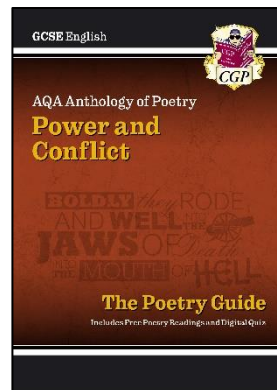
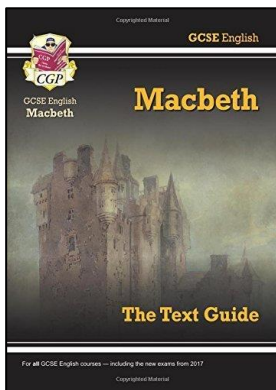
Many of the students who enjoyed studying English Literature have gone on to study A-Level English Literature. All employers would value the GCSE qualification as it encourages creativity, in depth critical and evaluative reading and accurate, effective and analytical writing using a wide range of vocabulary.

Future Careers

Nearly all employers will welcome and value students with qualifications in English Literature. Careers specifically related to the subject include media and journalism, publishing, advertising, teaching, and a career in the Arts.

Core GCSE: English Literature

Revision guides and exam text books



Core GCSE: Combined Science: Trilogy

Contact: Mrs C Phillips– Head of Science

"Science is about exploring, and the only way to uncover the secrets of the universe is to go and look." Brian Cox

Course Structure & Overview

Exam Board: AQA

Syllabus: 8464

Science helps us answer questions about everyday life. This course is designed to develop curiosity about the natural world and equip you with skills to observe, analyse and evaluate information across the 3 science disciplines of Biology, Chemistry and Physics. Practical work is at the heart of science – whilst learning important investigative skills and techniques you will undertake a series of required practicals. These required practicals are examined in the terminal exams and there are 21 to complete throughout the course.

There are 6 exam papers, two each for Biology, Chemistry and Physics. Each exam is 1 hour and 15 minutes long. At the end of the course you will be awarded two GCSE grades in combined science.

Course 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

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

Core GCSE: Combined Science: Trilogy



Skills Developed

Science GCSE will:

- Give you a deep understanding of science to allow you to make decisions on scientific issues
- Allow you to design and carry out experiments
- Enable you to analyse information and draw conclusions
- Encourage you to evaluate information

Progression Routes

Combined Science is a good foundation for a range of A-levels in sciences, applied science and other areas such as psychology and geography. A wide range of apprenticeships build on scientific skills, leading to a variety of careers and qualifications.

Future Careers

Scientific knowledge and skills are highly desirable in a wide range of careers, from research and development of new technologies to manufacturing and engineering. Previous science students from OLSB have gone onto work in medicine, veterinary Science, mechanical engineering, nursing, mid-wifery, child care, sports science, meteorology, architecture, chemical engineering, horticulture and many more. Skills of analysis and evaluation are transferrable to any career choice.

Contact: Mrs C Phillips - Head of Science

"In the end, it's the people who are curious who change the world." Neil deGrasse Tyson

Course Structure & Overview

Exam Board: AQA

The Separate Science courses are suited to highly motivated students who wish to extend their scientific knowledge and understanding. You will be encouraged to explore, explain and model in Science, developing a critical approach to evidence and helping you to prepare for further studies. The course will include all of the elements from Combined Science (Trilogy) with additional content in Biology, Chemistry and Physics. Students should have a good mathematical ability due to the high level of mathematical content assessed in the final exam.

*If students opt for Separate Science as one of their options they will take the following 3 GCSEs (and **not** take the Science Trilogy Double Award GCSE).*

GCSE Biology (8461)
GCSE Chemistry (8462)
GCSE Physics (8463)

Practical work is at the heart of science – Across the 3 courses there are 28 required practical activities. You will develop your experimental techniques, and extend your ability to observe, analyse, explain and evaluate your practical work.

There are 2 exam papers for each science course (6 in total). Each exam is 1 hour and 45 minutes long. At the end of the course you will be awarded three separate GCSE grades.

Course Content

Biology:

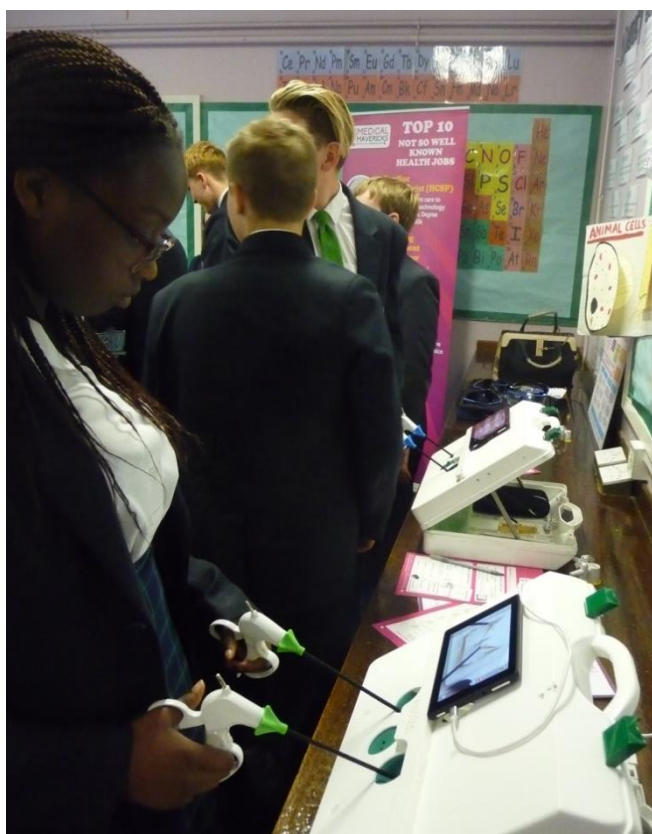
- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

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

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space (Separate Science Only)



Skills Developed

Separate Science GCSEs will:

- Give you a deep understanding of Science to allow you to make decisions on scientific issues
- Allow you to design and carry out experiments
- Enable you to analyse information and draw conclusions
- Encourage you to evaluate information

Progression Routes

Separate Sciences are an ideal foundation for A Level Chemistry, Physics or Biology, along with other vocational qualifications in areas such as engineering. Scientific skills and knowledge are desirable characteristic when applying for any further education course and are attractive to employers.

Future Careers

GCSE Science is relevant to an enormous range of jobs and careers including: Agriculture, computing, engineering, environmental science, historic research and preservation, horticulture, marine science, medical and healthcare, sports science, technicians, veterinary, food science, beauty therapy sciences, pharmacy services, polymer technology, dental technology and clinical laboratory support. Skills of analysis and evaluation are transferrable to any career choice.

Core GCSE: History

Contact: Miss Anderson – Acting Head of Department

Course Structure & Overview

Exam Board: AQA

Syllabus: 8145

Paper 1: Understanding the Modern World : Written Paper (8145 Section A/ 1B and Section B) 50%

Paper 2: Shaping the Nation: Written Paper (8145 Section A 2A and Section B) 50%

History is a very exciting, diverse and interesting subject to study. Studying GCSE History can lead to a whole host of exciting career options, including Journalism, Law, Business, Teaching and Marketing. This course is designed to develop your knowledge and understanding of both Medieval and Modern History. You will study the Norman Conquest, Nazi Germany, the history of medicine and surgery and the First World War. Along with studying a range of exciting topics, the course promotes and develops valuable skills such as communication, problem solving and analytical skills.

Course Content

The GCSE is made up of two sections:



Paper 1: Understanding the Modern World -Written Paper – 2 hours – 50% of GCSE

Section A (6 questions): Germany 1890-1945 Democracy and Dictatorship

This unit focuses on the development of Germany from a democracy to a dictatorship over half a century. Students will study closely the changes that occurred in Germany between the two world wars. Students will answer the question of how Germany went from a country led by a Royal family to that of a country under the control of one of the most notorious leaders Adolf Hitler. Students will look at how Hitler and the Nazi's came to power and

what life like under Nazi rule.

Section B (4 questions): Conflict and Tension 1894-1918

This unit focuses on the causes and events of the First World War and seeks to show how and why several European powers slid into a conflict and how that conflict resulted in millions of casualties. Students will study why there was so much tension between European powers at the beginning of the 20th century and how governments failed to prevent a European war. Students will look at events such as the assassination of Franz Ferdinand, the Battle of the Somme, Gallipoli, Passchendaele and the German Spring Offensive.



Paper 2: Shaping the Nation- Written Paper- 2 hours – 50% of GCSE

Section A (4 questions): Britain: Health and the people c1000 to present day

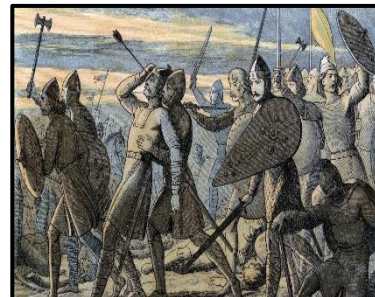
This thematic study focuses on how and why medicine, surgery and public health developed in Britain over a long period of time. Amongst other factors students will look at how the government, war and science have all impacted medicine. Students will study how surgery and battling infectious diseases progressed along with the impact of war on areas such as plastic

surgery, etc. Students will also assess the importance of the welfare system in Britain and the role of the NHS within this.

Core GCSE: History

Section B (4 questions): The Norman Conquest

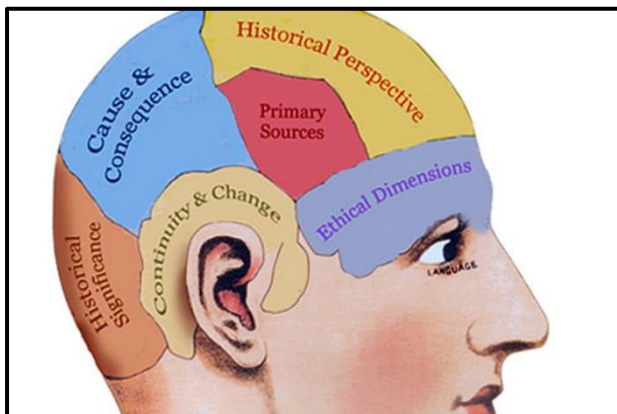
This unit focuses on the arrival of the Normans and the establishment of their rule. Students will study how and why William the Conqueror was victorious in 1066 and the method he used to control England. Students will build upon their KS3 knowledge and look at the feudal system, the Domesday Book and the Norman impact on the Church, as well as topics not covered in KS3 such as the development of towns under the Normans, and a more in-depth comparison of Anglo-Saxon and Norman society. This unit includes a study of a historical site and how it has impacted historical events in its locality and beyond – previous site studies have included Durham Cathedral, Pevensey Castle, the site of the Battle of Hastings, and the Tower of London.



Skills Developed

History involves:

- Excellent communication and presentation skills
- Understanding that events have been interpreted differently
- Using research and investigating evidence
- Constructing an argument
- Problem solving
- Being analytical
- Creativity
- Intellectual rigour
- Independence (including independent research)
- Effective time management
- Objective thinking
- Negotiation, questioning and summarising
- Deeper knowledge of political, social, and economic connections between local, national, and global communities



Progression Routes and Future Careers

Many of the students who enjoyed studying GCSE History have gone on to study A Level History. If post-16 is not for you, employers will value the History GCSE qualification as it encourages analytical, investigative and transferable skills. Future areas of careers include education, business, law, accountancy, politics, heritage organisations, architecture, the civil service, media, and the police

Pathway options



Example Post 16 Routes

A-Level History
A-Level Government and Politics
A-Level Law
A-Level Classical Studies
T-Level Education & Childcare



Degree Ideas

Modern History
Ancient History
History and Heritage Management
Archaeology
Anthropology
Journalism



Apprenticeship Ideas

Archaeological Specialist
Cultural Heritage Conservator
Historic Environment Advice Assistant
Cultural Learning and Participation Officer
Solicitor
Journalist
Library, Information and Archive Services


and armed forces – among many, many more!

Core GCSE: History

Examples Of Work

There's no getting away from the fact that GCSE History is largely based around extended writing. Almost all of the questions on the exams you will complete at the end of Year 11 require a minimum of two paragraphs – but the teachers in the History Department make sure that you have the opportunity to complete activities, make notes, plan exam answers and practice answering exam questions on plenty of occasions before your real exams!


Part 1



1. Heavy losses on the Gallipoli peninsula led to the end of the stalemate, a new plan is needed for a break-through.

2. Winston Churchill, First Lord of the Admiralty, convinced British Government that a breakthrough can be made on the Dardanelles Strait.


Part 2



3. The plan was to take Gallipoli and the Dardanelles, giving access to the Sea of Marmara.

4. From the sea of Marmara, access could be gained to the Black Sea via the Bosphorus, a narrow strait.

Part 3



5. Allied commanders decide that a land attack would have to be launched to capture the Peninsula before a naval attack could succeed.

6. The Turks put mines in the Dardanelles and the fleet shelled the warships, causing death and setbacks.

Note taking

1. April 1915, British trench and ANZAC troops attack Gallipoli Peninsula, supported by German naval vessels. British Admiral Lord Curzon is in charge of the operation.

2. British is a complete failure for the Allies. The British side could have attacked the Gallipoli Peninsula from the sea.

3. From the sea of Marmara, access could be gained to the Black Sea via the Bosphorus, a narrow strait.

4. From the sea of Marmara, access could be gained to the Black Sea via the Bosphorus, a narrow strait.

5. Allied commanders decide that a land attack would have to be launched to capture the Peninsula before a naval attack could succeed.

6. The Turks put mines in the Dardanelles and the fleet shelled the warships, causing death and setbacks.

Reasons

- Turks were prepared.
- Plan failed to break through (Ottoman leadership)
- Warships were shelled.
- Bad conditions → diseases.

I think the main reason the Gallipoli plan failed was due to the leadership and strategies of the plan. The plan was dependent on every precise outcome, therefore when the Turks were one step ahead the Allies could never continue with the next step. This caused death and setbacks.

Practice exam question

Thursday 7th May 1915 (British War Office)

The British War Office has received a letter from the German Ambassador in London, Sir Gottlieb von Helldorf, dated 5th May 1915. The letter is as follows:

"I am sorry to hear that the British Government has decided to launch an attack on the Gallipoli Peninsula. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war."

Source 1 is useful because it tells us that the British Government has decided to launch an attack on the Gallipoli Peninsula. It also tells us that the British Government has decided to do this, as it will only lead to a prolongation of the war. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war.

Source 2 is useful because it tells us that the British Government has decided to launch an attack on the Gallipoli Peninsula. It also tells us that the British Government has decided to do this, as it will only lead to a prolongation of the war. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war. It is a pity that the British Government has decided to do this, as it will only lead to a prolongation of the war.

Overall, the two sources are very useful because they highlight the views of the German Ambassador, a neutral source, and the British War Office, a source written in Britain just after the announcement, which was in favour of an alliance meaning it is not biased.

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Core GCSE: Geography

Contact: Mr McEvoy – Head of Department

Course Structure & Overview

Exam Board: AQA

Syllabus: 8035

Paper 1: Living with the Physical Environment - 1 hour 30 minutes examination. 35% of GCSE. The topics include challenge of natural hazards, the living world, physical landscapes in the UK (Coasts and Rivers) and geographical skills.



The Challenge of Natural Hazards



The Living World



Physical Landscapes in the UK

Paper 2: Challenges in the Human environment - 1 hour 30 minutes examination. 35% of the GCSE. The topics include urban issues and challenges, the changing economic world, the challenge of resource management and geographical skills.



Urban Issues & Challenges



The Changing Economic World



The Challenges of Resource Management

Paper 3: Geographical Applications – 1 hour 15 minutes examination. 30% of the GCSE

The topics include issue evaluation, fieldwork and geographical skills.



Geographical Applications

All of the Papers and content you will study is exam based.

Geography is a broad based subject which provides lots of opportunities for future progression. For example, Geography is an obvious choice for careers in sustainability, green issues, urban regeneration, energy supply, retail and fashion and managing the effects of hazards and climate change just to name a few. For careers in the world of business, an understanding of global economic and politics forms an important part of Geography. If you are thinking of a career in law, human rights, international relations or welfare then Geography gives you the opportunity to consider relevant issues such as; *How do we measure development? What are the consequences of migration on society?* If you are working towards a future course in medicine or veterinary sciences then Geography is a good choice for you, as you will gain a clear understanding of how the environment affects health and survival of people, animals and ecosystems as well as enhancing your essays and extended report writing.

Frequently asked questions

Is GCSE Geography hard?

The short answer – Yes. There is no sugar-coating that GCSE Geography is difficult however all GCSEs are. Therefore, if you are thinking about not taking it because it is difficult you will just be replacing the option by another equally challenging GCSE. In the Geography department we believe that challenging yourself and your ability is a good thing and as a department we will ensure that we support you and adapt lessons so that each and every pupil can and will achieve the best possible result. See the box on our department historical achievement.

What have we learnt so far that will help us with the GCSE?

Throughout KS3 your curriculum has been carefully planned with the prospect of you taking GCSE Geography in mind. Therefore, all of the topics you will learn at GCSE level you already have some foundation knowledge for. Year 9 topics have been written specifically so that your transition into the GCSE topics taught in Year 10 are as smooth as possible.

Core GCSE: Geography

What can I actually do with GCSE Geography?

The harder question to answer here would be 'What can't you do with GCSE Geography'. Geography has officially been named the most facilitating subject. This means that it links and has skills which are involved in nearly all careers and future progression in life. More information about this can be found in the careers section. GCSE Geography is more than just being the next David Attenborough but rather as a person about to embark on adulthood and what opportunities the world has to offer. Geography will help you make informed choices, take part in discussions about current issues as well as solve local and global problems that may not even exist yet. What could be more relevant than learning more about the world that you actually live in?

Who teaches GCSE Geography?

Mr McEvoy teaches the majority of the GCSE classes as head of department. Miss Barron, Mrs Hughes and Miss Banks also teach GCSE Geography.

What type of questions are you asked?

Within the GCSE exams you will be asked a range of questions from 1 mark questions all the way up to 9 mark questions. There are also questions where 3 marks can also be awarded for SPaG (spelling, punctuation and grammar). Many questions in the exam come with figures. These may take the form of a photograph, graph, map or statistics/information. The questions with figures allow pupils to gain a starting point with answers and allow pupils to use new knowledge with revised knowledge. This is a perfect example of how the exam really enables pupils to think on the spot = think like a Geographer.

Which other subjects at GCSE level pair with Geography well?

Geography has been named the most facilitating subject. This means that it links with most if not all other subjects in some way or another. However, if you were to focus on a few subjects that link with Geography and the study of Geography helps your understanding across the curriculum, the following subjects below combine with the discipline well:

- Sciences – Geography is classed as a social science and through the study of physical Geography you learn about many natural processes that cross over into both biology and chemistry.
- Maths – Graph involves many graph and statistical skills
- English – Geography involves many questions which require long written answers, focussing heavily on SPaG. The use of tier 3 key words is common as well as understanding command words within exam questions.

Computer science – Within Geography you will learn about the advances in technology and how coding and computer systems enable productivity across the world to increase.

Historical achievement

The Geography department at Our Lady and St Bede continue to achieve some of the best results in the school and with high levels of teaching and learning continue to maintain above the national average progress scores. Below are some of the departments historical results so you can see for yourself you would be in capable hands if you were to opt for the subject:

2017-2018 cohort:

Performed above national average

Progress score +1.31

2018-2019 cohort:

Performed above national average

Progress score +0.91

2019-2020 cohort:

Performed above national average

Progress score +0.78

2020-2021 cohort:

Performed above national average

Progress score +0.88

Core GCSE: Geography

Skills Developed

By studying Geography, you'll gain an insight into a range of practical, social, economic and environmental issues. Geography offers the opportunity to tackle some of the most important issues facing modern society, from climate change, natural disasters, to overpopulation, global health and urban expansion. In addition to core geographic skills, for example field work and the use of specialist equipment, preparing maps and diagrams and using social survey and interpretative methods, you'll also develop a range of key skills that are relevant to many jobs and sectors:

- skills in research and data collection, analysis and evaluation
- mathematical and computational skills
- IT skills including GIS and data presentation
- written and oral communications skills, including report writing and presentation work
- the ability to understand abstract concepts and articulate these to a range of audiences
- planning and problem-solving skills
- creative thinking and the ability to recognise the moral and ethical issues involved in debates
- the ability to work independently and also in a team, taking on board ideas and coming to a consensus
- self-motivation and self-reliance
- time management and the ability to meet deadlines
- Interpersonal skills through debate, argument and discussion

Progression Routes

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond. Many of our students go on to study the subject at A Level. As many of the skills developed in the subject are transferable, they will also prove useful in vocational post-16 courses such as Leisure, travel and Tourism, retail and commercial enterprise and social sciences. Many employers value GCSE Geography due to the variety of skills the subject develops. This will also enable students to apply for apprenticeships in areas such as engineering, the service sector and other skilled based jobs.

Opportunities for future Careers

Future careers include teaching, advertising, travel and tourism, armed forces, town planner, journalism, meteorologist, sales, project worker, national park worker, environmentalist, marketing, cartography and landscape design, commercial and residential surveyor, consultants, Information systems officers (Computer science), education, astronomer, international aid and development worker, architect, manager, market researcher, sustainability consultant, transport.

What do employers say?

The dynamism of studying Geography is sought after by employers. In fact, in a 2010 and 2020 poll students and graduates who had studied Geography had the lowest rates of unemployment. Geography helps you to make sense of the world around you. It is a hand on subject which is extremely relevant to the changing world we live in. Employers and universities see Geography as a robust academic subject which is rich in skills, knowledge and understanding.

Pupil testimonies

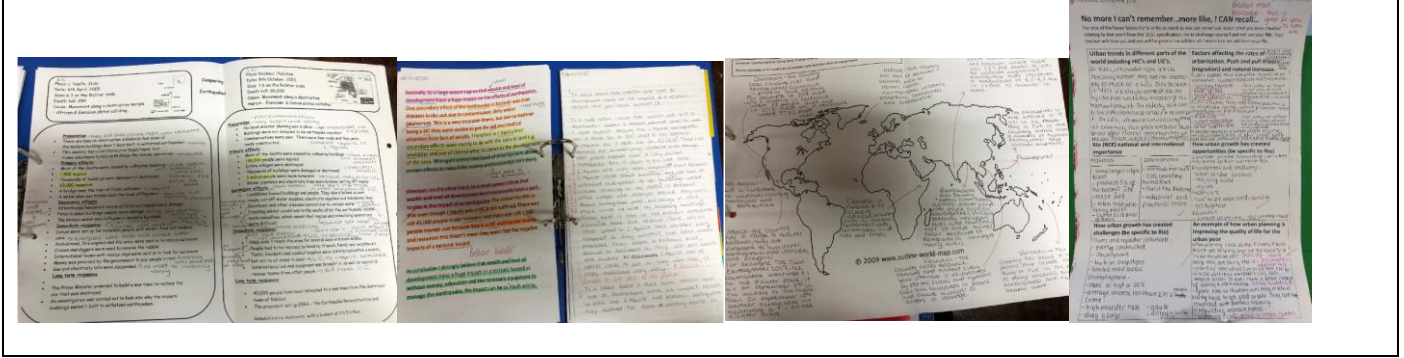
"I can use my geographical knowledge everyday so learning about the world will help in a job that I choose. Geography GCSE had opened my eyes more to the world I live in and honestly I feel like I have learnt a lot more about my everyday life." – **Pupil from class of 2022.**

"I enjoy learning about the things that impact the world we live in today" – **Pupil from class of 2023.**

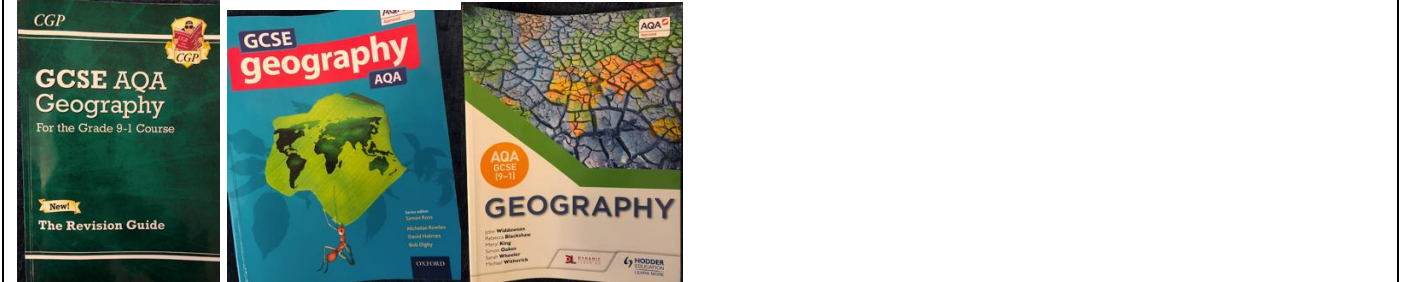
"I really like geography and I think it is a good subject because of how enjoyable it is. It isn't an easy subject and somethings it may take time to understand. For some subjects it just feels like you don't want to learn the content because you find it boring but with Geography, you keep wanting to learn more and more and you just find it so interesting." - **Current GCSE pupil**

Core GCSE: Geography

GCSE work examples



Revision guides and exam text books



GCSE Option: Foreign Languages: French or Spanish

Contact: Miss B Garcia (Spanish) / Mr J Race (French)



Our current Y9 pupils have the option of studying French or Spanish. The GCSE MFL curriculum will extend each pupil's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently to confidently express their own ideas and opinions in a foreign language. Pupils will also develop their cultural understanding of the world around them, focusing on Spanish/French speaking countries.

We will focus on the four key skills (listening, speaking, reading and writing) and use authentic sources where possible to enable pupils to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

Did you know that over 80% of the world's population do not speak English as a native language?

In today's world, it is becoming increasingly evident that learning another language will not only make you modern citizens; fully appreciating and understanding the world in which you live, but it will also open up exciting opportunities and new horizons for both leisure and work purposes.



IS MFL THE RIGHT COURSE FOR ME?

If you are passionate about languages or want to learn a skill that will build your confidence as a communicator or give you a broader cultural outlook, then languages is definitely a path for you. In addition, having a second language is a highly valued skill by employers and universities which could naturally lead you into a career in any field of your choice.

If you want to work in an increasingly globalised world, a command of a second language is key for future employment regardless of the field of study.

PROGRESSION ROUTES

Pupils can continue to A Level in a modern language depending on their decision post GCSE. However, if you do not want to continue to this course post-16, colleges, universities and future employers will recognise and value this qualification as it is an Ebacc subject. In addition, those pupils wanting to study other languages post-16 will find them more accessible.



GCSE Option: Foreign Languages: French or Spanish

HOW WILL I BE ASSESSED?

The external GCSE exam consists of four parts, (listening, reading, writing and speaking), each worth 25% of the overall GCSE grade. The four exams will take place at the end of Year 11 and students will sit either the foundation or higher tier. The listening and reading exams will consist of comprehension activities (such as multiple-choice questions, open-ended questions, true/false, etc.) which students will have to answer in English or French/Spanish. The speaking and writing exams will aim to elicit spontaneous language from the students and will include various tasks ranging from photo-cards to role-play or open-ended questions.

HOW USEFUL IS LEARNING FRENCH?

- French is the official language of 29 countries and about 45% of modern English words are of French origin. Studying French will help you understand English.
- There are around 220 million French speakers worldwide.
- French is ranked the 2nd most influential language in the world.
- French is the 2nd most spoken language in the E.U. and the 11th most spoken language in the world.
- French is the 3rd most useful business language.



HOW USEFUL IS LEARNING SPANISH?

- Spanish is the official language of 22 countries and is now the most spoken language in the USA too.
- There are 493 million native speakers of Spanish worldwide and if you speak English and Spanish, you can communicate with 80% of the world population!
- Spanish is 1 of 6 official languages of the UN.
- Spanish is the 3rd most used language on the internet and 2nd most popular language of social media.
- It is predicted that 7.5% of the world's population will speak Spanish by 2030.

CAREERS

CAREERS IN FOREIGN LANGUAGE

IF YOU LIKE FOREIGN LANGUAGES, CONSIDER ONE OF THESE CAREERS.

FLIGHT ATTENDANT	NURSE
HOSPITALITY WORKER	PEACE CORPS WORKER
INTERNATIONAL BUSINESS	SOCIAL WORKER
INTERNATIONAL LAWYER	TEACHER / PROFESSOR
INTERPRETER	TOUR GUIDE
LINGUIST	TRANSLATOR
MILITARY PERSONNEL	TRAVEL AGENT

WOODBURNPRESS.COM

Some of the possible future careers include:

- ✓ Media, Publishing, Journalism, Photography, Blogging...
- ✓ Translation and Interpreting (in multiple fields of study)
- ✓ Tourism and Hospitality
- ✓ United Nations, Diplomacy, Government intelligence
- ✓ Company Management
- ✓ the Entertainment and Sports sector
- ✓ Teacher (either in the UK or abroad)
- ✓ Armed Forces, the Police, the Civil Service
- ✓ And many others! Law, Fashion, Customer Services, Science...

You will also have the opportunity to work in your field of study in a foreign country, for example, a doctor in Mexico, a journalist in France, the possibilities are endless with a second language!

GCSE Option: Physical Education

Contact: Mr Woods

Course Structure & Overview

Exam Board: AQA
Syllabus: 8582

Component 1: Written examination: 1 hour and 15 minutes 30% of the qualification

Component 2: Written examination: 1 hour and 15 minutes 30% of the qualification

Component 3: Non-examined assessment: internally marked and externally moderated 30% of the qualification

Component 4: Non-examined assessment: internally marked and externally moderated 10% of the qualification

If like many people you enjoy sport, physical activity and keeping fit and if you have an interest in how the body works and develops in terms of fitness and how we can make the most of our skills and abilities then GCSE Physical Education is a course for you. The qualification blend together opportunities for students to develop their physical skills and levels of physical fitness with the development of the knowledge and understanding of scientific theory in areas such as biology, physiology, psychology and sociology.

Course Content

The GCSE is made up of 4 components:

Component 1: The human body and movement in physical activity and sport - Written examination: 1 hour and 15 minutes 30% of the qualification

Topic 1: Anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Component 2: Socio-cultural influences and well-being in physical activity and sport - Written examination: 1 hour and 15 minutes 30% of the qualification

Topic 1: Health, fitness and well-being

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated 30% of the qualification

75 marks, (25 marks per activity) One team activity, one individual activity and a free choice from the list published by the DfE Skills in isolation Skills in a competitive/ formal situation.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated 10% of the qualification

25 marks Aim and planning analysis Carrying out and monitoring the PEP Evaluation of the PEP.

Skills Developed

GCSE Physical Education builds on the understanding developed at Key Stage 3, supporting a smooth transition to the next level of study. It encourages learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. It also helps students develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances.

Progression Routes

Many of the students who enjoyed studying GCSE Physical Education have gone on to study A Level Physical Education or BTEC Diplomas in Sports and Exercise Science. The course also a good lead into personal fitness instruction qualifications.

Future Careers

Future careers include sports coaching, physiotherapy, scientific research, fitness instruction, nutritionist and dietician and teaching.

GCSE Option: Physical Education

Pupil Voice

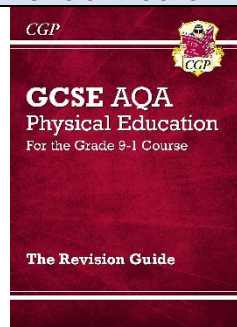
Pupil A

GCSE PE has been a brilliant insight into sport. I play a lot of sport but have never thought about it in the depth that we cover. It has amazed me as I have understood how the body works and reacts during exercise to increase perform. I have really enjoyed studying the Psychology topics and the training methods.

Pupil B

I have really enjoyed studying GCSE PE. I love playing sport and the fact my practical ability can increase my academic result has been very helpful to me and allowed me to pass my targeted grade. I really enjoy the lessons because sport is something I love, and it has given me a greater understanding what goes on behind the scenes as elite sports clubs.

Revision Books



Cambridge National in Health and Social Care

Contact: Mrs Law – Health and Social Care Teacher



Course Structure & Overview

Exam Board: OCR

The course will provide learners with knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both personal development and future economic well-being.

Students will cover two mandatory units and one optional unit.

Course Content

Cambridge National Health and Social Care is made up of three sections:

Unit R032: Principles of care in health and social care settings (40%)

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

1 hour 15 mins written paper, OCR set and marked

Unit R033: Supporting individuals through life events (30%)

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life.

You will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.

10-12 hours of ongoing non-examined assessment (NEA*)

Optional unit (currently R035*)

Unit R035: Health promotion campaigns (30%)

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.

10-12 hours of non-examined internal assessment (NEA*)

Cambridge National in Health and Social Care

Skills Developed

You'll develop a range of skills which will help you succeed not only in the workplace but also in other subjects too. These skills include:

- effective verbal communication
- presentation skills
- creative thinking
- problem solving
- research and planning.

No matter what you progress on to – the skills you'll learn from a Cambridge National will prepare you for the future.

Progression Routes

This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care, A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

Future Careers

The careers that start from Health and Social Care are endless – Nurse, Midwife, Social Worker, Occupational Therapist, Paramedic and more.

GCSE Option: Computer Science

Contact: Miss Futo – Head of Computer Science



Course Structure & Overview

Exam Board: OCR

Syllabus: J277

Unit 1: Computer Systems 50%

Unit 2: Computational thinking, algorithms and programming 50%

Programming Project 0%

Computing Science – Inspiring and Challenging! Technology is advancing, Computer Science is constantly changing and Computer Science qualifications will keep you ahead of the game! Anyone that enjoys programming and working with the “nuts and bolts” of a computer will enjoy this course. The Computer Science course is designed to teach concepts and develop techniques that have long-term value and support progression to higher education and beyond, as well as giving students a hugely engaging and stimulating experience of Computer Science.

Course Content

GCSE Computer Science is made up of three sections:

Unit 1: Computer Systems - Written Paper – 1½ hours – 50% of GCSE

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental issues associated with Computer Science. Students will also become familiar with computing related mathematics.

Unit 2: Computational Thinking, Algorithms and Programming – Written Paper – 1½ hours - 50% of GCSE

Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

Programming Project - 0% of GCSE

This is the non-exam assessment where students will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they learn during the course. Students will develop programming and research skills, and understand how to design, develop, test and evaluate their own software creations. This unit will help them to develop skills needed for their programming paper.

GCSE Option: Computer Science

Skills Developed

Computer Science involves:

- Critical thinking, leadership and teamwork
- Analysis and problem solving
- Programming and coding
- Designing and testing your own programming
- The theory of how computers work
- Critically evaluating, testing and improving code

Progression Routes

Many of the students who enjoyed studying GCSE Computer Science have gone on to study A Level Computer Science or gone into Web Design. Employers and apprenticeships will value the discipline of this GCSE qualification as it encourages critical thinking, technical and problem solving skills.

Future Careers

Future careers include, database administrator, games developer, information systems manager, IT consultant, programmer, systems analyst & developer and web designer & developer. You will never look back and think that you have never used the skills you learnt in computer science, as computing skills became more important in the job market. The technology field is one of the fastest growing and highest paid industries, IT industries account for a large proportion of available jobs in the County Durham and Teesside area.

BTEC Option: Tech Award in Digital Information Technology

Contact: Miss L Gilliland



Course Structure & Overview

Exam Board: Pearson

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (internally assessed)

Component 2: Collecting, Presenting and Interpreting Data (internally assessed)

Component 3: Effective Digital Working Practices (externally assessed)

BTEC Tech Award in Digital Information Technology is a practical introduction to life and work in the industry, students can explore the sector while: developing technical skills and techniques, planning a digital solution for a given brief and developing an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

The course has two internally assessed components, and one that's externally assessed. These components build on each other to motivate students by helping them put what they've learned into practice and grow in confidence.

Course Content

BTEC Tech Award in Digital Information Technology is made up of three sections:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (internally assessed)

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2: Collecting, Presenting and Interpreting Data (internally assessed)

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Component 3: Effective Digital Working Practices (externally assessed).

Learners will explore how organisations use digital systems and the wider implications associated with their use.

Skills Developed

- Creative design and technical knowledge
- Critical thinking, leadership and teamwork
- Analysis and problem solving
- Critically evaluating, testing and improving

Progression Routes

During the course, students can assess whether the digital industry aligns with their expectations, by providing them with an insight into the skills and knowledge they'll need to succeed in this sector.

After completing the course, students can continue on to further vocational study with a BTEC National in IT or Computing at Level 3. They could also progress to a Computer Science AS or A Level, as well as apprenticeships or traineeships. Students will gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

Future Careers

IT Project Management, Technical Support, Cyber Security, Digital Marketing, Infrastructure Engineer, Software Development Technician, Graphic Designer, Digital Artist, Technical Support, Data Analyst, Software Developer

GCSE Option: Music

Contact: Mr P. Walker – Director of Performing Arts



Course Structure & Overview

Exam Board: WJEC Eduqas

Syllabus: GCSE (9-1) Music - C660QS

Component 1: Performing 30% - Teacher assessed, externally moderated

Component 2: Composing 30% - Teacher assessed, externally moderated

Component 3: Appraising 40% - Written Examination – 1 hour 15 minutes

Let's clear up a myth first: "I won't take music because I don't want to be a musician". Wrong! Music isn't just for students who want to go on and have a career in performing. Music is one of the most creative subjects on offer as it focusses on practical, composing and analytical skills. The 'World Economic Forum' spoke to business leaders across the world and they voted 'creativity' as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects like Music are becoming even more important and relevant in order to give students the chance to stand out and succeed – whatever their ambition.

Course Content

During this course, we will be exploring a wide range of music through a number of listening, performing and composing activities. The course is split into 3 components and here is what is expected for each component:

Component 1: Performing - 30%

- Minimum of two pieces, lasting a total of 4-6 minutes
- One piece must be ensemble (group piece) lasting at least one minute
- One piece linked to an Area of Study (see below)
- You can use any instrument or voice

Component 2: Composing - 30%

- Two pieces of music, with a total duration of 3-6 minutes
- One in response to a brief set by WJEC (there are 4 to choose from each year)
- One free composition – ANY style you want to write in

GCSE Option: Music

Component 3: Appraising - 40%

This is a written / listening exam. There are 8 questions; 2 on each of the following areas of study:

AoS1: Musical Forms & Devices (including a set work*)

AoS2: Music for Ensemble

AoS3: Film Music

AoS4: Popular Music (including a set work*)

**a set work is a piece of music that everyone learns in greater detail.*

Skills Developed

Your practical skills of composing and performing music will be refined and will demonstrate creativity, reflection and resilience, as well as developing your confidence and presentation skills.

Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too!

You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing your analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

Progression Routes

In the short term, GCSE Music provides the perfect transition to AS and A-Level Music. Looking further into the future, the possibilities are endless – Music will enable you to demonstrate many skills which employers, colleges and universities are looking for.

Future Careers

The skills learnt at GCSE Music can be applied to a wide range of jobs across all industries and sectors.

Future careers in the music industry could be: musician; sound producer; recording engineer; music therapist; music teacher (private); music journalist; armed forces musician; music publisher; music technician; music / copyright lawyer; musical director; session musician; and many, many more.

GCSE Option: Drama

Contact: Mr P. Walker - Director of Performing Arts



Course Structure & Overview

Exam Board: Eduqas

Syllabus: GCSE (9-1) Drama – QAN: 601/8420/6

Component 1: Devising Theatre (Practical) 40% - Teacher assessed, externally moderated

Component 2: Performing from a Text (Practical) 20% - Marked by Eduqas (visiting examiner)

Component 3: Interpreting Theatre (written exam) 40% - 1 hour 30 minutes

Drama is a practical, engaging and creative course. It provides opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. Studying Drama at GCSE will give you the tools and life skills to become a confident, open minded person who isn't afraid to create, perform or do a bit of public speaking! In the age of Zoom, Teams and FaceTime, how many businesses wish they had more people who were calm under pressure and confident in front of a camera?

Course Content

Over this two-year course, you will have the opportunity to devise, perform and respond to drama in a range of different genres. This is done across three components:

Component 1: Devising Theatre – 40% - coursework, externally moderated

- Pupils will devise, perform and evaluate their performance:
 - **Devising:** create and develop ideas to communicate meaning for performance (30 marks)
 - **Realising:** apply theatrical skills to realise artistic intentions (30 marks)
 - **Evaluating:** analyse and evaluate their own work (15 marks)

Component 2: Performing from a Text – 20% - performance, visiting examiner

- Pupils will perform two extracts from one play (contribute as a performer or designer)
 - Live Performance (60 marks)
 - Artistic intentions (150 words), ungraded but submitted to examiner

Component 3: Interpreting Theatre – 40% - written exam

- Written examination lasting approx. 1 hour 30 mins.
 - **Section A:** Questions on a set text (45 marks)
 - **Section B:** Analyse and evaluate one piece of live theatre (15 marks)

GCSE Option: Drama

Skills Developed

No subject teaches you to work well in a team like GCSE Drama! You will always be working with a varying size of group and, in doing so, you will have to develop your patience, ability to compromise and your communication skills! In Drama, you will also develop discipline (which is acutely linked to your body language) and your ability to 'think on your feet' and improvise. Businesses in every sector are looking for people to take the initiative and have the ability to adapt. Aside from the developing your ability to be critical and be creative, Drama will help you to grow in confidence! Skills that you will need in any walk of life!

Progression Routes

Opting for Drama GCSE provides you with a good progression route to more advanced qualifications including BTEC L3 Acting or Performing Arts; A Level Drama; A Level Theatre Studies or A Level Performing Arts. Beyond KS5 you can then study at Degree level any Drama related subject like BA (Hons) Drama, BA (Hons) Drama and English or BA (Hons) Drama: Theatre Film and Television.

As with most creative subjects, though, the skills learnt in Drama are transferrable to a lot of different industries and sectors of the job market.

Future Careers

Pupils who study GCSE Drama are viewed as innovative, confident and successful people who can rise to any challenge and are highly sort after for jobs in a wide range of careers both within and beyond the creative sector.

Typical careers within the creative sector directly linking to Drama include: Actor/Actress; Sound or Lighting Engineers; Choreographer; Set Designers; Team leader (various organisations); Costume Designers; Theatre Director; Drama teacher.

GCSE Option: Fine Art

Contact: Mrs D. Pilling – Head of Creative Faculty

Course Structure & Overview

Exam Board: AQA

Component 1: Portfolio 60%

Component 2: Externally set assignment 40%

Students are assessed on their achievement towards the following four assessment objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Course Content

Fine art practice is the exploration of an idea, the process of conveying an experience or responding to a theme. The exciting part of Fine art is experiencing the wide range of media and processes as you develop your ideas. You will work in a creative environment and become an independent artist.

The GCSE is made up of two components.

Component 1: Portfolio – 60% of GCSE

A portfolio that consists of a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during your course of study.

Component 2: Externally set assignment – 40% of GCSE

You will respond to your chosen starting point from an externally set assignment paper evidencing coverage of all four-assessment objectives.

In Fine art you will develop knowledge and understanding through a variety of learning experiences and approaches whilst developing the skills to explore, create and communicate your own ideas.

The course consists of several projects covering areas such as

- Sea forms
- Natural forms
- Personal project

You will have the opportunity to work with a variety of techniques and processes appropriate to realising your intentions, for example: mark-making, monoprint, collagraph, assemblage, carving, photography and digital working methods.

You will demonstrate the ability to use a range of media and materials, appropriate to your intentions, for example: pencil, watercolour, acrylic, clay, pen and ink, charcoal, pastels, and digital imagery.

Skills Developed

Fine art changes the way we think and interact with the world around us. The skills you learn on the course will be useful in many different career paths. As well as learning the practical skills you will learn how to form an opinion, how to discuss, present and communicate your ideas, work as a team, and how artwork can impact on everyone's lives.

Progression Routes

Fine art provides a strong foundation for further study at AS and A-level as well as vocational pathways including BTEC and apprenticeships.

Fine art can also lead to a degree at university in any area of Art or Design.

GCSE Option: Fine Art

Future Careers

Careers directly related to Fine art include: Exhibition designer, Fine artist, working within Education, Illustrator, Museum/gallery curator or Printmaker.

Careers where fine art would be useful include: Art therapist, Arts administrator, Commercial art gallery manager, Interior and spatial designer, Museum/gallery exhibitions officer or Multimedia programmer.

The great thing about Fine art is the skills you learn are transferable in the workplace; the subject strengthens your creativity and problem solving.

GCSE Option: Three-dimensional Design

Contact: Mrs D. Pilling – Head of Creative Faculty

Course Structure & Overview

Exam Board: AQA

Component 1: Portfolio 60%

Component 2: Externally set assignment 40%

Students are assessed on their achievement towards the following four assessment objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Course Content

Three-dimensional design is all about the design, prototyping and modelling or making of functional and aesthetic products, objects, and environments. An exciting part of 3D design is the model making and all the different techniques and technology you use along the way in order to create them. Making prototypes of your design ideas and thought processes is a practical and hands on way to problem solve design briefs.

In this course you will develop sector-specific knowledge and skills in a practical learning environment.

The GCSE is made up of two components.

Component 1: Portfolio – 60% of GCSE

A portfolio that consists of a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during your course of study.

Component 2: Externally set assignment – 40% of GCSE

You will respond to your chosen starting point from an externally set assignment paper evidencing coverage of all four-assessment objectives.

The course will provide you with a variety of learning experiences and approaches whilst developing the skills to explore, create and communicate your own ideas.

The course consists of a several projects covering areas such as

- architectural design
- sculpture (ceramics and glass)
- product design

You will have the opportunity to work with a variety of media, materials and tools such as, specialist drawing materials, 2D design, Photoshop, Laser cutter, workshop tools, wood, metal, plaster, concrete, acrylic, ceramic and glass.

Skills Developed

There are design influences and creative minds at work all around us. Being a part of the design world not only impacts everyone around you, but it is a skill that will ultimately change how you see life. The skills you learn on the course will be useful in many different career paths. As well as learning about the practical skills of 3D design you will learn how to discuss, present and communicate your ideas, problem solve and work as part of a team, as well as consider costings of materials and budgets for projects.

GCSE Option: Photography

Progression Routes

Three-dimensional design provides a strong foundation for further study at AS and A-level as well as vocational pathways including BTEC and apprenticeships.

Whether you decide to study within a more specific design course or not, there is always overlap within the design principles you can learn. There is no straight path when working within design. For example, you will have knowledge in sectors such as graphic design also, as this is focused on type facing and written communication, which is relevant to any design practice. This helps make you a lot more open-minded and means your career options are a lot more vast.

Future Careers

Careers directly related to Three-dimensional design include: Exhibition designer, Furniture designer, Industrial/product designer, Architect, Interior and spatial designer.

Careers where Three-dimensional design would be useful include: Advertising art director, Graphic designer, Materials engineer, Product manager, Production designer, theatre/television/film and Purchasing manager.

The great thing about 3D design is that it is so broad, so the amount of knowledge at hand to learn is immense. The more you know about other design sectors like furniture, architecture, and interiors, the more it will help you within 3D design. Knowledge is power, so taking this with you in your future job roles will sure look impressive to your employer. Within the industry, you could work with people from different professions such as mechanical engineering and quantity surveying.

GCSE Option: Photography

Contact: Mrs D. Pilling – Head of Creative Faculty

Course Structure & Overview

Exam Board: AQA

Component 1: Portfolio 60%

Component 2: Externally set assignment 40%

Students are assessed on their achievement towards the following four assessment objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Course Content

Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

The GCSE is made up of two components.

Component 1: Portfolio – 60% of GCSE

A portfolio that consists of a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2: Externally set assignment – 40% of GCSE

Students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four-assessment objectives.

In this subject you will develop knowledge and understanding of the history of Photography by experimenting with traditional and non-digital Photography practices. This will include Photograms, Pinhole cameras and Cyanotypes as well as developing your own photographs in our dedicated Photography Dark Room. Lessons will move into the digital age by developing skills in Photoshop using digital media in one of our computer suites.

The course consists of several projects covering areas such as:

- Manipulations before digital
- Layers of light
- Renewal and decay

We also have a variety of digital and SLR cameras for you to use and borrow inside and outside of school. You will develop a professional portfolio of work through a variety of learning experiences and approaches whilst developing the skills to explore, create and communicate your own ideas and personal response.

Skills Developed

Photography involves:

Demonstrating the ability to use photographic **techniques and processes**, for example: lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes.

Demonstrating the ability use **media and materials**, for example: film, photographic papers, chemicals appropriate to darkroom practices, digital media, programs and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots.

Pupils will gain an understanding of Photoshop and learn editing and presentational skills.

GCSE Option: Photography

Progression Routes

Photography provides a strong foundation for further study at AS and A-level as well as vocational pathways including BTEC and Apprenticeships.

Photography can also lead to a degree at university in any area of Art, Design or Digital Media.

Future Careers

Careers directly related photography include: Graphic designer, Magazine features editor, Medical illustrator, Photographer, Press photographer, Television camera operator, Wedding Photographer, Photojournalist. Police Photographer, Commercial photographer, Food photographer, Landscape photographer.

Careers where photography would be useful include: Advertising art director, Film/video editor, Media planner, Working within education, Visual merchandiser, Web designer, Illustrator, Magazine editor, Designer, working in galleries and museums, Film director, Working in digital media, Art curator, Art historian.

GCSE Option: ACE - ASDAN

Contact: Mr Healey

Course Structure & Overview

Exam Board: ASDAN

The intention of our alternative curriculum is to; increase students' aspirations, instil resilience and self-belief when faced with challenges and elevate students' horizons by introducing new knowledge, skills and experiences.

Year 10: Personal Development Program (PDP)

ASDAN's Personal Development Programmes (PDP: Bronze, Silver and Gold) offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

Year 11: Certificate of Personal Effectiveness (CoPE)

The qualification offers imaginative ways of accrediting young people's activities. It promotes a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

Course Content

ASDAN Qualifications:

Year 10: Personal Development Program – Portfolio based

Module 1: Communication

Module 3: Sport and Leisure

Module 4: Home Management

Module 5: The Environment

Module 7: Health and Survival

Module 8: World of Work

Year 11: Certificate of Personal Effectiveness - Portfolio based

Module 1: Introduction to Improving own Learning and Performance

Module 2: Introduction to Working with Others

Module 3: Problem Solving

Module 4: Planning and Carrying Out a Piece of Research

Module 5: Communication through Discussion

Module 6: Planning and Giving an Oral Presentation

Skills Developed

Year 10: Personal Development Program

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy.

Year 11: Certificate of Personal Effectiveness

CoPE allows student to demonstrate capabilities in six employability skills: teamwork, independent learning, problem solving, research, discussion and oral presentation. These skills have been selected to boost students' confidence when applying for post 16 options as students can provide practical examples of where they have demonstrated these employability skills.

GCSE Option: ACE - ASDAN

Progression Routes

The course is developed to broaden students' skills to be able to discuss employability skills in applications and interviews for their post 16 options. Many of the students who have enjoyed studying ASDAN courses have gone on to apprenticeships such as, electrical engineering, brick laying or further education.

Future Careers

Throughout the course, careers are interweaved into the curriculum, we look at how students could create a career from the particular tasks or task area. Below is a list of a few future careers we discuss:

- Sports Coaching
- Chef
- Mechanic
- Bike Technician
- Lifeguard
- Outdoor Educator
- Entrepreneur

Pupil Voice

Pupil A

Pupil B

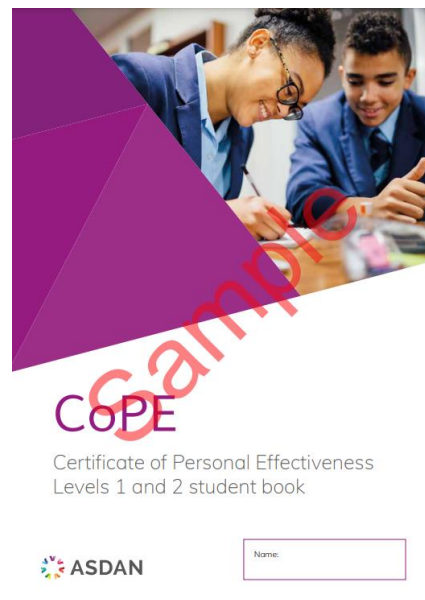
Revision Books

Work Books

Year 10:



Year 11:



Open Route

Now you have read about the different subjects, a reminder of what you now need to do...

Open Route with Alternative Curriculum

What you can choose to do:

You can choose 3 options:

One humanity (geography or history) or **One Modern Foreign Language** (Spanish or French – the language you have studied in KS3)

Alternative Curriculum (ACE)

One other subject

Please note that we can't say for certain that all courses will run until we have final numbers.

Finally ...

We will do our best to make sure you get what you want, but we cannot promise this for certain. For example, if there are too few pupils wanting to do a particular subject, we may have to cancel it. Similarly, if there are too many pupils wishing to do a course then we will need to talk to your subject teachers to ensure that the subject is the best choice for you.

CHOOSE YOUR OPTIONS CAREFULLY BECAUSE THERE WILL BE VERY LITTLE OPPORTUNITY FOR CHANGE ONCE THE COURSES HAVE STARTED.

How to choose:

Read the booklet carefully and make sure all your questions are answered before even thinking about a choice!

1. Make sure you and your parents/carers attend the **Options Evening on Tuesday March 5th from 4:15pm to 6pm**. Ask all the questions you have when you speak to the teachers for each subject so you fully understand what each course is about.
2. Discuss your choices with your parents/carers and teachers.
3. When you have made your choices, hand in your form to your **form tutor by Friday 15th March at the very latest**.
4. Once this is done, and everything is sorted out, we will let you know if there are any changes to your choices and Mrs Waugh or Mr Gibbon will speak to you if changes to your choices need to be made.

Key Dates

Key Dates for Year 9 Option Choices 2024

Activity	Date
Options Assembly – Pupils receive option choice booklets and have the process explained to them.	Monday 26 th February 2024 P5
Year 9 Options Experience – example KS4 lessons in normal lessons.	Monday 26 th February 2024 – Friday 8 th March 2024
Options Evening for Y9 parents and pupils.	Tuesday 5 th March 2024 4:15 – 6pm
Pupils choose option/s and return forms to their form tutor.	Tuesday 5 th March to Friday 15 th March
Option Form Return - Final Deadline	Friday 15th March
The school will look at what subjects will run and check with teachers about each pupil's choices.	Monday 18 th – Friday 19 th April (includes the Easter holidays)
Staff will speak to pupils about any issues with subject choices and look to choose alternatives if necessary.	Monday 18 th – Friday 19 th April (includes the Easter holidays)
Pupils given final details of option choices subject to staffing.	After Easter Holidays onwards

Open (ACE) Form

2024 Option Choice Form – Open (ACE)

Name: _____

Tutor Group: _____

Tutor: _____

Option	Choice 1 <i>(Put in this column your first choices)</i>	Reserve - Choice 2 <i>(Put in this column your second choices)</i>	Reason for Choice: (Highlight or circle that which applies)
Humanity (Geography or History) or Language (Spanish or French) <i>(the Language you have studied at KS3)</i>			Good at subject / Like subject / Future education/career / Variety in options selected / Try something new / Other / Have to do it
Alternative Curriculum	ACE		Good at subject / Like subject / Future education/career / Variety in options selected / Try something new / Other / Have to do it
Other Subject			Good at subject / Like subject / Future education/career / Variety in options selected / Try something new / Other / Have to do it

Pupil Signature: _____

Parent/Carer Signature: _____



OUR LADY & ST. BEDE

CATHOLIC ACADEMY