

Key Stage 4 Options Information Booklet

St. Anthony's Girls' Catholic Academy

The Open Curriculum



Dear Student,

You are about to enter an important stage in your school life. Over the next two years you will be following a range of examination courses that will provide you with your first school certificates and, hopefully, lead to further success in the Sixth Form and beyond.

In our school we want to provide you with the best possible education. To do this, we set high standards and help you do the very best you can. Our students have enjoyed considerable success in their examinations in the past and we are confident you will maintain this tradition in the future.

Up to now you have been studying a wide range of subjects as part of a balanced curriculum that has provided you with a firm foundation for your GCSEs. In fact, you have followed a range of subjects that has met all of the requirements of the National Curriculum.

In September you will progress to Key Stage 4, where each of the subjects taught have a specification which takes a certain amount of lesson time to get through. This makes it impossible to study an unlimited number of subjects in Years 10 and 11; you need to make some choices.

To reach the best possible solution we make sure you follow courses that you have to do to fulfil the requirements of the National Curriculum and then we give you a choice of subjects to take up the rest of your time in school. Therefore, some of your subjects will be compulsory (we call them the **core subjects**), and some are optional. The optional subjects may be traditional GCSE and/or vocational qualifications. There is more information about both of these types of qualification later in this booklet.

At St. Anthony's we have carefully monitored your progress over the last three years. Looking at the progress you have made in your subjects, we feel the best route for you to take is '**Open**'.

Please read this options booklet carefully, it will give you an overview of the route you will be following and the options you can choose within it. It is an exciting time in your education where you get to make some choices, please make sure that you consider them carefully and follow the advice that is given to you.

Yours faithfully,

Mr M McDonagh
Assistant Headteacher

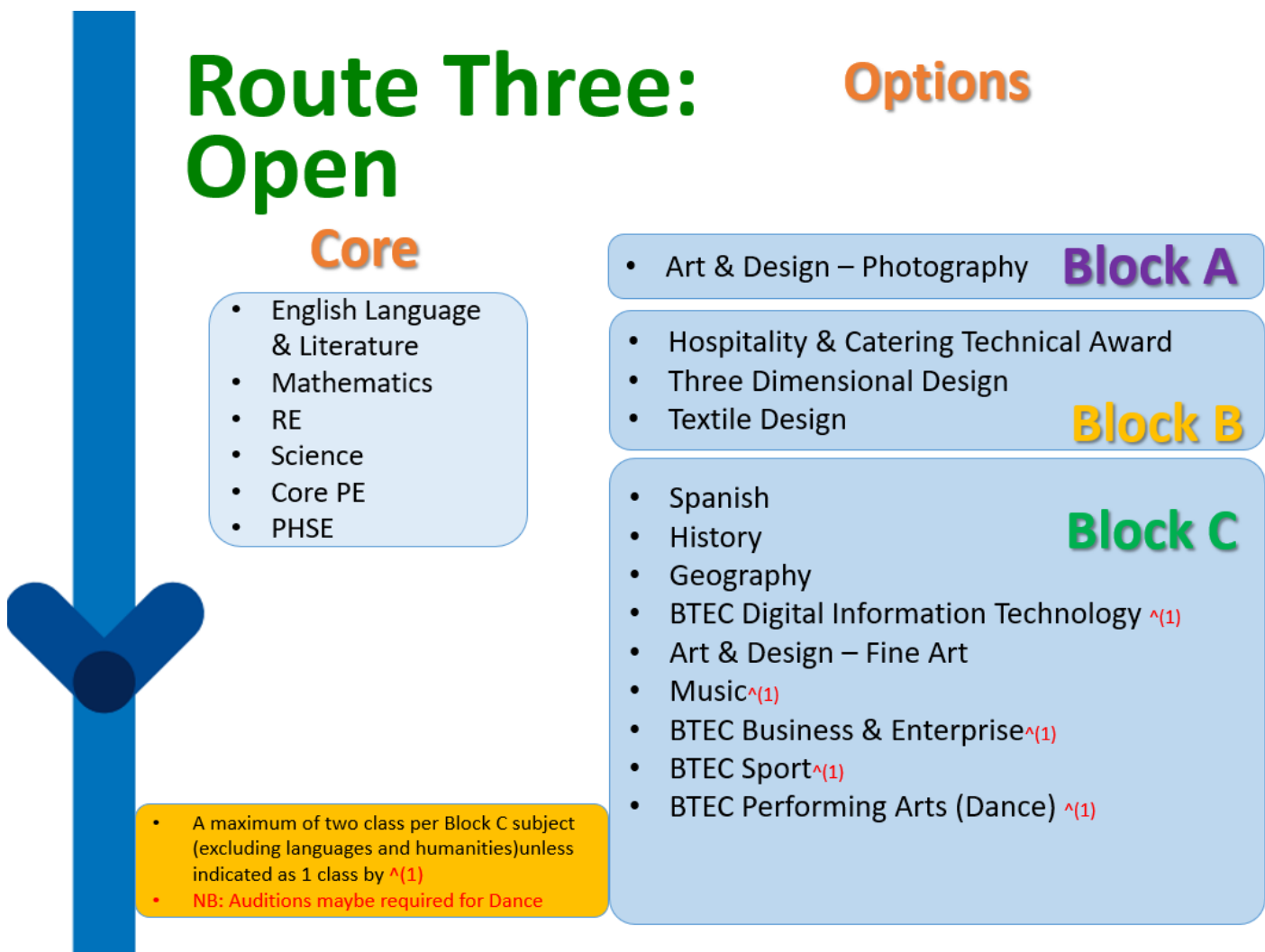
What is the Open Curriculum?

This curriculum route allows students to undertake traditional core GCSE subjects alongside optional traditional GCSE and/or a vocational subject. This route will offers students the opportunity to study across a wide range of curriculum areas developing skills that will give wider opportunities for students post Key Stage 4; the Open Curriculum route is tailored to students who will thrive in by studying new subjects alongside favorites from Key Stage 3. There is no compulsion to take a humanity or a modern foreign language.

What are my options within this route?

You must take the core subjects. As well as this, you must make some choices, and choose **one '1st choice' subject from each option block**, the blocks are outlined below. From Block A all students will study Photography. From Block B you can make one choice from Hospitality & Catering, 3D Design or Textiles Design. From Block C you can choose one option from the subjects listed.

The study of music requires a proficiency in a musical instrument or an ability to sing. If unsure, please discuss your suitability with your music teacher.



The Core Subjects

***The core subjects are followed by all students at St. Anthony's.
They provide the essential basis for study beyond Key Stage 4.***

The courses that you must follow in Years 10 and 11 are:

- GCSE Mathematics
- GCSE English Language & Literature
- GCSE Religious Education
- GCSE Combined Science/Triple Science (see below)
- PHSE (not examined)
- Core PE (not examined)

Triple Science Selection

Teachers and leaders in science have been closely monitoring your progress since you started at St Anthony's. They will use this knowledge and data, including performance in assessments taken in year 9 and 10, to inform whether or not you will study triple science. It is important to note that access to A-Level science courses is possible following the study of either combined or triple science, as long as the grades at GCSE are strong enough.

Types of Qualification – an Overview

GCSE

- GCSE qualifications are graded using the 9-1 system
- Assessment is usually terminal examination papers; this means that you are assessed purely through written examination papers at the end of Year 11
- In a small minority of subjects, there is a coursework component to the course. This coursework is usually completed under controlled conditions
- The vast majority of GCSE courses require large bulks of knowledge to be recalled and understood

Vocational

- Graded using the BTEC system (Distinction*, Distinction, Merit, Pass)
- One BTEC qualification is equivalent to one GCSE qualification
- Assessment of BTEC courses is usually a combination of portfolio work (coursework, often completed under exam conditions) and terminal examination papers
- BTEC courses are often work-related, and are valued by further education institutions and colleges

Making the Right Choice

We are asking you to make choices about which subjects to study in Years 10 and 11. You may not have decided on a career path yet and you are finding your choices difficult. Do not worry about this; you are not alone. Even if you have a good idea now about a future career you may find that you change your mind in the months to come.

In our school we help you through this time in two ways. Firstly, we have designed the options system in such a way that it will give you a balanced choice of subjects that will let you take different career paths in the future, even if you do change your mind. Secondly, we provide you with ongoing careers education throughout Years 9, 10 and 11.

You should choose a subject because you really want to do it and not just because your friends have chosen it. Remember, you may not be put in the same class as they are and so you should not let this influence your choices. Also, please be aware that we cannot guarantee your favourite teacher so do not pick an option because you like your current teacher; it is the subject that matters.

Your parents/carers play an important part in giving you support and guidance. They will have read your school reports and followed your progress very closely, so they are in a good position to give you unbiased advice.

What happens next?

When you have finally made up your mind about which subjects to take, you will need to complete an online options form. This will be shared with you soon, and a clear deadline will be set for its return.

Sometimes there is a situation where too few, or too many, students choose a particular subject. If we do not have enough resources to put on extra classes, we may need to use your backup choice. This happens on very few occasions and we try as far as possible to give you what you ask for. We will only use your backup choice if we really need to. If this happens, we will speak to you about the change.

All of the option forms are then processed and the lists given to the Heads of Department who will decide which class you will go into if there is more than one class.

Your Guide to Key Stage 4 Courses

The following pages give you the details of all of the courses that are available in Years 10 and 11, including the core subjects. Each of the available courses are listed below.

Core Subjects

- English Language & English Literature
- Mathematics
- Religious Education
- Combined/Triple Science
- PHSE
- Core PE

Teacher to contact

Miss K Wallis
Mrs. T Armstrong
Mr. D Harrison
Dr. G Emery
Mrs. L Dudley
Mrs. A Roddam

GCSE Courses

- Geography
- History
- Spanish
- French
- Art & Design - Fine Art
- Art & Design – Photography
- Art & Design - 3D Design
- Art & Design - Textile Design
- Music
- Sociology

Mrs. H Carey
Mrs. A Dakin
Mrs. R Robertson
Mrs. R Robertson
Mr. D Campbell
Mr. D Campbell
Mrs. K Wallace
Mrs. K Wallace
Miss A Lockey
Mr. D Walker

Vocational Courses

- BTEC Business & Enterprise
- BTEC Sport
- BTEC Performing Arts (Dance)
- Eduqas Vocational Award in Hospitality & Catering
- BTEC Digital Information Technology

Miss R Prestwood
Mrs. A Roddam
Mrs. A Roddam
Mrs. K Wallace
Mrs. T Robinson

You should read this information carefully as it will tell you about what you will study in each course and how it is assessed. These are things that you should take into account when choosing the right course for you.

Core subject: GCSE Religious Education

This GCSE takes a distinctive issues-based approach to the study of Catholic Christianity. It integrates a 75% study of Catholic Christianity, with a 25% study of Judaism. Component 1 is entitled Foundational Catholic Theology, Component 2 is entitled Applied Catholic Theology and Component 3 is entitled Judaism. The course will enable learners to gain knowledge and understanding of two religions: Catholic Christianity and Judaism.

Theme 1: Foundational Catholic Theology (37.5%)		Assessment: 1-hour 30-minute exam
Section 1: Origins and Meaning	This theme requires learners to consider Catholic Christian and non-religious beliefs about the origins and value of the universe and human life. It covers key themes such as: <ul style="list-style-type: none">• Creation• imago Dei• The Bible	
Section 2: Good and Evil	This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. It covers key themes such as: <ul style="list-style-type: none">• evil• responses to evil• Jesus	
Theme 2: Applied Catholic Theology (37.5%)		Assessment: 1 hour 30-minute exam
Section 1: Life and Death	This theme requires learners to consider religious beliefs about the nature of life and death. It covers key themes such as: <ul style="list-style-type: none">• death• heaven• hell• judgement	
Section 2: Sin and Forgiveness	This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. It covers key themes such as: <ul style="list-style-type: none">• capital punishment• Eucharist• evangelisation• forgiveness	
Theme 3: Study of Judaism (25%)		Assessment: 1-hour exam
Section 1: Beliefs and Teachings	<ul style="list-style-type: none">• Nature of the Almighty• Shekhinah• Messiah• Covenants• Life after death	
Section 2: Practices	<ul style="list-style-type: none">• Acts of worship• The Tenakh and Talmud• Prayer• Shema• Rituals• Features of a synagogue	
Careers/Further Study Links:		
Further Study: A-level Religious Studies		
Careers Links: Law, Nursing, Doctor, Counsellor, Politician, Religious Orders		

Further information is available from Mr Harrison

Core subject: GCSE English Language & English Literature

All students in Years 10 and 11 study **GCSE English Language** and **GCSE English Literature** as a two- year linear programme of study. These two separate GCSE qualifications are 100% examination and all examinations take place at the end of Year 11.

GCSE ENGLISH LANGUAGE

The GCSE English Language qualification requires students to explore creative reading and writing and engage with writers' techniques, viewpoints and perspectives. The course is 100% examination which takes place at the end of Year 11.

A separate award is made for English Spoken Language skills; the tasks for this award will consist of presenting ideas, responding to questions and feedback, and using Standard English.

Topics covered	Resources available
Explorations in creative reading and writing	
<p>Reading</p> <p>The content will be literature fiction texts from the 20th century or 21st century.</p> <p>The genre will be prose fiction and will include extracts from novels and short stories.</p> <p>Students will read a literary fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</p> <p>The focus will be on reading to retrieve information and infer, to analyse language and structure, and to evaluate writers' methods and key ideas.</p> <p>Writing</p> <p>The focus will be writing a narrative or descriptive piece for a specific purpose and audience.</p> <p>Students will demonstrate their narrative and descriptive writing skills.</p> <p>The writing will inspired by the topic responded to in the reading tasks.</p> <p>A written prompt, scenario or visual image will provide the stimulus for the writing piece.</p>	<p>A range of stimulus materials will be provided by teachers for the 'Explorations in creative reading and writing' examination.</p> <p>Literature texts studied will be 20th and 21st century novels.</p> <p>Students will use the academy's online platform, GCSE Pod and BBC Bitesize for homework and revision.</p> <p>Students may also wish to use the materials available on the AQA exam board website:</p> <p>http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/</p>
Writers' Viewpoints and Perspectives	
<p>Reading</p> <p>The content will be non-fiction texts from a range of different 19th and 20th/21st century genres.</p> <p>Genres will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.</p>	<p>Links to future careers:</p> <p>Advertising and Media Executives;</p> <p>Journalism;</p> <p>Public Relations;</p> <p>Law;</p> <p>Social Work;</p>

<p>Students will read two linked sources from different time periods and genres, and consider how different perspectives or viewpoints are presented to influence the reader.</p> <p>The focus will be on reading to retrieve information, to identify different viewpoints, to analyse language, and to compare writers' viewpoints across different non-fiction texts and centuries.</p> <p>Writing</p> <p>The focus will be writing to present a viewpoint for a specific purpose and audience.</p> <p>Students will demonstrate their persuasive and argumentative writing skills.</p> <p>The writing will be inspired by the topic responded to in the reading tasks.</p> <p>A written prompt or scenario will provide the stimulus for the writing piece.</p>	<p>Teaching;</p> <p>Writing;</p> <p>Librarianship and many more.</p>
--	--



GCSE ENGLISH LITERATURE

The GCSE English Literature qualification requires students to read and respond to a range of literary texts. The course is 100% examination which takes place at the end of Year 11.

Topics covered	Resources available
<p><u>Shakespeare and the 19th-century novel</u></p> <p>Shakespeare</p> <p>The content will be one Shakespeare play and students will study the whole text.</p> <p>The focus will be on critical reading skills, understanding of explicit and implicit meanings in the play, and evaluation of Shakespeare's choice of vocabulary, grammatical and structural features.</p> <p>The 19-century novel</p> <p>The content will be a 19th century novel and students will study the whole text.</p> <p>The focus will be on critical reading skills, understanding of explicit and implicit meanings in the novel, and evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p><u>Modern texts and poetry</u></p> <p>Modern texts</p> <p>The content will be a post-1914 drama text and students will study the whole text.</p> <p>The focus will be on critical reading skills, understanding of explicit and implicit meanings the text, and evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Poetry</p> <p>The content will be poetry from one of the following clusters: 'Love and relationships' or 'Power and conflict'.</p> <p>The examination will also include unseen poetry from the chosen genre and will include poetry written between 1789 and the present day.</p> <p>The focus will be analysis and comparison of the content, themes, structure and language of a range of poetry.</p>	<p>The following will be provided for study in school:</p> <p>The Shakespeare play will be:</p> <p><i>Romeo and Juliet.</i></p> <p>The 19-century novel will be:</p> <p><i>A Christmas Carol</i></p> <p>The modern drama text will be:</p> <p><i>An Inspector Calls.</i></p> <p>The poetry texts will be from the 'Power and Conflict' cluster.</p> <p>A range of study materials will be provided by teachers for the examinations.</p> <p>Students will use the academy's online platform, GCSE Pod and BBC Bitesize for homework and revision.</p> <p>Students may also wish to use the materials available on the AQA exam board website:</p> <p>http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/supporting-resources</p> <p>Links to Future Careers:</p> <p>Advertising and Media Executives;</p> <p>Journalism;</p> <p>Public Relations;</p> <p>Law;</p> <p>Social Work;</p> <p>Teaching;</p> <p>Writing;</p> <p>Librarianship and many more.</p>

Further information is available from Miss K. Wallis

Core subject: GCSE Mathematics

Mathematics is studied by everyone in KS4. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade, 5 is a good pass and 4 is a standard pass.

Year 10/11

Topics Covered	Resources Available
<p>The aim of the Mathematics course at GCSE is to:</p> <ul style="list-style-type: none">• develop fluent knowledge, skills and understanding of mathematical methods and concepts• apply mathematical techniques to solve problems• reason mathematically and draw conclusions• comprehend, interpret and communicate mathematical information in context. <p>During their GCSE course students will study a range of content under the following topic areas of Number, Algebra, Ratio, Proportion and Rates of Change, Statistics and Probability and Geometry and Measures as detailed below.</p> <p>Number: <i>Fractions, Percentages, Decimals, Ratio, Indices and Surds and Standard Form</i></p> <p>Algebra: <i>Equations and Inequalities, Sequences, Graphs of Functions, Quadratics and Functions</i></p> <p>Ratio, Proportion and Rates of Change: <i>Ratio, Proportion, Speed, Density and Pressure</i></p> <p>Statistics and Probability: <i>Collecting Data, Displaying Data and Averages and Probability</i></p> <p>Geometry and Measures: <i>Geometry, Area and Volume, Angles, Transformations, Pythagoras, Trigonometry, Constructions, Circles and Vectors</i></p> <p>During Year 10 and 11 pupils will work towards their GCSE in Mathematics. The tier of entry will be decided based on the work completed in Year 10 with further assessment in Year 11 including mock examinations.</p> <p>Topic based tasks and longer assessments will take place throughout Year 10 and 11 on all the content studied.</p> <p>Not all tiers of entry will cover all of the above topics.</p>	<ol style="list-style-type: none">1. Students will be provided with a range of resources in lessons as well as revision resources as appropriate.2. After assessments and mock examinations students will be given tasks which focus on their areas for improvement in order to give them the opportunity to respond to their feedback. This will be more detailed for longer assessments.3. All students will continue to have access to Sparx Maths. Students are set a weekly online homework which includes interactive online teaching and learning. Students can also access independent learning materials which can be used for their revision.4. Various free websites contain excellent resources for students to use; MathsGenie and CorbettMaths are extremely useful.5. The Mathematics Department. Staff are available for any questions or queries about any aspect of the GCSE course.6. Students can use their dedicated Teams site to access revision materials.



Assessment

This course consists of 3 final examinations in May / June of Year 11. Each paper is worth $\frac{1}{3}$ of the overall grade in Mathematics. Paper 1 is a non-calculator paper examination and Papers 2 and 3 are the calculator examinations. Each paper is 90 minutes in length.

Future Studies / Careers

With regards to future studies, Mathematics and Further Mathematics A levels are well established at St. Anthony's and St Aidan's 6th Form. Students wishing to continue their studies to degree level can choose from a large number of universities and apply their skills in many industries including; Business and Finance, Engineering, Education, Planning and Design, Sciences, Medicine and Health and PE and Sports.

Further information is available from Mrs. T Armstrong

Core subject: GCSE Science (Combined or Triple)

At Key Stage 4 pupils will either take Combined Science or follow the individual sciences (triple) route. Both courses will allow students to study the fundamental scientific concepts and topics outlined below:

Biology	Chemistry	Physics
Cell biology Infection and response Bioenergetics Homeostasis Inheritance Ecology	Atomic structure Periodic table Bonding Quantitative chemistry Chemical changes Organic chemistry	Forces Energy Waves Electricity Magnetism and Electromagnetism

Getting the Choice Right

It is essential that students are placed onto a course of study that allows them to fulfil their potential and also offer them progression Post-16. Students will be selected for their GCSE Science course based upon evidence from year 9 assessment data in conjunction with the professional opinions of the science staff to direct the students into the appropriate Key Stage 4 course.

Students will be selected for one of the following courses: **AQA GCSE**

Combined Science

This course provides students with a good background in the Sciences.

It covers a range of interesting and challenging topics from biology, chemistry and physics. Students will achieve a double weighted GCSE grade in 'Combined Science'; most students in Year 10 will follow this route.

AQA GCSE Biology, Chemistry & Physics

This course covers additional material when compared to the 'Combined Science' course and therefore requires more lesson time. Like the combined science course the scientific disciplines are taught separately but unlike the combined science award there are separate GCSEs awarded for each subject. The additional content in this course is more challenging and is therefore only appropriate for students selected by the science department.

Assessment

Pupils are both courses will be continually assessed throughout each module by a range of methods including homework and classwork, questioning in class, assessments based on past examination questions and assessments that require an extended writing response.

Post-16 Science Requirements

Students can go on to study A-level and BTEC Science from either GCSE course, provided they meet the entry requirements. There is no reason a Combined Science student cannot be as successful as a triple award student at A-Level/ BTEC.

Did You Know?

Success in Key Stage 4 Science will allow you to study Biology, Chemistry or Physics at Post-16, which can lead to thousands of potential careers such as engineering, medicine, nursing, pharmacy, teaching, research scientist, etc.



Further information is available from Dr. G Emery (Head of Science)

Core subject: Core Physical Education (PE)

Physical Education is part of the curriculum for every pupil at St. Anthony's. Pupils in Years 10 & 11 receive two hours of PE per fortnight.



PE lessons offer the opportunity to take part and enjoy a wide range of physical activities and sports including; netball, football, basketball, badminton, tennis, cricket, rounders, trampolining, gymnastics, health-related fitness, outdoor adventurous activities, athletics and leadership. Pupils will be physically active for sustained periods of time to support them in leading healthy, active lives.



Pupils take on different roles such as; performer, coach and official to develop self-esteem, co-operative learning, leadership and respect for others. We nurture positive values and attitudes in Physical Education to provide a good foundation for life-long learning and develop leadership and teamwork qualities, enabling pupils to be ready for further education and the world of work.

Further information is available from Mrs.A Roddam (Head of PE)



Why Geography is Important

- **Understand Global Issues:** Learn about climate change, natural disasters, and how human actions impact the environment.
- **Explore Cultures:** Discover how people live in different parts of the world and the challenges they face.
- **Be Prepared for the Future:** Geography helps you understand the skills needed to tackle global challenges such as sustainability and resource management.

What Will You Learn in AQA GCSE Geography?

1. **Living with the Physical Environment:**
 - Natural hazards (volcanoes, earthquakes, tropical storms)
 - Ecosystems, rainforests, and deserts
 - UK physical landscapes (rivers and coasts)
2. **Challenges in the Human Environment:**
 - Urban issues and challenges
 - The changing economic world
 - The challenge of resource management (including water, food, and energy)
3. **Geographical Applications:**
 - Issue evaluation based on a pre-release booklet
 - Fieldwork in both physical and human environments
4. **Geographical Skills:**
 - Map reading and data analysis
 - Conducting investigations
 - Problem-solving and decision-making



Top Skills You'll Develop

- Critical thinking and analysis
- Communication and teamwork
- Problem-solving and decision-making
- Map and data interpretation
- These are transferable skills that will benefit you in any career path you choose.

Careers with Geography

Choosing Geography can open doors to a wide range of careers, such as:

Career	Description
Environmental Scientist	Work to protect the environment and tackle climate change.
Urban Planner	Design and improve towns and cities.
Travel and Tourism	Work in the global tourism industry.
Geographical Information Systems (GIS) Specialist	Use data to solve real-world problems.
Teacher	Inspire the next generation of geographers!

Your AQA Geography GCSE Course Will Include:

- **Case Studies:** Real-world examples from around the world, including:
 - Rio de Janeiro (Brazil)
 - Urban regeneration in Newcastle
 - Deforestation in the Amazon rainforest
- **Fieldwork:** Hands-on learning experiences outside the classroom, including two compulsory fieldwork investigations. Students will visit Blyth to carry out human and physical geography fieldwork
- **Exams:** Two main papers covering physical and human geography topics, plus a geographical applications paper based on issue evaluation. All exams are 1 hour and 30 minutes.

Ready to Choose AQA Geography?

If you're ready to:

- Explore the world
- Understand current global issues
- Gain practical and valuable skills

Then AQA GCSE Geography is the perfect subject for you!

Speak to your Geography teacher today to find out more

Further information is available from Mrs. H Carey (Head of Geography)

Option subject: GCSE History (Eduqas)

This course is designed to enable pupils to develop and demonstrate both knowledge of Historical periods and skills. There are no tiered papers in History and therefore a high standard of literacy is required to access the exam papers. The course is examined through two exam papers at the end of Y11.

An outline of topics is provided below. All year 9 pupils will have already studied the first element of the **Changes in health and medicine in Britain** unit in their History lessons in the Summer term. The topics already covered at year 9, and the further topics studied in year 10 and 11 are outlined below. All content is examined at the end of year 11.

Topics Covered throughout the course

Component 1: Studies in Depth – The Elizabethan Age (early modern study)

Students will study the reign of Elizabeth I including her character, how effectively she ruled as a queen, challenges from home and abroad such as the Spanish Armada and Mary Queen of Scots, Shakespeare and popular entertainment in Elizabethan England and lifestyles of the rich and poor.

Component 1: Studies in depth - Germany in transition 1918-1939

Students will study the political, social and economic developments in Germany from 1918-1939 including the impact of World War One, Weimar government and opposition, the rise of Hitler, Nazi consolidation of power, the impact of the Nazis in the lives of ordinary Germans including women and young people and Hitler's role in the outbreak of the Second World War.

Component 2: Studies in breadth – the USA 1929-2000

Students will study the Wall Street Crash and its social and economic impact on the USA, the fight for civil rights in the 1960s, social change such as changes in music, entertainment, media and literature; changes in youth culture and student protest; the changing role of women and the USA's role as superpower in the Cold War

Component 2: Studies in breadth - Changes in health and medicine in Britain

Student will study how medicine has changed from the end of the Romans to the present day. They will study how understanding of the causes of disease, medical knowledge, prevention and treatments have changed over time and the factors that have caused these changes. This component also includes a case study on one aspect of medical development set by the examination board in advance.

History leads to a wide variety of careers in the professions (law, education, medicine etc), the civil service, the heritage industry, the performing arts, and the armed forces. Many go on to study the subject at A Level and at University before embarking on a specific career.

Speak to your History teacher today to find out more

Further information is available from Miss. A Dakin (Head of History)

Option subject: BTEC Award in Digital Information Technology

Name of Course: Level 1/2 BTEC Award in Digital Information Technology 603/7050/6

Exam Board: Pearson

Curriculum Outline

Unit 1 - Exploring User Interface Design Principles and Project Planning Techniques - Internally assessed coursework.

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. As digital technologies and organisations continue to evolve, each new development offers new and exciting ways of completing tasks and interacting with our hardware devices. Each new development opens up a new project with a new set of user requirements that needs to be solved. In this component you will learn different project planning techniques that can be used to both plan and deliver a project that meets a set of user requirements. They will use this understanding to plan, design and create a user interface.

This unit has 3 learning aims:

LOA: Understand user interface design for individuals and organisations

LOB: Be able to use planning techniques to plan and design a user interface

LOB: Be able to review a user interface.

Unit 2 - Collecting, Presenting and Interpreting Data - Internally assessed coursework.

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. This component will help to develop your understanding of how to represent information in different ways to give it more meaning. The component will help you to progress to further vocational or academic qualifications. It will enable you to develop transferable data manipulation tools that you can use to make effective decisions in all areas of study and employment.

The unit has 3 Learning aims:

LOA: Understand how data is collected and used by organisations and its impact on individuals

LOB: Be able to create a dashboard using data manipulation tools

LOC: Be able draw conclusions and review data presentation methods.

Unit 3 - Effective Digital Working Practices – Externally assessed.

You will explore how organisations use digital systems and the wider implications associated with their use. This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

Learning Aim A: Modern technologies

Learning Aim B: Cyber Security

Learning Aim C: The wider implications of digital systems

Learning Aim D: Planning and communication in digital systems



Learning & Assessment Method

Graded at Distinction*, Distinction, Merit and Pass. Equivalent to a GCSE Unit 1 and 2 will be assessed through the completion of set assignment brief relating to a vocational scenario, with clear deadlines. Tasks are mapped to learning aims and criteria with clear evidence requirements. Unit 3 is assessed through a written paper which is sat in either Feb/June. The exam is 1 hour 30 minutes and has questions totaling 60 marks.

Curriculum Intent

The BTEC Digital Information Technology Award prepares students with high quality skills and knowledge for a successful future. The award gives the learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. In year 10 we will cover the development of key skills that prove their aptitude in digital information such as project planning, designing and creating user interfaces and create dashboards to present and interpret data. They will follow the process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct. They will learn how organisations can use technology safely including cyber security when working in a digital organisation.

Career and Learning Progression

ICT/Computing is forever changing and rapidly, at St. Anthony's we ensure our students are ready to enter the digital capital of the world. The knowledge and skills they develop taking this course will give them a basis for further study in a range of subjects and allow them to consider career paths which include: Computing, IT, engineering, Game design, Networking, creative and scientific or to go onto an apprenticeship or entry-level employment where their understanding of technology will be relevant. Practically every path to employment will need some IT skills and with this course we ensure you are more than capable of entering the digital world well equipped

Further information is available from Mrs. T Robinson (Head of Computer Science)

Option subject: GCSE Modern Foreign Languages – French or Spanish



The Modern Foreign Languages department offers a GCSE in Spanish and French in Years 10 and 11. The work you have done in Years 7-9 provides an excellent foundation for success at GCSE if you decide to continue with your learning journey in this language.



Why study a language?

- Languages open doors. They make you stand out to universities and employers in any career. Studying a language at GCSE helps you to keep your options open for the future, even if you don't know what you want to do yet.
- Taking a language builds confidence. You learn to think differently, problem-solve and express yourself clearly.
- Language lessons are fun, engaging and varied. As well as studying the language, you will learn about the culture and customs of France/Spain.

Topics, skills and assessment

As part of the MFL GCSE course, you will develop your knowledge of vocabulary, phonics and grammar through the study of the following engaging and varied topics:

- Theme 1 – People and Lifestyle (*Identity, relationships, healthy living, education and work*)
- Theme 2 – Popular Culture (*Free time activities, customs and festivals, celebrity culture*)
- Theme 3 – Communication and the World around us (*Travel and tourism, media and technology and the environment and where people live*)

Within these topic areas you will be asked to give your opinions and develop your knowledge and understanding in all 4 language learning skills. The GCSE aims to develop language skills in a variety of contexts and encourage a greater knowledge and understanding of grammar. It encourages a more imaginative and creative use of the foreign language and offers insight into the culture of the countries where the language is spoken. In an increasingly globalised market, it is essential to develop language learning skills, a skill highly valued by employers.

Assessment takes place at the end of Year 11 across all four key skill areas:

- Paper 1: Listening, including comprehension questions and dictation tasks
- Paper 2: Speaking, including role play, read aloud task, short conversation, and photo card discussion
- Paper 3: Reading, including comprehension questions and translation into English
- Paper 4: Writing, including written responses to bullet points and translation into the target language

All assessment content will be made up of vocabulary from a prescribed list of words that you will study throughout the GCSE course. Each skill area is worth 25% of the overall GCSE.

The Study of a Second Foreign Language

Any student who displays a keen interest and talent for language learning has the opportunity to study a second foreign language at GCSE level. As well as Spanish, you also have the opportunity to study a GCSE in French. This is a beginner's course covering the same topics, skills and assessments as Spanish. Please note that this second language course will only run should sufficient numbers of students want to take up the course.


Why study a second foreign language?


- Universities and employers love languages – having two languages is a real achievement and will help you stand out from the crowd.
- Two languages show commitment and ability, and they're useful in a variety of careers such as medicine, travel and business.
- Learning a second language can make learning languages easier as you have developed the necessary skills such as vocabulary learning, de-coding and problem solving.
- Learning two languages will give you an even deeper cultural understanding, opening doors to different cultures, ways of thinking, and traditions, which broadens perspectives and builds empathy and global awareness.


This is an academically challenging but also highly motivating course. Many pupils who study two foreign languages go on to study a language at A Level.

Further information is available from Mrs. R Robertson (Head of Modern Foreign Languages)

Option subject: GCSE Art & Design (Fine Art)

Topics Covered in Year 10	Resources Available
<p>All of the coursework covered in years 10 and 11 forms the Portfolio Unit. This portfolio of coursework is worth approximately 60% of the full GCSE Fine Art certificate.</p> <p>Sketchbooks and journals form a large part of the work students produce and these are historically exciting and creative allowing students to explore and develop ideas within their own personal artistic interests.</p> <p>Students work in a variety of media, including painting and drawing, print making and photography. This course is very wide and varied meaning the skills taught and developed apply to a variety of different courses and career areas applicable to student's future studies.</p> <p>Module 1 - Food</p> <p>Students use a wide variety of media to produce work based on the word 'Food'. This project affords students an introduction to the course and its expectations whilst tackling an easily accessible subject matter. Direct observation is key to all projects as well as experimentation and exploration. A personal journey for each student is encouraged, meaning students can choose to interpret the question, type of food used and style of artwork explored. Artists and craftspeople will be used to add context and influence the project. Staff facilitate progress through verbal feedback and formal feedback on a half termly basis.</p> <p>Clear target setting is used and students become proficient at time management and developing work over time.</p> <p>A final outcome will be completed at the end of term 1 reflecting the progress made over this project.</p>	<p>Examples of the work of a number of given artists will be available in the art room and given by staff in a variety of ways. Teaching and learning is diverse and interactive with students developing an excellent skills base as well as historical context.</p> <p>All rooms are well equipped with artist's materials including painting, drawing and print making materials should a student wish to take their ideas into these mediums. IT equipment is also available to incorporate digital aspects of photography and digital manipulation should this be appropriate to a student's personal development.</p> 
<p>Module 2 – The Formal Elements</p> <p>Students use a wide variety of media to produce work based around the theme of 'The Formal Elements.' This can be anything from everyday objects or influences to a broader engagement with local cultures or landmarks. This topic is deliberately broader than the opening theme to allow students a range of different avenues to explore, relevant to their own interest in the Art and Design world. Direct observation is key to all projects as well as experimentation and exploration. Personal artistic style is explored more in this topic, including elements of abstraction and the successful manipulation of painting and drawing materials. A personal journey for each student is encouraged. Artists and craftspeople will be used to add context and influence the project. These are all dictated by students ensuring their interest is sustained, whilst maintaining a clear dialogue with staff about the direction and intentions of their project.</p> <p>A Final outcome will be completed at the end of each element as well as several potential interim pieces along the way.</p>	<p>Students begin to specialise with certain materials and a deeper focus on the assessment objectives and criteria are apparent. Students begin to work on any areas which may require improvement to add consistency to their portfolio. Staff feedback and guidance helps identify areas of improvement ensuring students answer the full course comprehensively leading to excellent outcomes and ultimately good final results and grading.</p> 

<p>Module 3 – The Formal Elements</p> <p>Students are advised on several starting points but this is an opportunity for students to develop and design their own projects completely from scratch. This method of working allows students to focus on a personal topic in which they have a real artistic interest and passion. As before, experimentation and exploration are key as staff facilitate the progress of individual students.</p> <p>This project runs over the final term of year 10 and the first term of year 11.</p>	 <p>Gallery visits (both day and residential) are included in the summer term to give students the experience of seeing Art and Craft first hand. Some of our previous excursions have included The Hepworth Wakefield and The Yorkshire Sculpture Park for year 10</p>
<p>A final piece along with several interim pieces should be produced as the project progresses.</p>	<p>Where appropriate international trips and visits are organised. Previous destinations include Venice, Barcelona, Amsterdam and Paris.</p>

Topics Covered in Year 11	Resources Available
<p>Module 1</p> <p>Student's personal Formal Elements projects will continue to be worked on this year as the major piece of portfolio work with a number of students producing more than one final outcome as a result of extensive and in-depth developmental work.</p> <p>The final selection for the portfolio is up to the choice of the student and this often takes place as a discussion between staff and pupils. Coursework is normally completed before the Christmas holidays at the beginning of year 11.</p> <p>Module 2 - Externally Set Task</p> <p>All students are given a choice of exam questions for the Controlled Test. This unit of work makes up the remaining 40% of the course. These questions or topics are set by AQA in early January and form the basis for the work of Module 2 and Module 3 in year 11. The deadline for the completion of the exam unit is usually in April. Students do not sit a formal exam, however, this exam unit and the production of a final outcome must be completed under controlled conditions set down by the exam board. A sketchbook of preparatory work is completed between January and April. Students are then given two full school days off timetable (10 hours altogether) to produce a final outcome in response to their selected exam question.</p>	<p>Students have vast resources to work from and a very wide variety of media to help them produce interesting and exciting outcomes, following all four assessment objectives and their own personal targets. By this point students will have a good understanding of the demands of the course and also their potential grade as their coursework draws to a close.</p> 
<p>Module 3</p> <p>Some students use this time to complete outstanding areas of their portfolio and others produce smaller mini-projects developing a certain skills base or improving upon an area which needs further evidence or advancement across the whole portfolio.</p>	<p>The course leads directly into A Level Fine Art as well as having strong links to other A Level subjects such as Photography. We often have students who choose to pursue this subject through to degree level and it also informs other university and career choices.</p>

Further information is available from Mr Campbell

Option subject: GCSE Art & Design (Photography)

Topics Covered in Year 10

Resources Available

All of the coursework covered in years 10 and 11 forms the Portfolio Unit. This portfolio of coursework is worth approximately 60% of the full GCSE Photography certificate.

Digital Portfolio's using PowerPoint form a large part of the work students produce and these are historically exciting and creative allowing students to explore and develop ideas within their own personal photographic interests.

Students work with a variety of media and materials including Canon DSLR cameras. This course is very wide and varied meaning the skills taught and developed apply to a variety of different courses and career areas applicable to student's future studies.

Module 1 – Camera Settings and Techniques – Shutter Speed and Aperture

Students begin by looking at the historical context and development of the cameras and the different settings of the camera that can be manipulated to create the best possible creative outcomes. Students use a variety of manipulation techniques, both physically on the camera and in post-production to edit raw images.

This project affords students an introduction to the course and its expectations whilst tackling easily accessible subject matter. Direct observation and gathering of primary source imagery is key to all projects as well as experimentation and exploration. A personal journey for each student is encouraged, meaning students can choose to interpret the settings/themes as they please, under the guidance and support of staff. Photographers will be used to add context and influence the project and its stylistic outcome. Staff facilitate progress through verbal feedback and formal feedback across each module. Clear target setting is used and students become proficient at time management and developing work over time.


A Final series of outcomes will be completed at the end of Module 1 reflecting the progress made linked to Shutter Speed and Aperture.

Examples of the work of a number of given photographers will be available in the Art and Photography rooms and given by staff in a variety of ways. Teaching and learning is diverse and interactive with students developing an excellent skills base as well as historical context.

All rooms are well equipped with photographic materials including cameras, lighting and backdrops. IT equipment is also available to incorporate digital aspects of photography and digital manipulation.



<p>Module 2 – Camera Settings and Techniques – ISO (High and Low Key Photography) and Compositional Techniques</p>	
<p>Students continue their exploration of important Camera Settings and Techniques, looking at the role of ISO and Composition in an outcome. Students understanding of editing techniques continues to grow as well as their confidence in using the camera to best effect. Themes</p>	<p>Students begin to specialise with certain media, techniques and processes and a deeper focus on the assessment objectives and criteria are apparent. Students begin to work on any areas which may require improvement to add consistency to their portfolio. Staff feedback and guidance helps identify areas of</p>
<p>within each of the camera settings or techniques may occur, for example, portraiture through high and low photography, or landscape work through</p> <p>These can be personalised by students to add interest to the work and improve personal investment. Again, direct observation and the gathering of primary sources is key to all projects as well as</p> <p>Personal style is explored in this topic founded in the roots of selected photographers, including elements of abstraction and the successful manipulation of digital software. A personal journey for each student is encouraged. Photographers and movements will be used to add context and influence the project. These are all dictated by students and staff ensuring their interest is sustained, whilst maintaining a clear dialogue with staff about the direction and</p> <p>A Final series of outcomes will be completed at the</p> <p>Module 2 reflecting the progress made linked to ISO and composition.</p>	<p>improvement ensuring students answer the full course comprehensively leading to excellent outcomes and ultimately good final results and grading.</p> 
<p>Module 3 – The Formal Elements Students are several starting points but this is an opportunity for students to develop and design their own projects completely from scratch. This method of working students to focus on a personal topic or topics in which they have a real photographic interest and passion. As before, experimentation and exploration are key as staff facilitate the progress of individual students linked to the formal elements of Shape/Form and Texture/Pattern.</p> <p>This project runs over the final module of year 10 and the first module of year 11.</p> <p>A Final series of outcomes will be completed at the</p> <p>Module 3 reflecting the progress made linked to Line, Shape/Form and Texture/Pattern.</p>	<p>Gallery visits (both day and residential) are included in the summer term to give students the experience of seeing and gathering photography first-hand. Some of our previous excursions have included a local tour of interesting landmarks including, Tynemouth Priory, Penshaw monument and Durham Cathedral.</p> 

Topics Covered in Year 11	Resources Available
<p>Module 1 - The Formal Elements</p> <p>Student's personal Formal Elements projects will continue to be worked on this year as the major piece of portfolio work with a number of students producing more than one final outcome as a result of extensive and in-depth developmental work. This module will focus on the formal elements of Space, Colour and Tone</p>	<p>Students have vast resources to work from and a very wide variety of media to help them produce interesting and exciting outcomes, following all four assessment objectives and their own personal targets. Students must invest time outside of class, gathering high quality raw imagery which can then be edited in school and added to portfolio's. By this point students will have a good understanding of the demands of the course and also their potential grade as their coursework draws to</p>
<p>The final selection for the portfolio is up to the choice of the student and this often takes place as a discussion between staff and pupils. Coursework is normally completed before the Christmas holidays at the beginning of year 11.</p> <p>Module 2 - Externally Set Task</p> <p>All students are given a choice of exam questions for the Controlled Test. This unit of work makes up the remaining 40% of the course. These questions or topics are set by AQA in early January and form the basis for the work of Module 2 and Module 3 in year 11. The deadline for the completion of the exam unit is usually in April. Students do not sit a formal written exam, however, this exam unit and the production of a final outcome must be completed under controlled conditions set down by the exam board.</p> <p>A PowerPoint of preparatory work is completed between January and April. Students are then given two full school days off timetable (10 hours altogether) to produce a final series of outcomes in response to their selected exam question.</p>	<p>a close. Students will also have an understanding of different camera settings and techniques as well as the key formal elements and be able to manipulate them best effect, achieving quality photographic outcomes.</p> <div data-bbox="863 741 1530 1379">  </div>
<p>Module 3</p> <p>Some students use this time to complete outstanding areas of their portfolio and others produce smaller mini-projects developing a certain skills base or improving upon an area which needs further evidence or advancement across the whole portfolio.</p>	<p>The course leads directly into A Level Photography. We often have students who choose to pursue this through to degree level and it also informs other university and career choices such as Advertising, Marketing and development of Social Media platforms.</p>

Further information is available from Mr. D Campbell (Head of Art)

Option subject GCSE Art & Design: 3D Design or Textile Design



This course offers you two pathways to choose from: 3D Design or Textiles Design. Art and Design equips you with the knowledge and skills to enjoy, produce and engage with the visual arts throughout your lives, and it has immense value as a GCSE subject.

engage



GCSE Art and Design provides the opportunity for you to explore:

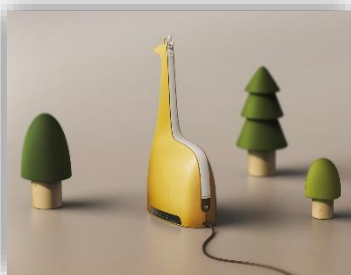
- both contemporary and historical sources of art, craft and design first hand through, for example:
- visiting museums, galleries, art shows and fairs
- experiencing audio-visual productions, including still and moving imagery
- your own surroundings and environments.
- take an individual approach to your art, craft and design making
- develop the skill of selecting your best and most appropriate work for presentation.

GCSE Art and Design is a perfect course for you to follow if you want to continue to study your studies at A Level as we offer A Level Art and Design 3D Design and Textiles Design. This will be a seamless transition following the same assessment procedure.

GCSE Art and Design provides you with opportunities to develop your transferable skills. You will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically your own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

Art & Design: Three Dimensional Design



Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in **at least one** of the following areas of study.

Architectural design

- The use of the elements of three-dimensional design to develop and create building structures.

- The use of a range of architectural design materials, tools and techniques such as digital and non-digital design methods, graphic and construction materials and the generation of plans, working diagrams and models with consideration of sustainability and related environmental issues.

Interior design

- The use of the elements of three-dimensional design to develop and create interior environments.
- The use of a range of interior design materials, tools and techniques such as digital and non-digital design methods, graphic and construction materials, three-dimensional models and surface patterns/textures.

Product design

- The generation and development of three-dimensional design ideas for consumer products with considerations for ergonomics and functionality.
- The use of a range of product design materials, tools and techniques such as two-dimensional and three-dimensional modelling, digital and non-digital design methods and surface considerations. Exhibition design
- The design of both interior and exterior spaces for the purposes of exhibition and presentation.
- The use of a range of exhibition design materials, tools and techniques such as two-dimensional graphics and three-dimensional forms, construction techniques and presentation methods.

Environmental/landscape design

- The use of the elements of three-dimensional design to create exterior living, recreational and working environments.
- The use of a range of environmental/landscape design materials, tools and techniques such as sculptural materials, digital and non-digital design methods, graphic and construction materials and the generation of plans, working diagrams and models with consideration of sustainability and environmental issues.

Sculpture

- The design of sculptural work to meet a specific purpose or for an intended space or site.
- The use of a range of sculptural materials, tools and techniques such as digital and non-digital design methods, models and sculptural media.

Design for theatre, film and television

- The use of traditional and non-traditional media to develop and create set, prop, and costumes designs for theatre, film and television.
- The use of a range of design materials, tools and techniques such as digital and non-digital design methods, graphic and construction materials.

Jewellery and body adornment

- The development and construction of both individual and mass-produced jewellery and body adornments.
- The use of a range of jewellery and body adornment materials, tools and techniques such as metal, glass, textiles, wood and plastics, modelling, digital and non-digital design and recording methods.

Art & Design: Textile Design



Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students can develop work in **at least one** of the following areas of study.

Constructed textiles

- Innovative manipulation and reworking of threads and fabrics.
- The use of a range of constructed textiles materials, tools and techniques such as woven and stitched, materials and digital and non-digital processes.

Digital textiles

- The design of textiles, employing digital techniques for use in creative and commercial industries such as fabric, carpet and wallpaper design.
- The use of a range of digital textiles materials, tools and techniques such as traditional and non-traditional digital methods for recording and developing ideas in colour, construction, design, repeat pattern, surfaces and materials.

Dyed fabrics

- The use of natural and synthetic dyes.
- The use of resist and applied techniques with natural and man-made fibres.

Printed fabrics

- The use of printed textiles to create bespoke pieces and haute couture.
- The use of a range of printed textiles materials, tools and techniques such as monoprint, transfer-relief, relief print, wood-cut, lino-cut, silk-screen and digital printing on fabrics.

Fashion design

- The design and creation of clothing and fashion for creative and commercial audiences, clients and consumers.
- The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture.

Installed textiles

- The use of textiles to control and transform perception in a site-specific interior space.
- The use of a range of installed textiles materials, tools and techniques such as padding, collage and assemblage.

Soft furnishings

- The design of constructed textiles for use in furnished interiors, utilising their tactile and physical qualities for intended purposes.
- The creative use of the tactile and physical qualities of textiles in an interior space.

Stitched and/or embellished textiles

- The design of stitched and/or embellished textiles for use in creative and commercial industries such as fashion, costume and interiors.
- The use of a range of stitched and/or embellished textiles materials, tools and techniques such as application and incorporation of media, objects and embellishments, hand and machine stitching.

Assessment

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components.

- Component 1: Personal Portfolio - internally set and worth 60% of the qualification.
- Component 2: Externally Set Assignment worth 40% of the qualification

For further information please see Mrs K Wallace or Mrs V Stringer

Option subject Hospitality and Catering

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains.

UNIT 1

The UK is currently perceived to offer the friendliest hospitality service in Europe. For the majority behind this vibrant industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity - a form of 'art.' For the public, dining out is not just 'eating,' it is a whole experience, a time to let go and encounter new senses. The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all.

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.



UNIT 2

Career options in the hospitality and catering industry are vast from popular restaurant chains to Michelin-starred restaurants. Careers in catering involve providing food services with the responsibility of customer service, food preparation, cleanliness and hygiene. Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness. Chefs and nutritionists are involved in the preparation of menus and reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1.

Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:

- the operation of the front and back of house
- hospitality and catering provision to meet specific requirements
- health and safety in hospitality and catering provision
- food safety
- preventative control measures of food-induced ill health.



- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills

This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.

Assessment

Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes

40% of qualification

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: Hospitality and catering in action

Controlled assessment: approximately 12 hours

60% of qualification

An assignment brief will be provided by WJEC which will include a scenario and several tasks.



**For further information please see
Mrs K Wallace or Mrs V Stringer**

Option subject: GCSE Music

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."

The AQA Music GCSE course combines academic study with the creativity of performance and composition.

Overview of the Course	How will it be assessed?
Unit 1: Listening and Appraising Students will listen to and become familiar with a wide range of musical styles, and will be able to identify features and characteristics of the different styles, as well as the use of the musical elements and devices. They will complete an in-depth study of: <ul style="list-style-type: none">• Western Classical Tradition 1650-1910 (with a focus on Beethoven's Symphony No. 1)• Western Classical Tradition 1910+• Popular Music (with a focus on the music of Queen)• Traditional Music.	Examination lasting 1 hour 30 minutes, where students answer questions based on unfamiliar listening excerpts, alongside extended writing questions on Beethoven's Symphony No. 1 and Queen. (40% of GCSE grade)
Unit 2: Performing Music Students will attend weekly vocal/instrumental music lessons on their chosen instrument/voice, and will learn and rehearse a programme of music relating to topics covered in the course.	Performance examination (in school) where students perform a programme of music lasting for a minimum of four minutes. (30% of GCSE grade)
Unit 3: Composing Students will learn how to compose in different styles and genres, and for different instruments, with a focus on the elements of music. They will compose two final pieces of music; one to a brief set by the exam board, and one of their own free choice. They will also learn to appraise, explain, describe and justify their compositional ideas.	Two compositions will be submitted, lasting a minimum of three minutes. (30% of GCSE grade)



Where will this course lead me?

This course prepares you to continue to A-Level or BTEC Level 3 in Music. It is the ideal starting point for a future career in music or the arts and in preparation for studying music at university. Music is also considered an attractive qualification for those applying for highly competitive subjects at university level such as Medicine, Veterinary Studies and Dentistry as it shows a commitment to wider independent learning. Aside from career prospects in music, the development of a musical talent or interest will provide transferrable skills and disciplines applicable to many other subjects and careers, and will, of course, provide lifelong pleasure.

Additional information

To take this course, students must be able to play an instrument or have a talent for singing to succeed. For those who can play/sing a grade 5 standard programme in their examination at the end of Year 11, the highest marks can be achieved.

For further information, please speak to Miss Lockey, Mrs Dudley or Mrs Tomlin.

Option subject: BTEC Tech Award in Enterprise (Level 1 or 2)

This business course has been designed to provide an introduction to the world of business. This qualification will help student to think about the world around them and how the workings of a business will ultimately impact everything. The units covered will develop essential knowledge and skills that students will use to support their A-levels, Level 3 qualifications and future careers. In addition to this, the qualification provides opportunities for learners to develop their communication, people, enterprise, financial, ICT and organisation skills.

This course could provide a starting point for a route into employment in diverse areas of business, including roles in specialist areas such as law, finance, customer service or human resources in large businesses, or a more small, local business.

The BTEC Tech Award in Enterprise has been designed to help students business skills through practical, skills-based learning.



many of the
marketing,
generic role in a

develop their

Component 1 Exploring Enterprises – Coursework

This unit explores the workings of small to medium sized enterprise (SME), where students will chose an SME that they have researched and that meets exam board criteria, and report on the aims and activities of the business, the skills and characteristics of the entrepreneur, the primary and secondary market research that the business carries out, as well as carry out a SWOT and PEST analysis on their chosen business.

Assessment:	internally assessed - Pearson Set Assignment – (PSA)
-------------	--

Weighting:	30% of total course
------------	---------------------

Component 2 Planning for and Pitching an Enterprise Activity

This unit allows students to extend their knowledge about business and the products and services they sell. It gives them the opportunity to develop their own business ideas, develop their own product/service, create a business plan and investigate all aspects of setting up a business. Part of the PSA will require students to video record themselves presenting the findings of their business plan and then evaluating their presentation skills.

Assessment:	internally assessed - Pearson Set Assignment – (PSA)
-------------	--

Weighting:	30% of total course
------------	---------------------

Component 3 Promotion and Finance for Enterprise

During this unit, students will develop an understanding of promotion theory and methods and finance. Students will gain an understanding of advertising and the use of promotion in order to generate business success and will advise and provide recommendations to a given enterprise on ways to improve its performance so that it can effectively target its products to its customers. Students will gain an understanding of sales revenue, different types of costs and sources of finance. Students will assess financial records including; cash flow forecasts, break-even analysis, profit and loss account, ratio analysis and budgets.

Assessment:	externally assessed task (exam)
-------------	---------------------------------

Weighting:	40% of total course
------------	---------------------

For more information, please speak to Miss Prestwood, Miss Britton or Miss Carroll

Option subject: BTEC Technical Award in Sport

What is the BTEC Technical Award in Sport?

The BTEC Technical Award is designed to develop knowledge, skills and experience of sport. Pupils will explore the needs of different types of participants to gain an understanding of how to increase participation in sport and physical activity. Pupils will participate in practical and classroom-based lessons to develop their ability to plan and deliver sports activity sessions. They will examine the technology and equipment available in different sports and apply the rules and regulations in a range of sports and physical activities. They will also develop their knowledge and understanding of the anatomy and physiology of the body, the components of fitness and fitness testing.



This qualification is graded from Level 1 Pass to Level 2 Distinction *. It is the equivalent to one GCSE.

What will you study on this course?

Component 1 - Preparing Participants to Take Part in Sport and Physical Activity

Pupils will study the different types of physical activity and the needs of participants. They will discover the types of provision available in sport, understand the barriers to participation and ways to overcome these barriers. Pupils will explore the equipment and technology required to take part in sport. They will develop their understanding of anatomy and physiology and will explore the cardiovascular and musculoskeletal responses to exercise. Pupils will learn how to plan and deliver a warm-up.

Component 2 - Taking Part and Improving Other Participants Sporting Performance

Pupils will study the components of fitness and the impact they have on sport and physical activity. Pupils will perform isolated practices and competitive situations in their chosen sport through video evidence that they will collect independently outside of school. They will understand the rules and regulations that govern activities. Pupils will explore ways to improve sporting performance through the planning and delivery of sports drills and conditioned practices.

Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical activity

Pupils will study fitness testing, fitness training and programming for different types of participants to improve their sport and physical activity performance.

Assessment Milestones and key dates for this modular course

Components 1 and 2 involve a written and practical exam. This is a Pearson Set Assignment (PSA), marked by teachers and moderated by the exam board.

Component 1 will be completed over 2 consecutive days. The written tasks will take 5 hours, the practical exam will involve the delivery of a warm up to peers. It will take place January/February of Year 10 and counts towards 30% of the course.

Component 2 will be completed over 2 consecutive days. The written tasks will take 5 hours, and the practical exam will involve the delivery of a range of isolated skills and conditioned practices in a sport of choice. It will take place in October/November of Year 11 and counts towards 30% of the course.

Component 3 is an external exam (1.5 hours) and counts towards 40% of the course. This will take place in May of Year 11.



Getting the choice the right

To complete this course successfully pupils must have a keen interest in sport, and it is desirable that they participate in extra-curricular activities in school or as part of a club outside of school. Pupils who want to aspire to a career in the sporting sector should take this course.

Future studies & careers

After Year 11 pupils might consider progression to sixth form and study Level 3 BTEC National in Sport here at St. Anthony's. This course prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the sport sciences, leisure, coaching and teaching sectors. This qualification provides opportunities for pupils to develop transferable skills, such as communication, problem solving, research and analytical skills, supporting progression to A Levels or Level 3 vocational qualifications. This qualification can lead to a career in coaching and teaching, outdoor pursuits, professional sport podiatry, leisure management, sports medicine, sports development and sports coaching, sports psychology, sports physiology, sports massage, therapy and rehabilitation, sports dieticians, journalism, sports science, physiotherapy, public relations, administration and management.

For more information, please speak to Mrs Roddam (Head of PE)

What is the BTEC Technical Award in Dance?

The BTEC Technical Award is designed to develop technique, skill and knowledge of dance. With the vast dance techniques and styles used throughout the dance industry, pupils will explore and research the dance repertoire of Companies, Musicals and Live Performances. Pupils will also get to learn, recreate and choreograph movement, Jazz, Contemporary and Ballet technique, as well as experience many different styles of choreography to help support their understanding of each component.

This qualification is graded from Level 1 Pass to Level 2 Distinction *. The Level 2 qualification is the equivalent to one GCSE.



What will you study on this course?

Component 1: Exploring the Performing Arts

Pupils will develop their understanding of the performing arts by examining the work of performing arts professionals physically and theoretically as well as the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

Pupils will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Pupils will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. Pupils will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout the component and development, pupils will review their own progress and consider how to make improvements.

Component 3: Responding to a Brief

Pupils will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus. Pupils will then perform this live.

Assessment Milestones and key dates for this modular course

Components 1 and 2 involve a written and practical exam. This is a Pearson Set Assignment (PSA), marked by teachers and moderated by the exam board.

Component 1 will be completed over 36 hours. This includes written and practical tasks. It will take place in the Summer Term of Year 10 and counts towards a third of the course (60 marks).

Component 2 will be completed over 36 hours. This includes written and practical tasks. It will take place in the Spring Term of Year 10 and counts towards a third of the course (60 marks).

Component 3 will be completed over 48 hours externally marked. This will take place in the spring term of Year 11 and counts towards a third of the course (60 marks).



Getting the choice the right

Pupils must have a passion for dance with an understanding to develop their physical ability, perform and create their own choreography.

Pupils who want to aspire to a career in the performing arts industry should take this course.

Future studies & careers

After Year 11 pupils might consider progression into a dance course. This course prepares students to enter employment or further training, as well as move on to higher education by studying a degree in the physiotherapy, performing arts, coaching, photography, creative and teaching sectors. This qualification provides opportunities for pupils to develop transferable skills, such as creating, confidence building, team work, self discipline, research and performance. The course supports into further training and exploring the disciplines in the dance industry.

This qualification can lead to a career as a professional dancer, professional performer, coach, teacher, technique specialist, choreographer, artistic director, business owner (dance school/studio), personal trainer, massage/holistic therapist, yoga/pilates instructor, nutritionist, videographer and company director/performance manager.

For more information, please speak to Mrs Roddam (Head of PE)

Option Subject: GCSE Sociology

This AQA GCSE course looks at society. Students study different Sociological theories which try to explain why people behave the way they do. Sociology helps us to understand why people make certain choices in their life. The course has two papers and is 100% exam based. Paper 1 covers the sociology of families and education and Paper 2 covers the sociology of crime and deviance and social stratification. Both exam papers also test students on their understanding of sociological theory and research methods.

Paper 1: the sociology of families and education		Assessment: exam
Section 1: Family	This topic looks at the families and homes that we grow up in and how these can be very different. It covers a range of different areas of research, including: <ul style="list-style-type: none"> • Functions and forms of the family • Changing family relationships • Functionalism, Marxism and Feminism 	
Section 2: Education	This topic looks at schools and education and research sociologists have carried out. It looks at a range of sociological theories and ideas about how education has changed, including: <ul style="list-style-type: none"> • Functions of education • Class, gender and ethnicity and their impact on exam results • Processes in schools such as labelling and subcultures 	

Paper 2: the sociology of crime and deviance and social stratification		Assessment: exam
Section 1: Crime and Deviance	Similarly to Education, this topic looks at criminal and deviant behavior in society and research sociologists have carried out on this topic. It looks at a range of topics: <ul style="list-style-type: none"> • Using data sources to understand crime (statistics, victim surveys) • Crime prevention • Delinquency and the impact of class, gender and ethnicity on crime 	
Section 2: Social stratification	This topic looks at how we can understand a person's power or status in society and how your characteristics such as your place of birth can have an impact on this. It includes: <ul style="list-style-type: none"> • Factors affecting life chances • Poverty as a social issue • Power relationships 	

Across the course..	
Research methodology	Both papers for this GCSE also include questions that will test your general understanding of how sociologists carry out research and the general theories that inspire their ideas: <ul style="list-style-type: none"> • Practical, ethical and theoretical issues with research • Designing research projects • Interpreting data and using primary and secondary sources
Sociological theories	<ul style="list-style-type: none"> • Debates in sociological theory • How sociological ideas have changed over time • Key ideas such as discrimination, socialisation, labelling and power

Further Study: any public (people) facing role, government, police, social work, the NHS, teaching, jobs in research.

For more information, please speak to Mr. Walker (Head of Sociology)